

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](#).

(x) means that a proposal is proposed for CLAS GEAR x.

1 Topics for discussion

Update on interdisciplinary graduate program approval process, if any

Updated version of CLAS policy on minors

See email attachment.

Form for chair approval of new factotum courses.

See email attachment.

Modular courses - D. Knecht

Reappointment of chair for next year; plans beyond next year.

2 Old Proposals

2014-020 Add Internship in Museum Collections and Data Management (S)

[Full Materials](#)

Proposed Catalog Copy:

ANTH 3420. Internship in Museum Collections and Data Management

Three credits. Prerequisite: Open only with consent of instructor.

Supervised work experience with anthropological records and collections at the Connecticut Museum of Natural History on Storrs campus.

2014-023 Add EVST 2998. Variable Topics in Environmental Studies. (S)

[Full Materials](#)

Proposed Catalog Copy:

EVST 2998. Variable Topics in Environmental Studies.

Either semester. Three credits. May be repeated for credit with a change in subject matter. Explorations of environmental studies from various perspectives and methodologies

3 New Proposals

2014-043 Add course to CLAS GE Area A: Arts

AFRA/DRAM 3132. African American Women Playwrights, 1900 to Present

[Full Materials](#)

2014-044 Add POLS 3247/W The Political Economy of East Asia (g)(S)

[Full Materials](#)

Proposed Catalog Copy:

POLS 3247 The Political Economy of East Asia

Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: 1000 level course in political science and economics.

Economic, political, and social development of East Asia.

POLS 3247W The Political Economy of East Asia

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to Juniors or Higher. Freshmen and sophomores by permission. Recommended preparation: 1000 level course in political science and economics.

2014-045 Add SPAN 3171. Spanish for Engineers

[Full Materials](#)

Proposed Catalog Copy:

SPAN 3171. Spanish for Engineers

Three credits. Prerequisite: SPAN 1004 or three or more years of Spanish in high school. Introduction to the fields of engineering in Spanish. Preparation for the engineering and industrial job market in the Hispanic world. Designed to meet the needs of students desiring to use Spanish as a tool for industry or commerce.

2014-046 Add GEOG 2400. Introduction to Sustainable Cities (S)

[Full Materials](#)

Proposed Catalog Copy:

GEOG 2400. Introduction to Sustainable Cities

Three credits. **Prerequisite: none**

This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will learn how specific approaches within that framework such as sustainable transportation, renewable energy, recycling of waste, and green infrastructure address many problems experienced in contemporary metropolitan areas.

2014-047 Add POLS XXXX/W Politics of Water (g)(S)

[Full Materials](#)

Proposed Catalog Copy:

POLS XXXX Politics of Water

Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: POLS 1202 or 1207.

The role of water in state building, state-society relations, and economic and political development. Draws on approaches from comparative politics and international relations.

POLS XXXXW Politics of Water

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to Juniors or Higher. Freshmen and sophomores by permission. Recommended preparation: POLS 1202 or 1207.

2014-048 Add WGSS 3672/W Feminist Development Studies and Practice (g)(s)

Full Materials

Proposed Catalog Copy:

WGSS 3672/W Feminist Development Studies and Practice

Three credits. Prerequisites: open to Juniors and higher.

Bodies; feminist theories/methodologies of development; development and conflict; banking, aid, trade, and women; international and local development agendas; mainstreaming gender into development; UN Millennium development goals.

2014-049 Change Judaic Studies Minor

Full Materials

Current Catalog Copy:

Judaic Studies

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature and culture of the diverse experiences of the Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is a prerequisite. At least one year of biblical or modern Hebrew is strongly recommended. A total of 15 credits from the following 2000-level or above courses is required:

· **A minimum of six credits in Foundational Courses (Group A):**

- HEJS 3201, HEJS 3203/HIST 3418. HEJS 3511
- CAMS 3256/HEJS 3218/HIST 3330
- INTD 3260.

· **A maximum of nine credits in Topical Courses (Group B):**

- HEJS 3202, 3293, 3299, 5397
- CAMS 3244, CAMS 3253/HIST 3301
- HIST 3705, 3712, 3995.

The minor is offered by the Judaic Studies Department.

Proposed Catalog Copy:

Judaic Studies

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is required of all minors.

At least one year of Biblical Hebrew or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A):

HEJS 3201, HEJS 3218/CAMS 3256/HIST 3330, HEJS 3301, HEJS 3511, INTD 3260

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B):

HEJS 3202, HEJS 3203/HIST 3418, HEJS 3241, HEJS 3279, CAMS 3244, CAMS 3253/HIST 3301, HEJS 3401/W, HIST 3705, HIST 3712

The following may be substituted for Group B Courses with the approval of the students HEJS advisor: HEJS 1101, HES 1104, SPAN 1008, HEJS 3293, HEJS 3299.

All 15 credits may consist of courses from Group A. Some HES Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the students HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section, Department of Literatures, Cultures, and Languages.

Changes Highlighted:

Judaic Studies

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of the Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is ~~a prerequisite~~ required of all minors.

At least one year of ~~biblical or modern~~ Biblical Hebrew or Modern Hebrew is strongly recommended. ~~A total of 15 credits from the following 2000-level or above courses is required:~~

~~—~~A minimum of six credits in Foundational Courses (Group A):

~~o~~ HEJS 3201, HEJS ~~3203~~3218/~~HIST 3418~~. ~~HEJS 3511~~ ~~o~~ CAMS 3256/~~HEJS 3218~~/HIST 3330, HEJS 3301, HEJS 3511, INTD 3260

~~o~~ INTD 3260.

~~o~~ ~~A maximum of nine credits in~~ Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B):

~~o~~ HEJS 3202, ~~3293, 3299, 5397~~ ~~o~~ HEJS 3203/HIST 3418, HEJS 3241, HEJS 3279, CAMS 3244, CAMS 3253/HIST 3301 ~~o~~, HEJS 3401W), HIST 3705, HIST 3712, ~~3995~~.

The following may be substituted for Group B Courses with the approval of the students HEJS advisor: HEJS 1101, HES 1104, SPAN 1008, HEJS 3293, HEJS 3299.

All 15 credits may consist of courses from Group A. Some HES Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the students HEJS advisor.

The minor is offered by the ~~Judaic Studies Department~~. Hebrew and Judaic Studies Section, Department of Literatures, Cultures, and Languages.

2014-050 Add COMM 4200/W Advanced Interpersonal Communication (g)(s)

Full Materials

Proposed Catalog Copy:

COMM 4200. Advanced Interpersonal Communication

Three credits. Prerequisite: COMM 1000, and COMM 3200.

An advanced approach to interpersonal communication focusing on theories and their applications to real world phenomena. Topics include, but are not limited to, affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

COMM 4200W. Advanced Interpersonal Communication

Three credits. Prerequisite: COMM 1000, and COMM 3200; ENGL 1010 or 1011 or 2011.

2014-051 Add MARN 5501. Marine Sciences Seminar

Full Materials

Proposed Catalog Copy:

MARN 5501. Marine Sciences Seminar

2 credits. Seminar.

Intensive reading, evaluation and critical discussion of current interdisciplinary topics presented at weekly departmental research seminars. May be repeated for credit.

Appendix

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: 22 February, 2015
2. Department requesting this course: Anthropology
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!

3420. Internship in Museum Collections and Data Management
Three credits. Either semester. Instructor consent.
Supervised work experience with anthropological records and collections at the Connecticut Museum of Natural History on Storrs campus.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ANTH
2. Course Number: 3420
3. Course Title: Internship in Museum Collections and Data Management
4. Number of Credits: 2-3
5. Course Description (second paragraph of catalog entry):
Supervised work experience with anthropological records and collections at the Connecticut Museum of Natural History on Storrs campus.

Optional Items

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

Justification

1. Reasons for adding this course: This course will provide an opportunity for hands-on

experience with anthropological collections that cannot be gained in the classroom. It will also provide professional preparation for students interested in careers in museum studies, ethnology or archaeology.

2. Academic merit: Anthropology students learn about anthropological materials in an abstract sense in their courses, but rarely have the opportunity to handle and care for them. This course will also cover key ethical issues involved with working with anthropological material, especially as this relates to legal obligations defined by the Native American Graves and Repatriation Act of 1990.

3. Overlapping courses and departments consulted: A collections course entitled "Introduction to Natural History Collections (EEB 5894) is offered by the Department of Ecology and Evolutionary Biology, but is offered at the graduate rather than the undergraduate level. It is not an internship and it deals with biological collections rather than anthropological artifacts.

4. Number of students expected: 3-6 a semester

5. Number and size of sections: 1, cap of 6.

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Dr. Brian Jones, State Archaeologist and Assistant Extension Professor of Anthropology

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 March, 2015

Department Faculty: 2 March, 2015

2. Name, Phone Number, and e-mail address of principal contact person: Brian Jones,
brian.jones@uconn.edu; (860)486-5248

Syllabus

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

Internship in Museum Collections and Data Management

Department of Anthropology and the
Connecticut State Museum of Natural History

Instructor: Brian D. Jones, Ph.D.

The Internship in Museum Collections and Data Management provides students with the opportunity to experience practical hands-on work in a museum collections setting. The focus of the internship will depend in part on the interests and prior knowledge of the student. The Internship is intended as a preprofessional learning experience, . This internship is intended to provide a practical application of principles learned in the classroom.

Course Goals:

1. To become familiar with the management of archaeological and ethnographic collections in a museum setting
2. To become experienced with the proper handling and storage methods of delicate materials
3. To develop an understanding of the sensitive nature of archaeological and ethnographic collections and culturally appropriate management practices
4. To understand the management of museum collections in light of the Native American Graves Protection and Repatriation Act
5. To become familiar with archaeological site records management
6. To develop an understanding of the sensitive nature of archaeological site location data

Two contexts for the internship are available.

The first involves management of the collections of the Department of Anthropology and the Office of State Archaeology at the Connecticut State Museum of Natural History. Both departments have extensive archaeological and ethnographic collections that require continuous management and organization. Interns will have an opportunity to help with hands-on management practices, including cataloging, organizing, and properly caring for and storing the collections. Interns will be introduced to important contemporary issues surrounding the management of culturally sensitive materials, as well as the appropriate documentation and reporting of collections in light of the Native American Graves Protection and Repatriation Act.

A second avenue for interns regards the management of archaeological site files housed in the Office of State Archaeology. The site files, associated reports, paper maps, and the GIS digital data are in need of constant review to ensure that records are kept up-to-date. Interns will work closely with the State Archaeologist to help manage and maintain these records.

Readings

In addition to the hands-on experience, interns will be expected to read supporting materials throughout the semester. These readings are intended to provide the necessary context for working with sensitive archaeological and ethnographic materials. Depending on the focus of the internship, other reading lists may be developed in coordination with the instructor.

- W. Richard West (2004) "The National Museum of the American Indian: Steward of the Sacred"
- Martin Sullivan (2004) "Some Thoughts about Museums, Reconciliation, and Healing"
- Woodland Cultural Center Museum Policies (2004)
- Patricia Capone and Diana D. Loren (2004) "Stewardship of Sensitive Collections: Policies, Procedures, and the Process of their development at the Peabody Museum"
- James Pepper Henry (2004) "Challenges in Managing Culturally Sensitive Collections at the National Museum of the American Indian"
- Raney Bench (2014) "Interpreting Native American History and Culture at Museums and Historic Sites"
- Elizabeth Scott & Edward M. Luby (2007) "Maintaining Relationships with Native Communities: The Role of Museum Management and Governance"
- Edward Luby, et al. (2013) "Archaeological Curation and the Research Value of Archaeological Collections: A Case Study from California"
- Edward Luby (2008) "More Than One Mask: The Context of NAGPRA for Museums and Tribes"
- Chip Colwell-Chanthaphonh et al. (2011) "The repatriation of culturally unidentifiable human remains"

Credit

This internship is offered for 2 to 3 credits depending on the number of hours committed to by the student. Each credit for internship work entails a minimum of 42 hours of work per semester or term (typically about three hours per week per credit hour). The required number of hours of work will be stated clearly in a learning or work plan that will be signed by both the *instructor of record* and the *internship supervisor*. The internship is not offered for payment.

Grading

The Museum Collections and Data Management Internship can be completed as a "Field Study" where grading for the course is on an S/U (satisfactory/unsatisfactory) basis. The S/U grade is based on the student's ability to meet the minimum number of required internship hours, to

demonstrate professional work habits, and to complete the assigned readings.

Internships through CLAS at the University of Connecticut

In the College of Liberal Arts and Sciences, students can get academic credit for approved internship courses. To receive credit for an internship, a student must enroll in the internship course prior to undertaking the work. No credit may be given retroactively for internship work undertaken without being properly enrolled in advance. A student may count up to 15 internship credits towards a bachelor's degree in CLAS. Students on academic probation will not in most cases be allowed to register for more than six credits of internship course work.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 3/12/2015
2. Department requesting this course: Environmental Studies (EVST)
3. Semester and year in which course will be first offered: Perhaps 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!

EVST 2998. Variable Topics in Environmental Studies. Either semester. Three credits. May be repeated for credit with a change in subject matter.

Explorations of environmental studies from various perspectives and methodologies.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EVST
2. Course Number: 2998
3. Course Title: Variable Topics in Environmental Studies.
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry): Explorations of environmental studies from various perspectives and methodologies.

Optional Items

6. Pattern of instruction, if not standard: Lecture and discussion
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: Yes.
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: May be repeated for credit with a change in subject matter.
11. Skill codes "W", "Q" or "C": No
12. S/U grading: No

Justification

1. Reasons for adding this course: Environmental Studies is a relatively new major that is building its curriculum. Some of that curriculum will at times be independent of departmental offerings. Thus, EVST would like the ability to offer variable topics courses independent of departments when the need and interest arises. In addition, we are requesting a 2000 level number, because we want to allow sophomores access to such courses when relevant for their curriculum.
2. Academic merit: These courses would be fundamentally interdisciplinary in nature and thus not appropriate for offering through a normal department course number.
3. Overlapping courses and departments consulted: None relevant.
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, but approved by EVST director in consultation with a faculty member's department head and the Environmental Studies Advisory Board.

General Education

This course is not being submitted for GEOC approval.

Proposer Information

1. Dates approved by
Department Curriculum Committee: 2/24/2015
Department Faculty: 2/24/2015
2. Name, Phone Number, and e-mail address of principal contact person: Mark A. Boyer, x63156, mark.boyer@uconn.edu

Syllabus

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

There is no syllabus at this time, as we do not have a specific "special topics" course planned in the curriculum at the date of submission. This submission is in preparation of such a thing happening in the coming years.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 3/16/15
2. Department requesting this course: Dramatic Arts
3. Nature of Proposed Change: We would like this course to be considered for CLAS Content Area A
4. **Effective Date** (semester, year): Spring 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

DRAM 3132. African American Women Playwrights, 1900 to Present
(Also offered as [AFRA 3132.](#)) Three credits. Two 75-minute periods.
Recommended preparation: [AFRA/DRAM 3131.](#)

African American women's playwriting in relationship to social, historical, and political contexts. CA1 CA4

Proposed Catalog Copy

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

DRAM 3132. African American Women Playwrights, 1900 to Present
(Also offered as [AFRA 3132.](#)) Three credits. Two 75-minute periods.
Recommended preparation: [AFRA/DRAM 3131.](#)

African American women's playwriting in relationship to social, historical, and political contexts. CA1.A CA4

Justification

1. **Reasons for changing this course:** After receiving approval to cross-list DRAM 3132 with Africana Studies on December 9th, 2014, we wanted the course to be considered additionally for CLAS Content Area A, since the course satisfies nearly all of these requirements.
2. Effect on Department's curriculum: This change would not affect the existing curriculum, but enhance its potential offerings.

3. Other departments consulted: N/A
4. [Effects on other departments](#): There is little or no effect on other courses/departments. This class addresses a body of material not previously treated in the Dramatic Arts department and adds to the current course, AFAM/DRAM 3131, African American Theatre.
5. Effects on regional campuses: N/A
6. [Staffing](#): Dr. Adrienne Macki Braconi is on the Storrs campus

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)

- 1) Become Articulate: This course invites close readings and engaged discussion of plays and essays by African American women playwrights. Students will be expected to contribute both orally and in written formats.
- 2) Intellectual Breadth: This class prompts interdisciplinary learning and thinking that links topics in history, political science, sociology, race theory, and African American studies to analyze the dramatic texts composed by African American women in the 20th and 21st centuries. Using a interdisciplinary methodology, this course examines such concerns as colorism, community, sexuality, colonialism, freedom, history, miscegenation, violence, economic oppression, and more.
- 5) Awareness of Society: By contextualizing the playwrights work in historical and social contexts, students will consider how African American women playwrights used the stage to respond to, critique, and intervene in African American life and culture.
- 6) Consciousness of the Diversity: Through course readings, presentations, papers, and class discussion, this class prompts discussion of the following:
 - A. The varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity
 - B. The similarities that may exist among diverse groups
 - C. Issues involving human rights and migration
 - D. The dynamics of social, political, and/or economic power
- 7) Acquire and use knowledge: Several of the assignments in this class rely on acquiring and developing the means by which students obtain and develop their knowledge.

- b. Specify a CLAS area, A-E: A
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

From Angelina Weld Grimke’s landmark lynching play, *Rachel*, to Lynn Nottage’s Pulitzer-prize winning *Ruined*, African American women playwrights have addressed key issues in modern culture and politics. This class will explore work written by African American women in the 20th and 21st centuries to analyze the role that art plays in the formation, expression, and revision of human culture. Specifically, we will examine a century of African American women’s playwriting in relationship to its social, historical, and political contexts to interrogate such concerns as colorism, community, sexuality, colonialism, freedom, history, miscegenation, violence, economic oppression, and more. We will consider how these playwrights used the stage to respond to, critique, and intervene in African American life and culture. Representative playwrights include: Angelina Grimke, Georgia Douglas Johnson, Eulalie Spence, Marita Bonner, Zora Neale Hurston, Alice Childress, Lorraine Hansberry, Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Lydia Diamond, and Katori Hall.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 3/15/13
Department Faculty: 4/3/13
School Faculty: 1/17/14
2. Name, Phone Number, and e-mail address of principal contact person:
Thomas Meacham, 860-486-0276, thomas.meacham@uconn.edu

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: 03-1-2015
2. Department requesting this course: Political Science
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!

POLS 3247 The Political Economy of East Asia

Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: 1000 level course in political science and economics. Economic, political, and social development of East Asia.

POLS 3247W The Political Economy of East Asia

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800. Open to Juniors or Higher. Freshmen and sophomores by permission. Recommended preparation: 1000 level course in political science and economics.

Economic, political, and social development of East Asia.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 3247
3. Course Title: The Political Economy of East Asia
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Economic, political, and social development of East Asia.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ENGL 1010 or 1011 or 2011 or 3800 for W version only
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Open to Juniors and higher
8. Recommended Preparation, if applicable: 1000 level course in political science and economics
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": W

12. S/U grading: No

Justification

1. Reasons for adding this course: The instructor holds a joint appointment in Political Science and the Asian/Asian American Studies Institute. This course expands our instruction in comparative political economy and East Asia and also draws significant enrollment from AAASI.
2. Academic merit: The course expands students' understanding of the political economy of development in East Asia, and provides an opportunity to examine conventional wisdom on the relationship between the state and market and the relationship between economic development and political change.
3. Overlapping courses and departments consulted: Department of Economics
4. Number of students expected: 19 (capped, as a "W" class)
5. Number and size of sections: 1 per year
6. Effects on other departments: None
7. Effects on regional campuses: The course will also be offered by Yu Zheng at UConn Stamford campus.
8. Staffing: Dr. Meina Cai and Dr. Yu Zheng (UConn-Stamford)

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: 03-01-2015
Department Faculty: 03-24-2015
2. Name, Phone Number, and e-mail address of principal contact person:

Meina Cai
860-486-3352
meina.cai@uconn.edu

Syllabus

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

THE POLITICAL ECONOMY OF EAST ASIA
Political Science 2998W, Fall 2015
Tuesday/Thursday 9:30-10:45, 268 OAK Hall

Instructor: Professor Meina Cai
Telephone: 860.486.3352 E-mail: meina.cai@uconn.edu
Office Hours: Tuesday 12:30-3:30, 449 Oak Hall

Teaching assistant: Taesim Kim
Email: taesim.kim@uconn.edu Office: 437 Oak Hall

This course examines the economic, political, and social development of East Asia with a focus on Japan, South Korea, and Greater China. East Asia witnesses remarkably high and sustained economic growth in the post-war period. However, the rapid economic growth has not gone hand in hand with political change: while Japan, South Korea, and Taiwan democratized, China, Hong Kong, and Singapore remain authoritarian. Theoretically, the East Asia experience challenges conventional wisdom on the relationship between the state and market and the relationship between economic development and political change. This course addresses key questions as follows: What are the causes of high economic growth in East Asia? In particular, what role has the state played in economic development? What are the political consequences of dramatic economic change? Why has high economic growth produced different political outcomes? What are the opportunities for political participation and prospects for democracy in China? To what extent is the East Asian Model replicable to other parts of the world?

The course begins with an overview of economic and political development path of East Asia, with a focus on East Asia miracle, the Asian Financial Crisis, and democratic transition. Theoretical concepts and debates will be discussed. The second part of the course examines country specific cases. The case studies begin with Japan, the first country to industrialize in the region, then the four Asian “tigers” (South Korea, Taiwan, Hong Kong, and Singapore), and finally China, the country that has attained the fastest growth rates in the world. The course concludes with a discussion on how each country interacts with one another within the region and how China interacts with the rest of the world.

This course is primarily designed for undergraduate students interested in the political economy of development in transition and developing countries. Students specializing in regions other than East Asia are welcome. Students may take this course without prerequisites; however, previous background in the study of political economy or East Asia will be very helpful.

READING MATERIALS

Under each topic below are required readings, including journal articles and book chapters. All required readings are available on HuskyCT course website. Students with limited background in East Asia may wish to read some or all of the following studies as preparation:

- Kevin G. Cai, *The Political Economy of East Asia: Regional and National Dimensions* (New York: Palgrave Macmillan, 2008).

- Ming Wan, *The Political Economy of East Asia: Striving for Wealth and Power* (Washington, DC: CQ Press, 2007).
- The World Bank, *The East Asian Miracle: Economic Growth and Public Policy* (New York: Oxford University Press, 1993).

This is a W course and therefore a significant component of the course requirement is writing and strengthening writing skills through the development of a research paper throughout the semester. The book on research design below is recommended when you work on your research paper.

- W. Phillips Shively, *The Craft of Political Research* (New York: Pearson, 2013).

REQUIREMENTS AND EVALUATION

Your course grade will be based on your performance on: (1) pop quizzes, and (2) a research-based analytical paper.

Pop quizzes (15%): It is essential for students to do the reading before class. Lectures will make more sense and be more fun if you do so. I will therefore periodically give pop quizzes at the beginning of class on that day's reading. The quizzes will not be hard if you have done the reading, but they will be close to impossible if you have not. In addition, I will give you one quiz toward the beginning of the semester on some basic facts and geography of East Asia. At the end of the semester, I will throw out your lowest score and average the remaining scores for your quiz grade.

Research paper (85%): A research-based analytical paper on a subject related to the course material. Consult the instructor if you want to work on a topic that is not covered in the course. The paper is about 20-25 pages (double-spaced, one-inch margins, Times New Roman or similar font, 12-point font size). This does not include references. The purpose of the assignment is to provide students with the opportunity to learn how a research paper is developed. Some class time will be devoted to helping students properly structure a research paper. There is also one required meeting with the instructor to discuss your research paper, to be scheduled a few weeks before the meetings. In addition, students are welcome to consult with the instructor throughout the semester as they develop their project. The assignment will be divided into the following five parts, with feedback on each part. Specific due dates and grading for each part are as follows:

- February 26: one-page proposal of a topic and preliminary question (5%)
- March 12: abstract, outline, working bibliography (5%)
- April 2: first draft (25%)
- April 28 and 30: in-class research paper presentation (5%)
- April 30: final draft (45%)

All the due dates and times noted in the schedule are strict deadlines. Late submission will be penalized by one letter grade every 24 hours after the due date: an A- becomes a B+, a B+ becomes a B and so on.

SCHEDULE AND TOPICS

PART I. OVERVIEW

#1. January 20 – Introduction

#2. January 22 – East Asia “Miracle”

- Paul Krugman, “The Myth of Asia’s Miracle,” *Foreign Affairs*, vol. 73, no. 6 (1994): 62-78.
- The World Bank, *The East Asian Miracle: Economic Growth and Public Policy* (New York: Oxford University Press, 1993), pp. 1-59.

#3. January 27 – The Developmental State

- Chalmers Johnson, “The Developmental State: Odyssey of a Concept,” in Meredith Woo-Cumings, ed., *The Developmental State* (Ithaca: Cornell University Press, 1999), pp. 32-60.

#4. January 29 – Economic Development Strategies

- Zenaida Hernandez, “Industrial Policy in East Asia: In Search for Lessons,” Background paper prepared for the *World Development Report 2005: A Better Investment Climate for Everyone* (2004).
- The World Bank, “Using the International Market: Trade and Industrial Policy,” in *The East Asian Miracle: Economic Growth and Public Policy* (New York: Oxford University Press, 1993), pp. 292-316.

#5. February 3 – Documentary: People’s Century #16: Asia Rising

#6. February 5 – The Asian Financial Crisis

- Fred Robins, “Asia’s 1997 Crash: its Character, Causes and Consequences,” in Frank-Jürgen Richter, ed., *The East Asian Development Model: Economic Growth, Institutional Failure and the Aftermath of the Crisis* (New York: Palgrave Macmillan, 2000), pp. 17-52.
- Timeline of the Panic, PBS Frontline,
<http://www.pbs.org/wgbh/pages/frontline/shows/crash/etc/cron.html>

#7. February 10 – Political Institutions and Development

- Stephan Haggard, *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries* (Ithaca: Cornell University Press, 1990), chapter 10.
- Stephan Haggard, *The Political Economy of the Asian Financial Crisis* (Washington, DC: Institute for International Economics, 2000), introduction chapter.

#8. February 12 – Democratic Transition

- Doh Chull Shin, “The Third Wave in East Asia: Comparative and Dynamic Perspectives,” *Taiwan Journal of Democracy*, vol. 4, no. 2 (2008): 91-131.

#9. February 17 – Development Challenges

- Jayant Menon and Anna Melendez-Nakamura, “Aging in Asia: Trends, Impacts and Responses,” Asian Development Bank Working Paper Series on Regional Economic Integration, no. 25, February 2009.

#10. February 19 – Writing Essentials

PART II. POLITICAL ECONOMY OF EAST ASIA COUNTRIES

#11. February 24 – Japan: Political Economy

- Frances M. Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton, NJ: Princeton University Press, 2010), chapters 5 and 7.

#12. February 26 – Japan: Transition from One-Party Domination

- Frances M. Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton, NJ: Princeton University Press, 2010), chapter 6.
- **Proposal due in class**

#13. March 3 – South Korea: Political Economy

- Guest lecture by Taesim Kim
- Kevin G. Cai, *The Political Economy of East Asia: Regional and National Dimensions*, (New York: Palgrave Macmillan, 2008), chapter 5.
- Ha-Joon Chang, Hong-Jae Park and Chul Gyun Yoo, "Interpreting the Korean Crisis: Financial Liberalisation, Industrial Policy and Corporate Governance," *Cambridge Journal of Economics*, vol. 22, no. 6 (1998): 735-746.

#14. March 5 – Documentary: Memory of Forgotten War

- Guest lecture by Taesim Kim

#15. March 10 – Taiwan: Political Economy

- Shelley Rigger, *Why Taiwan Matters: Small Island, Global Powerhouse* (New York: Rowman & Littlefield, 2011), chapters 3 and 4.

#16. March 12 – Comparing South Korea and Taiwan

- Tun-jen Cheng, "Political Regimes and Development Strategies: South Korea and Taiwan," in Gary Gereffi and Donald L. Wyman, eds., *Manufacturing Miracles: Paths of Industrialization in Latin America and East Asia* (Princeton: Princeton University Press, 1990), pp139-178.
- Joseph Wong, *Healthy Democracies: Welfare Politics in Taiwan and South Korea* (Ithaca: Cornell University Press, 2004), chapter 1.
- **Abstract, outline, working bibliography due in class**

Spring Recess: March 15-21

#17. March 24 – Comparing Hong Kong and Singapore

- Newman M.K. Lam, "Government Intervention in the Economy: A Comparative Analysis of Singapore and Hong Kong," *Public Administration and Development*, no. 20 (2000): 397-421.

#18. March 26 – China's Rise

- Barry Naughton, *The Chinese Economy: Transitions and Growth* (Cambridge: MIT Press, 2007), chapter 4.

#19. March 31 – China: Economic Growth without Democracy

- Mary Gallagher, “‘Reform and Openness’: Why China’s Economic Reforms Have Delayed Democracy.” *World Politics*, vol.54, no. 3 (2002): 338-72.

#20. April 2 – China: Prospects for Democracy

- Andrew Nathan, “Authoritarian Resilience: China’s Changing of the Guard,” *Journal of Democracy*, vol. 14, no.1 (2003): 6-17.
- Minxin Pei, “Is CCP Rule Fragile or Resilient?” *Journal of Democracy*, vol. 23, no. 1 (2012): 27-41.
- **First draft due in class**

#21. April 7 – No Class

- Individual meetings to discuss your draft.

#22. April 9 – Comparing Taiwan and Mainland China

- Bruce Gilley, “Comparing and Rethinking Political Change in China and Taiwan,” in Bruce Gilley and Larry Diamond, eds., *Political Change in China Comparisons with Taiwan* (Boulder: Lynne Rienner, 2008), pp. 1-23.

#23. April 14 – Comparing China and India

- Bruce Gilley, “Two Passages to Modernity,” in Edward Friedman and Bruce Gilley, eds., *Asia’s Giants: Comparing China and India* (New York: Palgrave Macmillan, 2005), pp. 19-52.

PART III. EAST ASIA and GLOBALIZATION

#24. April 16 – Regional Cooperation in East Asia

- Dilip K. Das, “China and the Asian Economies: Mutual Acceptance, Economic Integration and Interactive Dynamics,” *Journal of Contemporary China*, vol 22, no. 84 (2013): 1089-1105.

#25. April 21 – China in the World

- Sebastian Heilmann and Dirk H. Schmidt, *China’s Foreign Political and Economic Relations: An Unconventional Global Power* (New York: Rowman & Littlefield, 2014), chapters 8, 9, and 10.

#26. April 23 – Wrap-Up and Review

- Hillary Clinton, “America’s Pacific Century,” *Foreign Policy*, October 1, 2011.
<http://foreignpolicy.com/2011/10/11/americas-pacific-century/>

#27. April 28 – In-class presentations

#28. April 30 – In-class presentations

- **Final draft due in class**

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 1/20/2015
2. Department requesting this course: LCL-Spanish
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!

3171. Spanish for Engineers

Three credits. Prerequisite: SPAN 1004 or three or more years of Spanish in high school. Introduction to the fields of engineering in Spanish. Preparation for the engineering and industrial job market in the Hispanic world. Designed to meet the needs of students desiring to use Spanish as a tool for industry or commerce.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SPAN
2. Course Number: 3171
3. Course Title: Spanish for Engineers
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Introduction to the fields of engineering in Spanish. Preparation for the engineering and industrial job market in the Hispanic world. Designed to meet the needs of students desiring to use Spanish as a tool for industry or commerce.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: SPAN 1004 or three or more years of Spanish in high school.
 - 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: This course will help to prepare the students participating in the new Spanish and Engineering dual degree program before going to their one-year study abroad program where they will take Spanish classes in the fall and they will do an internship related to engineering in the spring semester.
2. Academic merit:
3. Overlapping courses and departments consulted: No overlap
4. Number of students expected: 25
5. Number and size of sections: 1 section of 25
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: TA

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: 3/13/15
Department Faculty: 3/13/15
2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, 860-371-5705, Gustavo.nanclares@uconn.edu

Syllabus

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

SPAN 3171 – Spanish for Engineers

Instructor: Gustavo Nanclares

Office: Oak Hall 238

Email: gustavo.nanclares@uconn.edu

Readings: All reading materials will be available through HuskyCT

Description

This is a Spanish language and communication course specifically designed for engineering students who have an intermediate command of the Spanish language and seek to enhance their use and knowledge of the language and vocabulary in the specific fields of engineering. The course will also cover the linguistic and pragmatic aspects of the job search process in Spanish: searching and understanding job/internship announcements, preparing a cover letter and a cv/resume in Spanish, and interviewing for a job/internship in Spanish.

Objectives

At the end of this course you will be able to:

- Communicate in Spanish in the field of engineering.
- Use a richer and more precise vocabulary related to the different fields of engineering.
- Write a cover letter and cv in Spanish.
- Conduct a job interview in Spanish.

Academic integrity and student code

All exercises, quizzes, and examinations are open-book and open-notes. However, you cannot communicate with any other person or persons in any fashion whatsoever while in the process of taking the quizzes or examinations. I expect everyone to follow this code of conduct. In the unfortunate event where someone is found in violation of this policy, it will be handled according to the Student Code of the University (see below), which may be found on the website of the Division of Student Affairs. Pay special attention to Appendix A: Academic Integrity in Undergraduate Education and Research. If you have any questions, please check with me.

Academic dishonesty of any type will not be tolerated in this class. Students should refer to the Student Code (see section on Academic Integrity -

http://www.dos.uconn.edu/student_code.html) for specific guidelines.

Working plan for the course

The first part of this course (until week 9) is structured around readings, presentations, videos, and discussions in Spanish that will cover some of the main fields of engineering. Students will do two presentations in two different fields throughout the semester. Students will be asked to write three two-page compositions in Spanish related to the topics covered in class. Additionally, there will be several quizzes about the readings assigned in the course.

The second part of the course (tenth week and after) is dedicated to preparing students for the job/internship search process in Spanish. We will cover the search for job announcements in Spanish, understanding the job descriptions, preparing a CV and a cover letter, and finally preparing for job interviews. In this part of the course students will have to produce a cover letter and a CV, and they will be interviewed by the instructor of the course for an imaginary job.

Grade Breakdown:

Reading Quizzes -- 10%

Compositions -- 15%

Paper -- 20%

Presentations -- 15%

Cover Letter -- 15%

CV -- 10%

Mock Interview -- 15%

Final Grade:

A 93-100 A- 90-92 B+ 88-89 B 83-87 B- 80-82 C+ 78-79

C 73-77 C- 70-72 D+ 68-69 D 63-67 D- 60-62 F 0-59

Plan of classes:

Week 1

Introduction

Week 2

Sustainable energies

Week 3

Wind energy in Spain

Week 4

Civil Engineering in Spain: bridges and dams. (www.cfcsl.com).

Week 5

Large-scale civil engineering projects of Spanish companies: Haramain High-Speed Rail Project and the Panama Canal Expansion Project

Week 6

Biomedical Engineering

Week 7

Electrical and Computer Engineering

Week 8

Mechanical Engineering

Week 9

Material Science and Engineering

Week 10

Job search: Postings and advertisements

Week 11

Job search: The CV

Week 12
Job search: Cover letters

Week 13
Job search: Job interviews

Week 14
Mock interviews

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 3/20/15
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

2400. Introduction to Sustainable Cities

Three credits. Prerequisite: none

This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will learn how specific approaches within that framework such as sustainable transportation, renewable energy, recycling of waste, and green infrastructure address many problems experienced in contemporary metropolitan areas.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: GEOG
2. Course Number: 2400
3. Course Title: Introduction to Sustainable Cities
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will learn how specific approaches within that framework such as sustainable transportation, renewable energy, recycling of waste, and green infrastructure address many problems experienced in contemporary metropolitan areas.

Optional Items

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

Justification

1. Reasons for adding this course:

Geography currently offers several courses about cities. However, there is a growing emphasis within and outside of academia about pathways to make cities more sustainable. This topic is becoming more important as the world is becoming increasingly urbanized. This course will introduce students to a wide range of issues related to sustainable cities in preparation for more advanced study in upper-division courses.

2. Academic merit:

With global population continuing to grow, how people choose to arrange themselves on the landscape will have profound impacts on our planet and society. The concept of sustainable cities has emerged as useful framework within which to consider the economic, environmental and social impacts of our built environments, and in turn, how they affect the surrounding ecosystems. A broad understanding of various problems experienced in contemporary metropolitan areas and solutions being offered to remedy those problems will enable students to think more critically about relationships between human societies and the environment. The course will compare and contrast critical issues in cities in developed as well as developing nations, paying particular attention to the emergence of slums (or informal settlements) that house upwards of one billion people worldwide. Students will engage with a variety of required readings including scientific papers, newspaper articles, policy documents, and documentary films.

3. Overlapping courses and departments consulted: Environmental Studies Program, Environmental Sciences Program, Urban Studies Program.

4. Number of students expected: 125 yearly

5. Number and size of sections: one section per year with a 125 student capacity

6. Effects on other departments: another contemporary course students can take

7. Effects on regional campuses: another contemporary course students can take

8. Staffing: Carol Atkinson-Palombo

Proposer Information

1. Dates approved by

Department Curriculum Committee: 3/27/2015

Department Faculty: 4/1/2015

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

Carol Atkinson-Palombo

860-486-3023

Carol.atkinson-palombo@uconn.edu

Syllabus

Attached

Syllabus – Spring 2016

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Introduction to Sustainable Cities

Credits: 3

Format: In-person

Prerequisites: None

Professor: Carol Atkinson-Palombo

Email: carol.atkinson-palombo@uconn.edu

Office Hours/Availability: Wednesday, 10-noon and by appointment. Please expect to receive a response to your email within 24 hours.

Course Materials

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

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

Required Materials:

Item 1. Understanding Sustainable Cities: Concepts, Cases and Solutions, K. David Pijawka and Martin A. Gromulat, Kendall Hunt (2012). ISBN978-1-4652-0344-1

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

Course Description

Cities offer the potential to accommodate the world's expanding population in an efficient manner by concentrating people in places designed to use (and recycle) fewer (and more renewable) resources. This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will be introduced to various problems experienced in many contemporary metropolitan areas such as air and water pollution, sprawl, traffic congestion, affordable housing, and inequity in general. They will then learn about solutions to some of those problems including sustainable transportation, renewable energy, recycling of waste, and green infrastructure.

Cities offer the potential to accommodate the world's expanding population in an efficient manner by concentrating people in places designed to use (and recycle) fewer (and more renewable) resources. This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will be introduced to various problems experienced in many contemporary metropolitan areas such as air and water pollution, sprawl, traffic congestion, affordable housing, and inequity in general. They will then learn about solutions to some of those problems including sustainable transportation, renewable energy, recycling of waste, and green infrastructure.

Course Objectives

The overarching course objective is to have students think critically about the challenges and opportunities associated with creating cities that are ostensibly more sustainable and to provide them with a solid foundation in some of the key concepts and tools used in this endeavor to enable them to undertake more advanced study in one or more chosen areas.

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

1. Understand in broad terms how and why cities form and how and why they grow or shrink over time.
2. Recognize how cities in developed and developing countries were (and continue to be) affected by (1) The Era of Trade and Mercantilism; (2) The Industrial Revolution; and (3) The American Dream.
3. Recognize the most important paradigms that have dominated development thinking, understand the limitations of and critiques levied at these approaches, and understand why the concepts of sustainability/sustainable development emerged.
4. Be aware of various ways in which the concept of sustainability has been interpreted and some useful working definitions of this approach.
5. Understand the basic objectives of sustainable cities and related ideas such as green cities, eco-cities, livable cities, compact cities, just cities, and resilient cities.
6. Be aware of various ways in which cities can be conceptualized, and recognize that the sustainable cities approach requires systems thinking.
7. Be acquainted with the notion of “Rights to the City” and the uneven effect that global capital is having within and between cities around the world.
8. Understand how hazards, risk, vulnerability and resilience interrelate; and be aware of strategies that cities have adopted to reduce their vulnerability to climate change.
9. Understand energy use, specifically greenhouse gas emissions, and their relationship to global climate change.
10. Understand the concept of climate justice—the idea that those who are most affected by global climate change often have the least ability to cope.
11. Be aware of the challenges and opportunities associated with the transition to low carbon economies through densification, the use of public transportation, the consumption of local produce, and the construction of green infrastructure such as green roofs and low impact development.
12. Be aware of the main social, economic and environmental costs and benefits of wind, solar, and nuclear energies.

Course Outline (and Calendar if Applicable)

Module 1: Cities, An Historical Overview—How and why cities form and how they grow or shrink over time including a discussion of ‘push’ and ‘pull’ factors. An important aspect of this discussion will focus on the complex relationship between cities and agriculture. This module will also contain a detailed discussion of how trade, commerce and capital have affected the evolution of cities over time, paying particular attention to three distinct eras. First is the Era of Trade and Mercantilism (roughly the three centuries following 1452), and how its influence on cities in developed and developing country settings. Second is the industrial revolution and its impact on cities in developed nations. Third is the automobile era, the evolution of the suburban ideal, and the export to the rest of the world of the notion of “The American Dream”.

Module 2: How and Why did the Concept of Sustainability Emerge? This module critically examines two important paradigms that have dominated development thinking in the past seventy years. First is Modernization, a process characterized by mass production, specialization, and mechanization. The various steps required for a country to modernize were outlined in “Rostow’s Stages Model” that envisioned “high mass consumption” as its end goal. Second is Neoliberalism which emphasizes free market ideologies such as free trade and freely-flowing capital. Widespread criticism of both

approaches has emerged on the grounds that they equate development with economic growth, and ignore how wealth is distributed and the impact that economic development has on the natural environment. Accordingly, alternative conceptualizations of development were formulated, including (but not limited to) the related ideas of sustainable development and sustainability.

Module 3: What is Sustainability? This module discusses some of the various ways in which the concepts of sustainable development and sustainability have been interpreted, and what current thinking is about what a sustainability approach ought to take into consideration. Two important ideas about sustainability are emphasized. First that it is a call for change away from our current trajectory—essentially a call to action and second that it is not so much about an end goal but rather about creating the capacity for people to adapt continuously to changing environmental and social conditions. This leads naturally into a discussion about what types of competencies students engaging in sustainability need to have. Emphasis is placed on three important oversights in the current literature on sustainability competencies—an appreciation of social justice, an understanding that public acceptance of sustainability-oriented solutions is shaped by values, attitudes, and behaviors associated with the economy, the environment and society; and an awareness of the importance of public, as opposed to and privately-owned space.

Module 4: Sustainable Cities—Introduction to the concept of sustainable cities and related ideas such as green cities, eco-cities, livable cities, compact cities, just cities, and resilient cities. Three important components of this module will cover debates about (1) the importance of public (or communally-held) space in urban environments; (2) investigating the relationship between connectivity and power within the context of world cities; and (3) a discussion of the differences and similarities within and between developed and developing world settings, and discussion of how much of modern development has been antithetical to sustainability.

Module 5: Conceptualizing the City—This module will feature three ways in which cities can be conceptualized. The first approach looks at cities as flows of material and energy. Second is the city as an amalgamation of distinct components each serving a distinct function, such as Social/Political (Finances/tax collection, Elected/shared governance, Education and libraries, Youth, family, and elder services; Housing and Community Development; Labor relations; Investment and economic development; Public relations; Justice; Immigration and human rights; Homeless services), Critical Services (Information Technology, Emergency Management, Health, Police, Corrections, Fire, Environmental protection), Infrastructure (City Planning, Parks and Recreation, Water and sanitation, Public Works, Transportation). Third is Cities as Complex Adaptive Systems, which emphasizes the interconnectedness of various components of a city, and the need to think about cities in a holistic manner.

Module 6: Rights to the City. This module builds upon Modules 1 and 2 by explaining how ‘*footloose*’ global capital, one of the hallmarks of economic globalization, has intensified inter-city competition. Urban governance has responded by moving away from a managerial mode of operation to a more entrepreneurial model, and created the concept of Competitive Cities. This, in turn, has exacerbated uneven development both within and between cities and led to the concept of gentrification whereby people with limited resources are being displaced to facilitate ‘development’ become a global phenomenon.

Module 7: Social & Environmental Justice—This module examines how hazards, risk, vulnerability and resilience interrelate and looks at how both rapid and gradual onset hazards differentially impact communities depending on their ability to cope.

Module 8: Cities and Climate Change. This module comprises three overlapping sections that examine (1) energy use, specifically greenhouse gas emissions and their relationship to global climate change; (2) the transition to low carbon economies through densification, the use of public transportation, the consumption of local produce, and the construction of green infrastructure such as green roofs and low impact development; and (3) renewable energy, specifically the social, economic and environmental costs and benefits of wind, solar, and nuclear energies.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Homework Assignments	30%
Two mid-term exams at 10% each	20%
Component C	15%
Final Exam	35%

Component A

Five homework assignments, each worth 5% of the overall grade.

Component B

Two mid-term exams each worth 10% each aimed at testing basic understanding of course material.

Component C

Reflective Journal. A minimum of one entry per week for the duration of the course to reflect upon course material.

Component D

Final exam comprised of 4 short essay questions selected from a list of 8.

Grading Scale:

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

Due Dates and Late Policy

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

Late Policy: Work handed in after the due date will be subject to a 5% penalty per day it is late. Exceptions will for documented extenuating circumstances.

Feedback and Grades

I will make every effort to provide feedback and grades within one week of an assignment being due or an exam being taken. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [2](#) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Software Requirements and Technical Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: March 27, 2015

1. Date: 03-27-2015
2. Department requesting this course: Political Science
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

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

POLS XXXX Politics of Water

Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: Pols 1202 or 1207.

The role of water in state building, state-society relations, and economic and political development. Draws on approaches from comparative politics and international relations.

POLS XXXXW Politics of Water

Three credits. Prerequisites: ENGL 1010 or 1011 or 3800. Open to Juniors or Higher. Freshmen and sophomores by permission. Recommended preparation: Pols 1202 or 1207.

The role of water in state building, state-society relations, and economic and political development. Draws on approaches from comparative politics and international relations.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Pols
2. Course Number: XXXX
3. Course Title: Politics of Water
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
The role of water in state building, state-society relations, and economic and political development. Draws on approaches from comparative politics and international relations.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ENGL 1010 or 1011 or 2011 or 3800 for W version only

- a. Consent of Instructor, if applicable:
- b. Open to sophomores/juniors or higher: Open to Juniors and higher
- 8. Recommended Preparation, if applicable: Pols 1202 or 1207.
- 9. Exclusions, if applicable: None
- 10. Repetition for credit, if applicable:
- 11. Skill codes "W", "Q" or "C": W
- 12. S/U grading: No

Justification

- 1. Reasons for adding this course: This course expands our instruction in the political and social determinants of natural resource management, and provides a unique lens through which to view key topics in comparative politics.
- 2. Academic merit: The course expands students' understanding of social and political determinants of water resource management, as well as key political and economic problems associated with managing environmental resources. This course uses water to examine key issues in comparative politics, such as state-society relations, political economy of development problems, and social mobilization and collective action.
- 3. Overlapping courses and departments consulted: NA
- 4. Number of students expected: W: 19 capped; nonW: 45 capped
- 5. Number and size of sections: 1 per year
- 6. Effects on other departments: None
- 7. Effects on regional campuses: None
- 8. Staffing: Dr. Veronica Herrera (UConn-Storrs)

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: 03-29-2015
Department Faculty: 04-01-2015
- 2. Name, Phone Number, and e-mail address of principal contact person:

Meina Cai
860-486-3352
meina.cai@uconn.edu

Syllabus

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

Pols 2998W: Politics of Water

MWF 10:10-11
Oak Hall 117

Professor Veronica Herrera
veronica.herrera@uconn.edu
Office: Oak Hall 440
Office Hours: Weds 11:10-12 &
Fridays 11:10-1. Schedule OH
through advapp.

This course examines the political and social issues surrounding water management around the world, with a particular focus on developing countries in Latin America, Africa and Asia. The challenges of managing water pollution and water scarcity are increasingly a global concern. The purpose of the course is to use examples from different subsectors of water policy to illuminate issues central to political science, and also to use political and social science concepts to better understand conflicts over water and the challenge of governing water resources. These issues include state-society relations, contentious politics, market reforms and globalization, and issues of government capacity and performance. These issues are examined in the developing country context where states have may less fiscal and administrative resources, and citizens may face high levels of inequality and poverty.

A central theme in the course is power and interests. How is power distributed among different groups, how are different interests articulated and expressed, and what conflicts arise when societal groups are defending competing interests? These tensions can be particularly acute with a vulnerable and important resource like water, making water politics a fitting lens through which to view state-society relations, as well as the role of the state in adjudicating citizen demands and fostering social and economic development. While the course focuses largely on the political and social dimensions of water management, we will also cover some public policymaking issues. This course draws on readings from political science, geography, economics, environmental studies and sociology.

All readings are available on huskyct.

Course Requirements:

- | | |
|-----------------------|-----|
| • Class Participation | 15% |
| • Two paper drafts | 15% |
| • Final Papers | 20% |
| • Final Exam | 30% |

Academic Integrity

Please read the Academic Misconduct section on the Student Conduct Code regarding plagiarism and cheating. Any occasion of academic dishonesty will result in failure of course and be referred 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>

Students with Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

Readings and Schedule

Wed, January 21:

Introduction, syllabus review

Fri, January 23:

Marks, Susan. 2009. "Chapter 2: Where our water comes from: A Global Perspective." *Aqua Shock: Water in Crisis*. Bloomberg Press/Wiley.

A brief history of how water access has shaped state building

Mon: Jan 26:

Solomon, Steven. 2010. *Water: The Epic Struggle for Wealth, Power and Civilization*. Harper Collins. Chapter 2: Water and the Start of Civilization. Pp 16-24.

Solomon, Steven. 2010. *Water: The Epic Struggle for Wealth, Power and Civilization*. Harper Collins. Chapter 3: Rivers, Irrigation and the Earliest Empire. Pp. 24-58.

Wed, Jan 28:

Solomon, Steven. 2010. *Water: The Epic Struggle for Wealth, Power and Civilization*. Harper Collins. 10: The Sanitary Revolution

Power, politics and water

Fri, Jan 30:

Cadillac Desert Film viewing.

Mon, Feb 2:

Stone, Deborah. 2002. *Policy Paradox: The Art of Political Decision-Making*. Chapter 1: The Market and the Polis" and "Chapter 9: Interests."

Wed, Feb 4:

Pierson, Christopher. 1996. Chapter 1: Modern States: A Matter of Definition. *Routledge*.

Dickovick and Eastwood, 2013. *Comparative Politics: Integrating Theories, Methods, and Cases*. "Chapter 3: The Modern State." (p. 47-60).

Fri, Feb 6:

Water Wars: When Drought, Flood and Greed Collide Film Viewing.

Era of Big Hydraulic Projects, Big States, and State-Led Development

Mon, Feb 9:

Dublin Diane Raines Ward. 2002. *Water Wars: Drought, Flood, Folly and the Politics of Thirst*. New York: Riverhead Books. Chapter 2: A Sin of Scale: The Great Projects

Wed, Feb 11:

Case Study:

Whiteford, Scott and Roberto Melville. 2002. Chapter 1: Water and Social Change in Mexico: An Introduction (Pp. 13-20.) *Protecting a Sacred Gift: Water and Social Change in Mexico*.

Rapley, John. 1996. *Understanding development: theory and practice in the third world*. Chapter 1: Developmental Theory in the Postwar Period.

Fri, Feb 13:

Rapley, John. 1996. *Understanding development: theory and practice in the third world*. Chapter 2: State-Led Development in Practice.

Market Reforms and Washington Consensus, and Water Privatization

Mon, Feb 16:

Rapley, John. 1996. *Understanding development: theory and practice in the third world*. Chapter 3: The Neoclassical Answer to Failure.

Optional:

Rapley, John. 1996. *Understanding development: theory and practice in the third world*. Chapter 4: Neoclassical Reform in Practice.

Wed, Feb 18:

Conca, Ken. 2006. "Chapter 7: Invisible Hand, Visible Fist: The Transnational Politics of Water Marketization." READ ONLY P. 215-237. In *Governing Water: Contentious Transnational Politics and Global Institution Building*. Cambridge: The MIT Press.

Fri, Feb 20:

Blue Gold (2008) or Thirst (2003) Film Viewing

Mon, Feb 23:

Maude Barlow. *The Global Water Crisis and the Coming Battle for the Right to Water*. Chapter 2: Setting the Stage for Corporate Control of Water.

Wed, Feb 25:

Goldman, Michael. "How "Water for All!" policy became hegemonic: The power of the World Bank and its transnational policy networks." *Geoforum* 38, no. 5 (2007): 786-800.

Fri, Feb 27:

Steven Solomon. 2010. *Water: The Epic Struggle for Wealth, Power and Civilization*. Harper Collins. Chapter 14: Water: The New Oil.

Mon, March 2:

Segerfeldt, Fredrik. 2005. Water for Sale: How Business and the Market can Resolve the World's Water Crisis. Cato Institute. Selections.

Stone, Deborah. 2002. *Policy Paradox: The Art of Political Decision-Making*. "Chapter 3: Efficiency."

Wed, March 4:

Hanemann, W. Michael. 2006. "The economic conception of water." In *Water Crisis: Myth or Reality*, edited by Peter P. Rogers, Manuel Ramón Llamas, and Luis Martínez Cortina, 61-91. London: Taylor and Francis, 2006.

Fri, March 6:

Davis, Jennifer. "Private-sector participation in the water and sanitation sector." *Annual Review of Environmental Resources*. 30 (2005): 145-183.

Mon, March 9:

Bakker, Karen. "Chapter 3: Watering the Thirsty Poor: The Water Privatization Debate." in *Privatizing water: governance failure and the world's urban water crisis*. Ithaca: Cornell University Press, 2010.

Wed, March 11:

Ingram, Whitley and Perry. 2008. "Chapter 1: The Importance of Equity and the Limits of Efficiency in Water Resources." *In Water, Place and Equity*. MIT.

Stone, Deborah. 2002. *Policy Paradox: The Art of Political Decision-Making*. Chapter 2: Equity."

Fri, March 13: **MIDTERM DUE**

Even the Rain Film Viewing

March 16-20 SPRING BREAK

Collective Action Case Study 1: Anti-Privatization Movements and the "Human Right to Water" Movement

Mon, March 23:

Perreault, Thomas. 2006. "From the *Guerra del Agua* to the *Guerra del Gas*: Resource Governance, Neoliberalism and Popular Protest in Bolivia." *Antipode*. (Electronic Readings on Huskyct)

Optional:

Assies, Willem. "David versus Goliath in Cochabamba: Water rights, neoliberalism, and the revival of social protest in Bolivia." *Latin American Perspectives* 30, no. 3 (2003): 14-36.

Wed, March 25:

Conca, Ken. "Chapter 7: Invisible Hand, Visible Fist: The Transnational Politics of Water Marketization, pp. 237-255 ONLY. IN *Governing Water: Contentious Transnational Politics and Global Institution Building*. Cambridge: The MIT Press, 2006.

Bakker, Karen. "Chapter 5: Protesting Privatization: Transnational Struggles over the Human Right to Water." *Privatizing water: governance failure and the world's urban water crisis*. Ithaca: Cornell University Press, 2010.

Fri, March 27:

The Water Front Film Viewing.

Mon: March 30:

The Water Front Film viewing and discussion

Wed, April 1:

Bakker, Karen. "Chapter 6: Commons vs Commodities: The Ambiguous Merits of Community Water Supply Management." *Privatizing water: governance failure and the world's urban water crisis*. Ithaca: Cornell University Press, 2010.

Collective Action Case Study 2: (Mega) Development Projects and their Social and Political Impacts, Hydroelectric Dams

Fri, April 3:

China's Mega Dam Film Viewing.

Mon, April 6:

Mertha, Andrew. *China's Water Warriors: Citizen Action and Policy Change*. Ithaca: Cornell University Press, 2008. Selections.

Wed, April 8:

Mertha, Andrew. *China's Water Warriors: Citizen Action and Policy Change*. Ithaca: Cornell University Press, 2008. Selections.

Fri, April 10:

Up the Yangtze Film Viewing.

Mon, April 13:

Conca, Ken. "Chapter 6: The Ecology of Human Rights: Anti-Dam Activism and Watershed Democracy." In *Governing Water: Contentious Transnational Politics and Global Institution Building*. Cambridge: The MIT Press, 2006.

Wed, April 15:

Rothman, Franklin. 2001. "A Comparative Study of Dam-Resistance Campaigns and Environmental Policy in Brazil." *The Journal of Environment and Development*. 10 (4). Pp. 317-344.

Optional/Complementary:

McCormick, Sabrina. 2010. "Damming the Amazon: Local Movements and Transnational Struggle Over Water." *Society and Natural Resources: An International Journal*. 24 (1). Pp. 34- 48

Collective Action Case Study 3: (Mega) Development Projects and their Social and Political Impacts, Mining and Water Pollution

Fri, April 17:

Gold or Water: The Struggle Against Metallic Mining in El Salvador Film Viewing.

Mon, April 20:

Bebbington and Hinojosa. 2008. "Contention and Ambiguity: Mining and the Possibilities of Development." *Development and Change*. 39: 6.

Wed, April 22:

Urkidi and Walter 2011. "Dimensions of environmental justice in anti-global mining movements in Latin America." *Geoforum*. 42: 6.

Fri, April 24:

Student Presentations

Mon, April 27:

Student Presentations

Wed, April 29:

Student Presentations

Fri: May 1:
Class wrap up, Final Exam Overview

Politics of Water Final Research Paper
Professor Veronica Herrera

Topic: Water & Collective Action

20% of final grade

Selecting a Case/Topic:

- Theme: You will choose an instance of societal “collective action” or “social mobilization” related to water resource management to examine for your project. Think of social mobilization not as something necessarily dramatic or media grabbing (although it may be), but at a minimum, as *a collective effort by citizens to influence how water resources are being managed*. This may include dramatic episodes of collective action or collective efforts may appear more subtly. Some potential topics include:
 - Dams and anti-dam movements
 - Water privatization and resistance
 - Collective action around water access in urban or rural settings
 - Women and water management
 - Water pollution and conflicts over clean up efforts
 - Water and food production, rural or agriculture
 - Many others (please consult with me)

- Location: You will choose a country in Africa, Asia or Latin America (in the “developing world”) to examine
 - Note that your research may point you towards an international/transitional component, which is fine, but there should be a country/local context as well in a particular developing country
 - If you would like to examine more than two cases (compare two cases), you may do so, but consult with me first

- How to organize your project:
 - In this project, you will analyze the instance (s) of collective action that you have selected and demonstrate how they illustrate broad themes from this course about water resource management and state-society relations. The event (s) you have chosen should be well researched and elaborated (for example, what happened, what were the critical issues, who were the main actors, what were their interests and goals, what resources did they draw on (political, economic and financial, etc).
 - The social movement literature we examine in class (as well as any others you may find on your own) will help you organize your project. You may ask, what were the group’s main grievances, what demands did they make (on the state?), what resources and alliances did they have to press their demands, how successful were they in having their demands met? Were there unexpected consequences that stemmed from these movements? What was the impact of these actions on the environment and/or societal access to water?

Requirements

- Mon Feb 23: 1 page summary of your project, with initial bibliography, due at the beginning of class. Required meeting with professor to discuss project.
- Mon, March 23: First draft due, 7-10 pages.
- Fri, April 1: Final draft due, 15 pages.

- April 27-May 1:
 - You will prepare a 15-minute oral presentation about your research paper. Closer to the date, I will assign which date you are presenting, based on the topics students select.
 - You will also help grade & give feedback on each other's oral presentations. Therefore you are responsible for coming to all of the presentations.

Research and Finding Information:

- 1) Search through high quality non-academic sources for examples of cases:
 - Examples: New York Times, The Economist, LA Times, Washington Post, The New Yorker, NACLA, Current History, LA Times.
 - Some of these sources may require ILL requests that we will learn how to do in class
 - Lexus Nexus news may also be helpful.

- 2) Browse through readings for the second half of the course to get you started for examples of cases and authors that publish on those types of cases that may be of interest.

- 3) Conduct targeted searches on **google scholar** and library general databases (e.g. academic search premier) on your topic for electronic sources; search for books and book chapters on sources. If you do not know how to do ILL requests, please contact jennifer.lanzing@uconn.edu for further assistance.

- 4) Follow the "bibliographic trail"!!

- 5) Keep track of what you find as you form a topic/design for your presentation.

Oral Presentation Tips:

- 1) Prepare carefully (practice, practice, practice!) to stay within 15 minute time limit and present your project in its best light

- 2) Remember that you are also being evaluated on the quality of your powerpoint or visuals, so make sure these are well prepared.

- 3) Organize your presentation like a well-structured research paper, present a research question, your case, your argument and your findings.
- 4) Treat this as a professional exercise and dress accordingly.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 1, 2015
2. Department requesting this course: WGSS
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!

3672/W Feminist Development Studies and Practice

Three credits. Prerequisites: open to Juniors and higher.

WGSS 3672/W Feminist Development Studies and Practice

Three credits. Prerequisites: open to Juniors and higher.

Bodies; feminist theories/methodologies of development; development and conflict; banking, aid, trade, and women; international and local development agendas; mainstreaming gender into development; UN Millennium development goals.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: WGSS
2. Course Number: 3672/W
3. Course Title: Feminist Development Studies and Practice
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

This is a course on development issues in Third World or Global South countries that foregrounds feminist development theories and practices while also drawing on related social science and humanities traditions of development thought and practice.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to juniors or higher:
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": W
12. S/U grading:

Justification

1. Reasons for adding this course: This course expands WGSS instruction in areas of transnational feminism to include an area noted for its contributions to feminist theory and to international agendas of overseas development.
2. Academic merit: This course asks students to engage intellectually with feminist scholarship and practice that specifically relates to issues of overseas development. They learn to identify points where gender and development issues intersect in colonial and contemporary contexts as well as in theories that explain such contexts. Besides focusing on feminist literatures per se, the course also presents a range of reports compiled and implemented by various United Nations agencies (such as UNDP and UNIFEM), which address conditions of gendered people under various development regimes. Representations of gender issues in the arts are also included. The course is conducted through lectures, discussions, group work to study specific development topics and problems, short papers, and individual presentations on facets of feminist development thought and practice raised in the class readings and by the news media.
3. Overlapping courses and departments consulted: None in our program
4. Number of students expected: 35
5. Number and size of sections: 1 section per year
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Professor Christine Sylvester

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: December 8, 2014
Department Faculty: December 8, 2014
2. Name, Phone Number, and e-mail address of principal contact person:

Professor Margaret Breen
+1 860 486 2873
margaret.breen@uconn.edu

Syllabus

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

FEMINIST DEVELOPMENT STUDIES AND PRACTICE
WGSS 3672

Professor Christine Sylvester

Office: Oak Building, 4th Floor, Room 430
Office hours: TTh 12:45-1:45, 3:30-4:00
christine.sylvester@uconn.edu

This is a course on women, gender, and development in so-called Third World or Global South countries. It draws on a number of social science and humanities traditions and texts and relies most heavily on development feminist thought and practice. The course presents both development theory and development cases, issues, and practices. Part I presents five theoretical points of view on what development is and how to achieve it: modernization theory, dependency theory (both of which influential gender-neutral development theories), women in development (WID), women and development (WAD), and gender and development (GAD). Each theory is briefly laid out and accompanied by a critique of it and a case that illustrates it. Part II presents a number of development issues the class will explore in general and in gender terms, such as development, violence and war; aid, trade, and debt; corruption, dictatorship, and democracy; body politics and development; and mainstreaming gender into national policies. Part III considers international progress toward meeting the 2015 deadline for achieving the 7 substantive UN Millennium development goals; each has a gender dimension and three of the goals directly address women's needs. The post-Millennium future of development rounds out the course.

Student Work in the Course

The course features lectures, class discussions, group work and written assignments. Groups will be formed to consider and report on progress in meeting each of the substantive UN Millennium goals. Students will also be assigned short oral "interventions" to prepare and present throughout the course. Written work consists of three short analytical papers, a mid-term, and an in-class final exam.

Short student interventions: Throughout the course I will assign students to prepare ten-minute remarks to the class on an assigned topic. 10%

Papers: There are 3 analytical papers of 5 pages each on the topics listed below, to be handed in (do not email them to me) on the day we discuss the topic, as listed. With the exception of paper 1, these are not meant to be opinion papers, but rather exercises in presenting and evaluating arguments. 30%

1. As this class begins, how do you picture ("grasp") poor countries and the women and men who live in them? Be honest and also specific by bringing in examples to bolster your points. Due September 2: 5%

2. Compare and contrast the main points of WID, WAD, and GAD. Which approach makes the most sense to you? Due October 2. 10%

3. Select a developing country and research the status of women there today as judged by various UN reports and statistical archives. Due October 28. 15%

Formal Group Exercise: The UN Millennium Development Goals were designed to be largely achieved by 2015 and to carry on after that date as a guide to development targets that should be met via international cooperation. Students will form groups to investigate progress toward the achievement of one of the goals per group. The group will report its findings in the final days of the course, 30 minutes each. 15%

Mid-term exam: 20%

In-Class Final: Students will analyze a hypothetical development scenario drawing on information from the readings, class discussions, group presentations, interventions, and papers. I will provide the scenario online the day before the exam. No notes allowed at the exam. 25%

Additional Considerations

1. If you bring your laptop, phone, or ipad to class, you must confine your use to note-taking or looking up course related material that you then share with the class. **Other uses are strictly disallowed in class per university policy.** You can be asked to leave the class if you breach this requirement.

2. You must attend each class and show that you are keeping up on all the readings through your classroom participation. As well, you must participate in your group: even one person's absence or inattentive attitude will disproportionately impact the group effort.

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Student intervention: 2 students formulate or find and present a GAD project

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Student intervention: How is the world doing? 1 student

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What about LGBTQ people? Are they covered in UN and national conventions against discrimination? 1 student

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Student intervention: what is neoliberal globalization and how does it often affect women? 1 student.

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Student intervention: the global trade in body organs 1 student.

The global trade in trafficked women. 1 student

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Student interventions:

Transnational organizations supporting women in developing countries. 2 students

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Group 1: Introduce the 8 Millennium Development Goals and discuss how they came about and what is new about them as a global strategy. How do

they relate to feminist development approaches? In general, how is progress toward the goals generally indicated?

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Stephen Chan, "Coming through shit: the lonely trek of the citizen towards the future," Chapter 8 in *Grasping Africa*, pp. 116-128. Online reserve.

Nov 13:

Goal 2: *Achieve* Universal Primary Education. Same questions as above.
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Moyo, pp. 71-113 and 126-154.

Stephanie Browne and Thomas Weiss, "The Future UN Development Agenda: Contrasting Visions, Contrasting Expectations," *Third World Quarterly*, library online under journal title, then "latest articles."

Student intervention: Where is gender in this picture? 1 student

Dec 4: FINAL EXAM: In-class essay.

FEMINIST DEVELOPMENT STUDIES AND PRACTICE WGSS 3672W

Professor Christine Sylvester

Office: Oak Building, 4th Floor, Room 430
Office hours: TTh 12:45-1:45, 3:30-4:00
christine.sylvester@uconn.edu

This is a course on women, gender, and development in so-called Third World or Global South countries. It draws on a number of social science and humanities traditions and texts and relies most heavily on development feminist thought and practice. The course presents both development theory and development cases, issues, and practices. Part I presents five theoretical points of view on what development is and how to achieve it: modernization theory, dependency theory (both of which influential gender-neutral development theories), women in development (WID), women and development (WAD), and gender and development (GAD). Each theory is briefly laid out and accompanied by a critique of it and a case that illustrates it. Part II presents a number of development issues the class will explore in general and in gender terms, such as development, violence and war; aid, trade, and debt; corruption, dictatorship, and democracy; body politics and development; and mainstreaming gender into national policies. Part III considers international progress toward meeting the 2015 deadline for achieving the 7 substantive UN Millennium development goals; each has a gender dimension and three of the goals directly address women's needs. The post-Millennium future of development rounds out the course.

Student Work in the Course

The course features lectures, class discussions, group work and written assignments. Groups will be formed to consider and report on progress in meeting each of the substantive UN Millennium goals. Students will also be assigned short oral "interventions" to prepare and present throughout the course. Written work consists of three short analytical papers, a mid-term, and an in-class final exam.

Short student interventions: Throughout the course I will assign students to prepare ten-minute remarks to the class on an assigned topic. 10%

Papers: There are 3 analytical papers of 5-7 pages each on the topics listed below, to be handed in (do not email them to me) on the day we discuss the topic, as listed. With the exception of paper 1, these are not meant to be opinion papers, but rather exercises in presenting and evaluating arguments. 30%

1. As this class begins, how do you picture ("grasp") poor countries and the women and men who live in them? Be honest and also specific by bringing in examples to bolster your points. Due September 2: 5%

2. Compare and contrast the main points of WID, WAD, and GAD. Which approach makes the most sense to you? Due October 2. 10%

3. Select a developing country and research the status of women there today as judged by various UN reports and statistical archives. Due October 28. 15%

Formal Group Exercise: The UN Millennium Development Goals were designed to be largely achieved by 2015 and to carry on after that date as a guide to development targets that should be met via international cooperation. Students will form groups to investigate progress toward the achievement of one of the goals per group. The group will report its findings in the final days of the course, 30 minutes each. 15%

Mid-term exam: 20%

In-Class Final: Students will analyze a hypothetical development scenario drawing on information from the readings, class discussions, group presentations, interventions, and papers. I will provide the scenario online the day before the exam. No notes allowed at the exam. 25%

Writing—the W requirement: This is a writing-intensive course that requires you to work on your writing. The assumption is that by working on not only the mechanics (spelling, grammar, and punctuation), but also on your crafting of your essays (argumentation, referencing, etc.), you will be stretching/developing the quality of your thinking. **Please note:** In order to pass the course you must pass the writing component.

Important aspects of the W requirement are as follows:

1. A minimum of 15 pages of revised writing. Revision: You are required to revise your work throughout the term. Revision does not entail merely correcting spelling areas; as the root meaning of the words makes clear, revision requires that one re-see the paper. *When you submit your revised essay, be sure to include the original graded version.* You may submit multiple revisions of the same essay, but at minimum you must revise all three essays after you have received my initial comments. *The last day to hand in revisions is the last day of the regular course schedule.*
2. A sustained attention to issues of writing: spelling, grammar, punctuation, argumentation, etc. I expect you to pay attention to these formal matters. If you make a mistake, you will need to make the correction in your revised and in your subsequent work. Your writing needs to demonstrate improvement.
3. A research component attached to your essays.

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Dec 4: FINAL EXAM: In-class essay. **All essay revisions due by this date.**

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: March 17, 2015
2. Department or Program: Hebrew and Judaic Studies
3. Title of Minor: Judaic Studies
4. Effective Date (semester, year): Spring, 2015
5. Nature of change: Addition of new courses to the minor and resulting reformulation of requirements.

Existing Catalog Description of Minor

The purpose of this minor is to provide in depth study of topics in Judaic Studies reflecting the history, literature and culture of the diverse experiences of the Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is a prerequisite. At least one year of biblical or modern Hebrew is strongly recommended. A total of 15 credits from the following 2000-level or above courses is required:

- **A minimum of six credits in Foundational Courses (Group A):**
 - HEJS 3201, HEJS 3203/HIST 3418, HEJS 3511
 - CAMS 3256/HEJS 3218/HIST 3330
 - INTD 3260.
- **A maximum of nine credits in Topical Courses (Group B):**
 - HEJS 3202, 3293, 3299, 5397
 - CAMS 3244, CAMS 3253/HIST 3301
 - HIST 3705, 3712, 3995

The minor is offered by the Judaic Studies Department.

Proposed Catalog Description of Minor

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is required of all minors.

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A minimum of six credits in Foundational Courses (Group A):

HEJS 3201, HEJS 3218/CAMS 3256/HIST 3330, HEJS 3301, HEJS 3511, INTD 3260

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B):

HEJS 3202, HEJS 3203/HIST 3418, HEJS 3241, HEJS 3279, CAMS 3244, CAMS 3253/HIST 3301, HEJS 3401(W), HIST 3705, HIST 3712,

The following may be substituted for Group B Courses with the approval of the student's HEJS advisor: HEJS 1101, HEJS 1104, SPAN 1008, HEJS 3293, HEJS 3299.

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student's HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section, Department of Literatures, Cultures, and Languages.

Justification

1. Reasons for changing the minor: The hiring of Professors Jeffrey Shoulson and Susan Einbinder and the creation of a new section in LCL, "Hebrew and Judaic Studies" (there never was a "Judaic Studies Department").
2. Effects on students: We are now able to offer significantly more courses to choose from in a variety of areas of Judaic Studies, which means greater possibilities for fulfilling requirements for the Minor.
3. Effects on other departments: Some cross-listed courses may help enrolments.
4. Effects on regional campuses: NONE
5. Dates approved by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: Stuart S. Miller,
Section Chair, Hebrew and Judaic Studies, 860 486-3386, stuart.miller@uconn.edu

Plan of Study

See next page.

Minor in Judaic Studies Plan of Study

See the minor advisor when you begin preparing your plan of study.

- HEJS 1103 is the background course in Judaic Studies and is required of all minors.
- At least one year of biblical or modern Hebrew is strongly recommended.
- Students must complete at least 15 credits of course work beyond HEJS 1103.
- A "W" course may be substituted for the same numbered HEJS course.
- Courses are divided into two categories, Group A (Foundational Courses) and Group B (Related, Topical Courses)
- Students must earn 15 credits from Groups A and B, *at least* 6 credits of which must come from Group A.
- Completion of a minor requires that a student earn a C (2.0) or better in each of the minor courses.
- A maximum of 3 credits towards the minor may be transfer credits of UConn equivalent courses.
- Substitutions are possible for required courses in the minor with the approval of the student's HEJS advisor as indicated under "Related Topical Courses" below.

Pre-requisite Course: <input type="checkbox"/> HEJS 1103	
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Check each course offered for the minor that you have taken. Must have an entry in both categories.

Cross-listed courses may count only once.

<p>Foundational Courses (Group A):</p> <input type="checkbox"/> HEJS 3201 <input type="checkbox"/> HEJS 3218/CAMS 3256/3330 <input type="checkbox"/> HEJS 3301 <input type="checkbox"/> HEJS 3511 <input type="checkbox"/> INTD 3260	<p>Topical Courses (Group B):</p> <input type="checkbox"/> HEJS 3202 <input type="checkbox"/> HEJS 3203/HIST 3418 <input type="checkbox"/> HEJS 3241 <input type="checkbox"/> HEJS 3251 <input type="checkbox"/> HEJS 3252 <input type="checkbox"/> HEJS 3279 <input type="checkbox"/> CAMS 3244 <input type="checkbox"/> CAMS 3253/HIST 3301 <input type="checkbox"/> HEJS 3401 (W) <input type="checkbox"/> HIST 3705 <input type="checkbox"/> HIST 3712
<p>The following courses may be substituted for Group B Courses with the approval of the student's HEJS advisor: HEJS 1101, HES 1104, HEJS 3293, HEJS 3299, and SPAN 3200. Some HEJS Graduate courses that are open to undergraduates may also be substituted with the permission of the HEJS advisor.</p>	

Name of Student:	Email:
Student ID# (Peoplesoft)	Phone:
Major:	GradYear:

I approve the above program for the Minor in Judaic Studies.

Stuart S. Miller  or _____
 Judaic Studies Minor Advisor Department Head

March 27, 2015
 Date

Stuart.Miller@uconn.edu

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: April 8, 2015
2. Department requesting this course: Communication
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!

4200. Advanced Interpersonal Communication

Three credits. Prerequisite: COMM 1000, and COMM 3200.

An advanced approach to interpersonal communication focusing on theories and their applications to real world phenomena. Topics include, but are not limited to, affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: COMM
2. Course Number: 4200
3. Course Title: Advanced Interpersonal Communication
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): An advanced approach to interpersonal communication focusing on theories and their applications to real world phenomena. Topics include, but are not limited to, affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

Optional Items

6. Pattern of instruction, if not standard: n/a
7. Prerequisites, if applicable: COMM 1000, COMM 3200
 - a. Consent of Instructor, if applicable: n/a
 - b. Open to sophomores/juniors or higher: Open to juniors or higher
8. Recommended Preparation, if applicable: n/a
9. Exclusions, if applicable: n/a
10. Repetition for credit, if applicable: n/a
11. Skill codes "W", "Q" or "C": n/a
12. S/U grading: n/a

Justification

1. Reasons for adding this course: Currently, students do not have an advanced interpersonal communication to take once they complete COMM 3200: Interpersonal Communication. This course will allow students who wish to further pursue the study of interpersonal communication to take a more advanced approach to research in this area.
2. Academic merit: This course will take a theoretical approach to the study of interpersonal communication. Students will study these theories and their application to real-world experiences and their use in research.
3. Overlapping courses and departments consulted: This course does not overlap with any courses currently taught in the department.
4. Number of students expected: 40
5. Number and size of sections: 1 section, 40 students
6. Effects on other departments: None anticipated
7. Effects on regional campuses: None anticipated
8. Staffing: Amanda Denes, PhD; Arthur Vanlear, PhD

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.

Comm 4200 Syllabus: Advanced Interpersonal Communication

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Advanced Interpersonal Communication
Credits: 3
Format: Lecture
Prerequisites: Comm 1000, Comm 3200
Professor: TBD

Email: TBD
Office Hours/Availability: Via email or by appointment

Course Materials

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

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

Required Materials:

Braithwaite, D.O. & Schrodt, P. (Eds.) (2014). *Engaging theories in interpersonal communication: Multiple perspectives* (2nded.). Thousand Oaks, CA: Sage.

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

Course Description

This course takes an advanced approach to interpersonal communication by focusing on theories of interpersonal communication and their applications to real world phenomena. This course introduces students to fundamental theories of interpersonal communication. Throughout the semester, we will review a range of theories such as affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory. There are far too many theories of interpersonal communication to review in one semester; however, we will evaluate a large corpus of some of the more popular interpersonal theories, apply their principles to our everyday interpersonal encounters, and generate questions to guide future research. Each week, in addition to reading a chapter that covers the most important features of each theory, we will offer a critical perspective of recent studies (studies that range generally between 2009-

2014 with a few exceptions) that have sought to apply these theories to generate increased understanding about particular phenomena.

Course Objectives

Upon successful completion of the course, students should be able to:

1. Understand the primary theories of interpersonal communication
2. Demonstrate the foundational principles that bridge interpersonal theories together
3. Apply interpersonal theories to a social problem/issue of interest as a means for gaining understanding about the issue and ways to address it
4. Evaluate the strengths and weaknesses of interpersonal communication theory
5. Evaluate the strengths and weaknesses of research that has sought to understand social problems and issues through the application of interpersonal theory
6. Become familiar with the current trends and latest research in the field
7. Develop your own understanding of where the area of interpersonal communication has been and where you see its future
8. Apply your knowledge to a real world phenomenon

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Pop Quizzes	50 points
Participation	50 points
Discussion Leader	50 points
Weekly Journal	50 points
Midterm Exam	100 points
Final Exam	100 points
Final Paper	100 points
Total	500 points

Pop Quizzes (50 points)

Pop quizzes will occur periodically throughout the semester with your iClickers. Each quiz is worth 10 points. These quizzes are meant to ensure that students are keeping up with the readings and paying attention during lecture. Pop quizzes will occur at the end of class. **There are absolutely no make-up quizzes, under any circumstances.** There will be 6 quizzes, and the lowest quiz score will be dropped.

Participation (50 points)

The participation grade has nothing to do with attendance. It is against university policy to grade on attendance. This grade is based entirely on how much you speak during class time and participation during class via iClickers. There will be participation questions integrated throughout the semester. Students can earn up to 20 points for participating in these questions with their iClickers (each iClicker question is worth 2 points). Only two points can be received on any given class day, and students cannot earn more than 20 points throughout the semester, even though more than 20 participation questions will be provided throughout the semester.

Students are expected to attend **AND** to be an active member of the course, which requires speaking up. In addition to earning up to 20 points for participating in class via iClickers, you can earn up to 30 points for participating in class discussion. Being shy will not be an acceptable excuse for not participating in a communication course. On the days that you're not presenting, you are expected to come to class ready to engage in thoughtful and critical discussion on the readings. How much you ultimately get out of this class depends, in large part, on your preparedness to push the boundaries of in-class discussion. Therefore, attendance is expected as well as your completion of the readings in advance. A proficient understanding of the information within the course readings will be required to fully participate in discussion.

Discussion Leader (50 points)

The goal of this assignment is to work with 2-3 of your classmates to lead and facilitate intellectual discussion among a group of peers about interpersonal communication theory and research. This position involves the following:

- Presenting a 5-10 minute opening orientation and summary of the chapter dealing with the theory (handouts are suggested, but not required)
- Co-leading the subsequent discussion with me
- Preparing and providing to me a list of discussion questions the night before class that you will use to guide class discussion

Weekly Journal (50 points)

Students are required to submit 5 journal entries via HuskyCT. Each journal entry is worth 10 points. Journal entries must be submitted by Sunday at 5pm of the week you are journaling about. Your journal entry only needs to be 2 paragraphs. In it, you should reflect upon at least one reading for the week in which you are submitting. You can bring up a point you liked in the reading, something you disagreed with, an example of how something from the reading relates to your own life or something you saw on TV or in a movie, etc. These are meant to be reflections and do not need to be formal, though you should use correct grammar and make insightful points that show that you have done the reading and have reflected upon the ideas. The journal entries will also be used to generate conversation during class, so if you mention something in the journal that you do not want brought up in class, make sure to point that out.

Exams (100 points each)

There will be two exams during the semester—a midterm exam and a final exam. The final exam will not be cumulative. Both exams will consist of true/false and multiple choice questions. More information about the exam will be provided in class as the exam date nears.

Final Paper (100 points)

The final paper will involve examining one theory from the semester in greater detail and reviewing research studies that have applied this theory. Students will then propose a future area of research that could be investigated using their chosen theory. Final papers will be approximately 10 pages (including the cover page and references). More information will be provided on the final paper midway through the semester.

Grading Scale

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

It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment.* The grade descriptions I abide by are as follows:

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

F = below average work in which little or no effort seems to have been expended by the student.

Late Assignments and Missed Exams

If you miss an exam you may retake it within 72 hours of the exam date **ONLY** if you have proof of illness in the form of a doctor's note or proof of emergency. No late journal entries will be accepted and pop quizzes cannot be made up under any circumstances. Late papers will receive a 10% penalty per day late, up to 72 hours, after which no late papers will be accepted.

Grade Appeals

If you would like to discuss a grade with me, submit your appeal either in person during office hours or via email. This policy is designed to ensure fairness to all and provide you with an opportunity to demonstrate mastery over the topics covered. Please note the following important points:

1. **24/7** policy: You must wait at least **24** hours after receiving your assignment back before contacting me. Additionally, you have to contact me within **7** days of receiving your assignment.
2. Offer a cogent and well-supported written argument. This means that you should support your claims from course materials and/or class lectures.
3. This written argument may be submitted via email or in person. Either way, you must set an appointment so that the process may be completed. No grade appeals will be completed via email; you must meet with the instructor.

Note About Finals

Finals week for XX takes place from **XX**, through **XX**. 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, etc.). Students must go to OSSA to seek permission to reschedule their final.

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.

Expectations

Attendance and participation are required and classes begin ON TIME. A lot of what we work on and learn in this class is not “in the book.” Students should be prepared to write, discuss, and participate in each class session. Readings are assigned on a weekly basis and should be completed for their assigned days.

Constant and repeated tardiness is unacceptable. You are expected to remain in the classroom until class is over and not to start packing up until the instructor ends class. While students are expected to make every effort to attend classes, I recognize that unexpected circumstances, such as illness and tragedy, do occur. In these circumstances, individual arrangements may be made provided *proper documentation* is received and you notify me in a *prompt* and *timely* manner. Individual concerns and problems will only be addressed before or after class, not during class time.

Note: Job interviews, tests or papers in other classes, and meetings with other instructors are not valid excuses. Schedule these during times which will not conflict with class.

Classroom Etiquette

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

Student Code

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

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

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

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

Additional Etiquette Information

- The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity,

ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination or abuse.

- Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
- You may disagree with your colleagues' opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint, how boring would that be?
- Silence all electronic equipment. It is distracting to the entire class, including the instructor.
- Students are responsible for remembering assigned presentation dates and being prepared on the day to which they have committed. Failure to do so will result in a zero for the assignment. Presentation make-ups are only possible in extreme and pre-approved cases.

Academic Honesty

The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See <http://www.dosa.uconn.edu/Code2.html> for more information on the University's student code.

Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism is defined as presenting another person's work or ideas as one's own.

Adding or Dropping a Course

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

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

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

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

http://catalog.grad.uconn.edu/grad_catalog.html

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

Course Schedule and Readings

Key: B&B = Baxter and Braithwaite Text

Date	Topic	Reading
Week 1	Course Overview Introduction: Theory in Interpersonal Communication Research	B&B Ch. 1
Individually-Centered Theories of Interpersonal Communication		
Week 2	Attribution Theory	B&B Ch. 3 Niederdeppe, J. Shapiro, M. A., & Porticella, N. (2011). Attribution of responsibility for obesity: Narrative communication reduces reactive counter arguing among liberals. <i>Human Communication Research, 37</i> , 295-323.
Week 3	Imagined Interaction Theory	B&B Ch. 6 Richards, A. S., & Sillars, A. L. (2012). Imagined interactions as predictors of secret revelation and health. <i>Communication Research, XX</i> , 1-21.
Week 4	Supportive Communication Theories	B&B Chapter 10 Afifi, T.D., Afifi., W.A., Merrill, A., Denes, A., & Davis, S. (2013). "You need to stop talking about this!": Verbal rumination and the costs of social support. <i>Human Communication Research, 39(4)</i> , 395-421.
Discourse/Interaction Centered Theories of Interpersonal Communication		
Week 5	Communication Accommodation Theory	B&B Ch. 12 Speer, R.B., Giles, H., & Denes, A. (2013). Investigating stepparent-stepchild interactions: The role of communication accommodation. <i>Journal of Family Communication, 13(3)</i> , 218-241.
Week 6	Expectancy Violations Theory and Interaction Adaptation Theory	B&B Ch. 16 Guerrero, L. K., & Bachman, G. F. (2010). Forgiveness and forgiving communication in dating relationships: An expectancy-investment explanation. <i>Journal of Social and Personal Relationships, 27</i> , 801-823.
Week 7	Relational Dialectics Theory	B&B Ch. 21 Midterm Exam

Relationship-Centered Theories of Interpersonal Communication		
Week 8	Affection Exchange Theory	B&B Ch. 23 Denes, A. (2012). Pillow talk: Exploring disclosures after sexual activity. <i>Western Journal of Communication</i> , 76, 91-108.
Week 9	Attachment Theory	B&B Ch. 24 Miller, M.J., Denes, A., Buck, R., & Diaz, B. (2014). Attachment style predicts jealous reactions to viewing touching between a romantic partner and close friend: Implications for internet social communication. <i>Journal of Nonverbal Behavior</i> .
Week 10	Communication Privacy Management Theory	B&B Ch. 25 Kanter, M., Afifi, T., & Robbins, S. (2012). The impact of parents "friending" their young adult child on Facebook on perceptions of parental privacy invasions and parent-child relationship quality. <i>Journal of Communication</i> , 62(5), 900-917.
Week 11	Interpersonal Deception Theory	B&B Ch. 26 Guthrie, J., & Kunkel, A. (2013). Tell me sweet (and not-so-sweet) little lies: Deception in romantic relationships. <i>Communication Studies</i> , 64, 141-157.
Week 12	Relational Turbulence Model	B&B Ch. 28 Solomon, D. H., & Knobloch, L. K. (2004). A model of relational turbulence: The role of intimacy, relational uncertainty, and interference from partners in appraisals of irritations. <i>Journal of Social and Personal Relationships</i> , 21(6), 795-816.
Week 13	Stage Theories of Relationship Development	B&B Ch. 29 Fox, J., Warber, K. M. & Makstaller, D. C. (2013). The role of Facebook in romantic relationship development: An exploration of Knapp's relational stage model. <i>Journal of Social and Personal Relationships</i> , XX, 1-24.
Week 14	Social Exchange Theories	B&B Ch. 30 Dillow, M. R., Malachowski, C. C., Brann, M., & Weber, K. D. (2011). An experimental examination of the effects of communicative infidelity motives on communication and relational outcomes in romantic relationships. <i>Western Journal of Communication</i> , 75(5), 473-499.
Finals Week		Papers Due Final Exam

****I reserve the right to make changes to the syllabus to fit the needs of the course***

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: April 8, 2015
2. Department requesting this course: Communication
3. Semester and year in which course will be first offered: Spring 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!

4200W. Advanced Interpersonal Communication

Three credits. Prerequisite: COMM 1000, and COMM 3200; ENGL 1010 or 1011 or 2011

An advanced approach to interpersonal communication focusing on theories and their applications to real world phenomena. Topics include, but are not limited to, affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: COMM
2. Course Number: 4200W
3. Course Title: Advanced Interpersonal Communication
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): An advanced approach to interpersonal communication focusing on theories and their applications to real world phenomena. Topics include, but are not limited to, affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory.

Optional Items

6. Pattern of instruction, if not standard: n/a
7. Prerequisites, if applicable: COMM 1000, COMM 3200; ENGL 1010 or 1011 or 2011
 - a. Consent of Instructor, if applicable: n/a
 - b. Open to sophomores/juniors or higher: Open to juniors or higher
8. Recommended Preparation, if applicable: n/a
9. Exclusions, if applicable: n/a
10. Repetition for credit, if applicable: n/a
11. Skill codes "W", "Q" or "C": W
12. S/U grading: n/a

Justification

1. Reasons for adding this course: Currently, students do not have an advanced interpersonal communication to take once they complete COMM 3200: Interpersonal Communication. This course will allow students who wish to further pursue the study of interpersonal communication to take a more advanced approach to research in this area.
2. Academic merit: This course will take a theoretical approach to the study of interpersonal communication. Students will study these theories and their application to real-world experiences and their use in research.
3. Overlapping courses and departments consulted: This course does not overlap with any courses currently taught in the department.
4. Number of students expected: 19
5. Number and size of sections: 1 section, 19 students
6. Effects on other departments: None anticipated
7. Effects on regional campuses: None anticipated
8. Staffing: Amanda Denes, PhD; Arthur Vanlear, PhD

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.

Comm 4200W Syllabus: Advanced Interpersonal Communication

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Advanced Interpersonal Communication

Credits: 3

Format: Lecture

Prerequisites: Comm 1000, Comm 3200; Engl 1010 or 1011 or 2011

Professor: TBD

Email: TBD

Office Hours/Availability: Via email or by appointment

Course Materials

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

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

Required Materials:

Braithwaite, D.O. & Schrodt, P. (Eds.) (2014). *Engaging theories in interpersonal communication: Multiple perspectives* (2nded.). Thousand Oaks, CA: Sage.

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

Course Description

This course takes an advanced approach to interpersonal communication by focusing on theories of interpersonal communication and their applications to real world phenomena. This course introduces students to fundamental theories of interpersonal communication. Throughout the semester, we will review a range of theories such as affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory. There are far too many theories of interpersonal communication to review in one semester; however, we will evaluate a large corpus of some of the more popular interpersonal theories, apply their principles to our everyday interpersonal encounters, and generate questions to guide future research. Each week, in addition to reading a chapter that covers the most important features of each theory,

we will offer a critical perspective of recent studies (studies that range generally between 2009-2014 with a few exceptions) that have sought to apply these theories to generate increased understanding about particular phenomena. This course satisfies the “W” requirement, and you will therefore be expected to complete more than 15 pages of writing throughout the semester. This course will focus on the analysis and application of theory in writing and help students develop their social science writing skills.

Course Objectives

Upon successful completion of the course, students should be able to:

1. Understand the primary theories of interpersonal communication
2. Demonstrate the foundational principles that bridge interpersonal theories together
3. Apply interpersonal theories to a social problem/issue of interest as a means for gaining understanding about the issue and ways to address it
4. Evaluate the strengths and weaknesses of interpersonal communication theory and articulate these issues in writing
5. Evaluate the strengths and weaknesses of research that has sought to understand social problems and issues through the application of interpersonal theory
6. Become familiar with the current trends and latest research in the field
7. Develop your own understanding of where the area of interpersonal communication has been and where you see its future
8. Apply your knowledge to a real world phenomenon
9. Write about interpersonal communication theory and apply theory in a research paper

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Pop Quizzes	50 points
Participation	50 points
Discussion Leader	50 points
Weekly Journal	50 points
Midterm Exam	100 points
Final Exam	100 points
Draft 1	25 points
Draft 2	25 points
Final Paper	100 points
Total	550 points

Pop Quizzes (50 points)

Pop quizzes will occur periodically throughout the semester with your iClickers. Each quiz is worth 10 points. These quizzes are meant to ensure that students are keeping up with the readings and paying attention during lecture. Pop quizzes will occur at the end of class. **There are absolutely no make-up quizzes, under any circumstances.** There will be 6 quizzes, and the lowest quiz score will be dropped.

Participation (50 points)

The participation grade has nothing to do with attendance. It is against university policy to grade on attendance. This grade is based entirely on how much you speak during class time and participation during class via iClickers. There will be participation questions integrated throughout the semester. Students can earn up to 20 points for participating in these questions with their iClickers (each iClicker question is worth 2 points). Only two points can be received on any given class day, and students cannot earn more than 20 points throughout the semester, even though more than 20 participation questions will be provided throughout the semester.

Students are expected to attend **AND** to be an active member of the course, which requires speaking up. In addition to earning up to 20 points for participating in class via iClickers, you can earn up to 30 points for participating in class discussion. Being shy will not be an acceptable excuse for not participating in a communication course. On the days that you're not presenting, you are expected to come to class ready to engage in thoughtful and critical discussion on the readings. How much you ultimately get out of this class depends, in large part, on your preparedness to push the boundaries of in-class discussion. Therefore, attendance is expected as well as your completion of the readings in advance. A proficient understanding of the information within the course readings will be required to fully participate in discussion.

Discussion Leader (50 points)

The goal of this assignment is to work with 2-3 of your classmates to lead and facilitate intellectual discussion among a group of peers about interpersonal communication theory and research. This position involves the following:

- Presenting a 5-10 minute opening orientation and summary of the chapter dealing with the theory (handouts are suggested, but not required)
- Co-leading the subsequent discussion with me
- Preparing and providing to me a list of discussion questions the night before class that you will use to guide class discussion

Weekly Journal (50 points)

Students are required to submit 5 journal entries via HuskyCT. Each journal entry is worth 10 points. Journal entries must be submitted by Sunday at 5pm of the week you are journaling about. Your journal entry only needs to be 2 paragraphs. In it, you should reflect upon at least one reading for the week in which you are submitting. You can bring up a point you liked in the reading, something you disagreed with, an example of how something from the reading relates

to your own life or something you saw on TV or in a movie, etc. These are meant to be reflections and do not need to be formal, though you should use correct grammar and make insightful points that show that you have done the reading and have reflected upon the ideas. The journal entries will also be used to generate conversation during class, so if you mention something in the journal that you do not want brought up in class, make sure to point that out.

Exams (100 points each)

There will be two exams during the semester—a midterm exam and a final exam. The final exam will not be cumulative. Both exams will consist of true/false and multiple choice questions. More information about the exam will be provided in class as the exam date nears.

Final Paper (100 points)

As this is a “W” course, you will need to produce a 15-page research paper. The final paper will involve examining one theory from the semester in greater detail and reviewing research studies that have applied this theory. Students will then propose a future area of research that could be investigated using their chosen theory. As part of the paper writing process, you will also turn in 2 rough drafts, which will be extensively reviewed and commented on. The first draft will focus on writing a review of an interpersonal communication theory (approximately 4 pages). The instructor will review your summary of the theory and provide feedback in written form (through substantive formative commentary on the draft). The second draft will involve a review of research studies (approximately 6 pages) that have applied your chosen theory. Students will be paired up and engage in a peer review process for the second draft. During each phase of the revision process, students will receive feedback that should help improve the conceptual clarity, idea development, expression, and grammar of their final paper. The final paper will weave both drafts together and include a section addressing future research using the chosen theory, resulting in a final 15-page research paper. More information will be provided on the final paper and the draft process on the course website.

Grading Scale

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

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

It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment.* The grade descriptions I abide by are as follows:

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

F = below average work in which little or no effort seems to have been expended by the student.

Late Assignments and Missed Exams

If you miss an exam you may retake it within 72 hours of the exam date **ONLY** if you have proof of illness in the form of a doctor’s note or proof of emergency. No late journal entries will be accepted and pop quizzes cannot be made up under any circumstances. Late papers will receive a 10% penalty per day late, up to 72 hours, after which no late papers will be accepted.

Grade Appeals

If you would like to discuss a grade with me, submit your appeal either in person during office hours or via email. This policy is designed to ensure fairness to all and provide you with an opportunity to demonstrate mastery over the topics covered. Please note the following important points:

1. **24/7** policy: You must wait at least **24** hours after receiving your assignment back before contacting me. Additionally, you have to contact me within **7** days of receiving your assignment.
2. Offer a cogent and well-supported written argument. This means that you should support your claims from course materials and/or class lectures.
3. This written argument may be submitted via email or in person. Either way, you must set an appointment so that the process may be completed. No grade appeals will be completed via email; you must meet with the instructor.

Note About Finals

Finals week for XX takes place from **XX**, through **XX**. 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, etc.). Students must go to OSSA to seek permission to reschedule their final.

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.

Student Responsibilities and Resources

Expectations

Attendance and participation are required and classes begin ON TIME. A lot of what we work on and learn in this class is not “in the book.” Students should be prepared to write, discuss, and participate in each class session. Readings are assigned on a weekly basis and should be completed for their assigned days.

Constant and repeated tardiness is unacceptable. You are expected to remain in the classroom until class is over and not to start packing up until the instructor ends class. While students are expected to make every effort to attend classes, I recognize that unexpected circumstances, such as illness and tragedy, do occur. In these circumstances, individual arrangements may be made provided *proper documentation* is received and you notify me in a *prompt* and *timely* manner. Individual concerns and problems will only be addressed before or after class, not during class time.

Note: Job interviews, tests or papers in other classes, and meetings with other instructors are not valid excuses. Schedule these during times which will not conflict with class.

Classroom Etiquette

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

Student Code

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

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

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

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

Additional Etiquette Information

- The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination or abuse.
- Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
- You may disagree with your colleagues' opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint, how boring would that be?
- Silence all electronic equipment. It is distracting to the entire class, including the instructor.
- Students are responsible for remembering assigned presentation dates and being prepared on the day to which they have committed. Failure to do so will result in a zero for the assignment. Presentation make-ups are only possible in extreme and pre-approved cases.

Academic Honesty

The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See <http://www.dosa.uconn.edu/Code2.html> for more information on the University's student code.

Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism is defined as presenting another person's work or ideas as one's own.

Adding or Dropping a Course

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

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

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

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

http://catalog.grad.uconn.edu/grad_catalog.html

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from

<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Course Schedule and Readings

Key: B&B = Baxter and Braithwaite Text

Date	Topic	Reading
Week 1	Course Overview Introduction: Theory in Interpersonal Communication Research	B&B Ch. 1
Individually-Centered Theories of Interpersonal Communication		
Week 2	Attribution Theory	B&B Ch. 3 Niederdeppe, J. Shapiro, M. A., & Porticella, N. (2011). Attribution of responsibility for obesity: Narrative communication reduces reactive counter arguing among liberals. <i>Human Communication Research, 37</i> , 295-323.
Week 3	Imagined Interaction Theory	B&B Ch. 6 Richards, A. S., & Sillars, A. L. (2012). Imagined interactions as predictors of secret revelation and health. <i>Communication Research, XX</i> , 1-21.
Week 4	Supportive Communication Theories	B&B Chapter 10 Afifi, T.D., Afifi., W.A., Merrill, A., Denes, A., & Davis, S. (2013). "You need to stop talking about this!": Verbal rumination and the costs of social support. <i>Human Communication Research, 39(4)</i> , 395-421.
Discourse/Interaction Centered Theories of Interpersonal Communication		
Week 5	Communication Accommodation Theory	B&B Ch. 12 Speer, R.B., Giles, H., & Denes, A. (2013). Investigating stepparent-stepchild interactions: The role of communication accommodation. <i>Journal of Family Communication, 13(3)</i> , 218-241.
Week 6	Expectancy Violations Theory and Interaction Adaptation Theory	B&B Ch. 16 Guerrero, L. K., & Bachman, G. F. (2010). Forgiveness and forgiving communication in dating relationships: An expectancy-investment explanation. <i>Journal of Social and Personal Relationships, 27</i> , 801-823.
Week 7	Relational Dialectics Theory	B&B Ch. 21 Midterm Exam

Relationship-Centered Theories of Interpersonal Communication		
Week 8	Affection Exchange Theory	<p>B&B Ch. 23</p> <p>Denes, A. (2012). Pillow talk: Exploring disclosures after sexual activity. <i>Western Journal of Communication</i>, 76, 91-108.</p> <p>Draft 1 Due</p>
Week 9	Attachment Theory	<p>B&B Ch. 24</p> <p>Miller, M.J., Denes, A., Buck, R., & Diaz, B. (2014). Attachment style predicts jealous reactions to viewing touching between a romantic partner and close friend: Implications for internet social communication. <i>Journal of Nonverbal Behavior</i>.</p>
Week 10	Communication Privacy Management Theory	<p>B&B Ch. 25</p> <p>Kanter, M., Afifi, T., & Robbins, S. (2012). The impact of parents "friending" their young adult child on Facebook on perceptions of parental privacy invasions and parent-child relationship quality. <i>Journal of Communication</i>, 62(5), 900-917.</p>
Week 11	Interpersonal Deception Theory	<p>B&B Ch. 26</p> <p>Guthrie, J., & Kunkel, A. (2013). Tell me sweet (and not-so-sweet) little lies: Deception in romantic relationships. <i>Communication Studies</i>, 64, 141-157.</p> <p>Draft 2 Due</p>
Week 12	Relational Turbulence Model	<p>B&B Ch. 28</p> <p>Solomon, D. H., & Knobloch, L. K. (2004). A model of relational turbulence: The role of intimacy, relational uncertainty, and interference from partners in appraisals of irritations. <i>Journal of Social and Personal Relationships</i>, 21(6), 795-816.</p>
Week 13	Stage Theories of Relationship Development	<p>B&B Ch. 29</p> <p>Fox, J., Warber, K. M. & Makstaller, D. C. (2013). The role of Facebook in romantic relationship development: An exploration of Knapp's relational stage model. <i>Journal of Social and Personal Relationships</i>, XX, 1-24.</p>
Week 14	Social Exchange Theories	<p>B&B Ch. 30</p> <p>Dillow, M. R., Malachowski, C. C., Brann, M., & Weber, K. D. (2011). An experimental examination of the effects of communicative infidelity motives on communication and relational outcomes in romantic relationships. <i>Western Journal of Communication</i>,</p>

		75(5), 473-499.
Finals Week		<i>Papers Due</i> <i>Final Exam</i>

****I reserve the right to make changes to the syllabus to fit the needs of the course***

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: 4/4/2015
2. Department requesting this course: MARN
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!

MARN 5501. Marine Sciences Seminar

2 credits. Seminar.

Intensive reading, evaluation and critical discussion of current interdisciplinary topics presented at weekly departmental research seminars. May be repeated for credit.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: MARN
2. **Course Number**: 5501
3. **Course Title**: Current Topics in Marine Sciences
4. **Number of Credits** (use digits, "3" not "three"): 2
5. **Course Description** (second paragraph of catalog entry):

The course involves active participation in the weekly seminar series of the Department of Marine Sciences. Students will be expected to read and discuss a paper authored by each seminar speaker (pre-seminar discussion), critically evaluate the seminar presentation, attend the seminar, and participate in a post-seminar discussion with the speaker.

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

Optional Items

7. **Prerequisites**, if applicable:
8. **Recommended Preparation**, if applicable:
9. **Consent of Instructor**, if applicable:
10. **Exclusions**, if applicable:

11. Repetition for credit, if applicable: May be repeated for credit.
12. S/U grading:

Justification

1. **Reasons for adding this course:** This course is designed to take full advantage of the department's weekly seminar series in marine sciences, and hone student's skills in independent learning and evaluation of a range of interdisciplinary marine topics.

Specifically, students will learn to:

- Critically discuss research topics with speakers,
- Evaluate seminar presentations considering the content, clarity and presentation style, and
- Host seminars and lead discussions of interdisciplinary scientific topics

2. **Academic merit:** This course provides graduate training in terms of professional development and critical evaluation of current research topics. This course was successfully offered as a Special Topics course in 2013 and 2014.

3. **Overlapping courses:** None

4. Number of students expected: 6

5. Number and size of sections:

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

7. **Staffing:** Faculty

8. **Dates approved** by

Department Curriculum Committee: 4/9/2015

Department Faculty: 4/9/2015

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

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



Current Topics in Marine Science Syllabus – Fall 2014

Course and Instructor Information

Course Title: Current Topics in Marine Science
Credits: 2
Prerequisites: None
Professor: Senji Lin

Email: senji.lin@uconn.edu
Telephone: (860) 405-9297
Office Hours/Availability: Wed 11:00-12:00

Course Materials

Papers will be assigned each week and uploaded to the HuskyCT website.

Course Description

This course is designed to take full advantage of the department's weekly seminar series in marine sciences, and hone students' skills in independent learning and evaluation of a range of ocean-related topics.

The course involves active participation in the weekly seminar series of the Department of Marine Sciences. Students will be expected to read and discuss a paper recommended by the seminar speaker (pre-seminar discussion), attend the seminar, critically evaluate the seminar presentation, and participate in a post-seminar discussion with the speaker.

In addition to active participation in all aspects of the course, each student will be responsible for leading a discussion of a paper authored and provided by the seminar speaker, chairing the question and answer period, and leading the post-seminar discussion between the speaker and other students in the course.

Course Objectives

Students will learn to:

- Critically discuss research topics with speakers,
- Evaluate seminar presentations considering the content, clarity and presentation style, and
- Lead discussions of interdisciplinary scientific topics

Course Outline (and Calendar if Applicable)

Tentative Schedule:

Times: **Friday 11:00 to 12:40, and TBA**

1. Pre-seminar discussion (day/time TBA): instructor will lead a critical evaluation of the previous week's seminar considering the content, preparation, organization and clarity of the talk (20 min); one student will then lead a discussion of the paper provided by the seminar speaker for the current week (40 min)
2. Seminar (Friday, 11:00-12:00 noon)
3. Post-seminar discussion between seminar speaker and students in the course, with lunch (Friday, ca. 12:00-12:40 pm)

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Discussion participation	33%
Discussion Chair	33%
Written summaries	33%

Discussion participation and Lead: This will encompass not just your physical attendance, but also how well you are prepared for discussing the weekly papers and how actively you have participated in the discussion and interacted with the weekly seminar speaker.

Discussion Chair

In addition to active participation in all aspects of the course, each student will be responsible for leading a discussion of a paper authored and provided by the seminar speaker, chairing the question and answer period, and leading the post-seminar discussion between the speaker and other students in the course.

Written Summaries

Students will be required to keep a seminar notebook to organize their thoughts and develop meaningful questions. These notes will also be used to develop a one-page written summary of the seminar which will be submitted each week as part of the course evaluation. Each summary should include the following information:

- A. Content: main problem or question being addressed; knowledge of the subject prior to the speaker's research; advances in our understanding of the subject brought about by the speaker's research; main conclusions of the seminar.
- B. Preparation, Organization, Clarity: effectiveness of the presentation; clarity of information to an interdisciplinary audience; organization of the talk

(introduction, methods, results, conclusions); speaking style and use of visual aids; potential improvements.

Grading Scale:

Graduate

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

Due Dates and Late Policy

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

Feedback and Grades

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

Student Responsibilities and Resources

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

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section that applies to you on Academic Integrity:

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- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

- Matriculated students should add or drop a course through the [Student Administration System](#).
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letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

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

Software Requirements and Technical Help

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

(add additional items as needed)

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

Minimum Technical Skills

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

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

(add additional skills as needed)

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

Evaluation of the Course

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

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