

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for meeting of September 22, 2015

1 Preliminaries	2
Vote on minutes of September 8, 2015.	2
Clarification of Senate/GEOC workflow	2
Update on General Education Assessment Task Force	2
Update on the use of Special Topics courses	2
A note on the B.S. subcommittee	2
2 Old Proposals	2
2015-056 Change Environmental Studies Major	2
2015-082 Change MAST 1101. Introduction to Maritime Studies	2
2015-083 Change Maritime Studies Major	3
3 New Proposals	4
2015-084 Change Individualized Major	4
2015-085 Change Chinese Minor	7
2015-086 Change WGSS 1124. Gender and Globalization (g)(s)	9
2014-087 Change WGSS 2263. Women and Violence (s)	9
2014-088 Add WGSS 3718/W. Feminism and Science Fiction (g)(s)	10
2015-089 Drop WGSS 3672W. Feminist Development Studies and Practice	11
2015-090 Add ECON 2447. The Economics of Sports (s)	11
4 Appendix of Materials	11

(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 Preliminaries

Vote on minutes of September 8, 2015.

Clarification of Senate/GEOC workflow

Update on General Education Assessment Task Force

Update on the use of Special Topics courses

A note on the B.S. subcommittee

2 Old Proposals

2015-056 Change Environmental Studies Major

[Full Materials](#)

Current Catalog Copy:

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108.

Proposed Catalog Copy:

Requirements:

Introductory Courses. *All majors must take four introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108

STAT 1000Q or STAT 1100Q or equivalent.

2015-082 Change MAST 1101. Introduction to Maritime Studies

[Full Materials](#)

Current Catalog Copy:

MAST 1101. Introduction to Maritime Studies

(1101) First semester (Avery Point). Three credits.

An introduction to the interdisciplinary study of maritime-related topics with an examination of the maritime physical environment and maritime cultures, history, literature, and industries.

Proposed Catalog Copy:

MAST 2101. Introduction to Maritime Studies

(Previously offered as MAST 1101) Three credits.

An introduction to the interdisciplinary study of maritime-related topics with an examination of the maritime physical environment and maritime cultures, history, literature, and industries.

Changes Highlighted:

2015-083 Change Maritime Studies Major

[Full Materials](#)

Current Catalog Copy:

Major Requirements

Core Courses

Students are required to take the following Core Courses: MAST 1101, MAST/HIST 3544, MAST 4994W; MARN 1001; ENGL 3650; ECON 2467; POLS 3832.

The writing in the major requirement can be met with MAST 4994W. Students will satisfy the information literacy requirement as they complete core courses.

Disciplinary Concentration

Students must take an approved four-course sequence of 2000-level or above courses. Disciplinary concentrations available at Avery Point include Political Science, History, English, Anthropology, and Economics. Students may pursue disciplinary tracks in other departments with the approval of the Maritime Studies Coordinator and their advisor.

Related Areas

Students must complete 12 credits in related areas. The Maritime Studies coordinator and the student's advisor will determine what courses are germane to Maritime Studies.

Proposed Catalog Copy:

Major Requirements

MARN 1001 is a pre-requisite for the major. It is recommended that majors take MAST 1200 to satisfy General Education Content Area One.

Core Courses

All students are required to take MAST 2101. In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

- Anthropology: ANTH/MAST 3531 or ANTH/MAST 3532
- Economics: ECON 2467
- English: ENGL 3650 or 3651

- Geography: GEOG 2500
- History: MAST/HIST 2210 or MAST/HIST 3544
- Political Science: POLS 3832.

Disciplinary Concentration

Students must declare a concentration in one of the following six disciplines: Anthropology, Economics, English, Geography, History, and Political Science. One of the five Core Courses elected by the student must come from this discipline. Furthermore, the student must complete an approved sequence of three additional courses in the discipline at the 2000-level or above. Choice of concentration and course sequence must be approved by the MAST director or the student's advisor.

The writing in the major requirement must be met by taking MAST 4994W. Students will satisfy the information literacy requirement as they complete core courses.

Related Areas

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student's advisor.

3 New Proposals

2015-084 Change Individualized Major

Full Materials

Current Catalog Copy:

Students with a grade point average of 2.0 or higher may apply for an individualized major. An individualized major requires a field of concentration of at least 36 credits numbered 2000 or higher. The 36 credits may come from two or more departments in the University. At least 18 credits shall come from departments of this College. The student may include no more than 6 credits of independent study nor more than 12 credits of field work. To graduate, students must earn a grade point average of 2.5 or better in the 36 concentration credits.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Students may submit proposals for admission to the individualized major once they achieve third semester status and may be admitted after completing three semesters of work (45 credits). The latest they may submit proposals is prior to beginning their final 30 credits of study. The proposed field of concentration must show coherence of subject matter or principle and have academic merit. Internship, field work, research, or study abroad is recommended as part of the proposed plan of study. Students may include the individualized major in a

double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses.

For further information and application forms, see the Program website or contact the Individualized and Interdisciplinary Studies Program at (860) 486-3631.

All students with approved individualized major plans of study must complete a capstone course as part of their concentration credits: they must register for UNIV 4600W (UNIV 4697W for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone course requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

Writing in the major requirement

All students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course) and, in addition, take UNIV 4600W (or UNIV 4697W). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency

All majors must take UNIV 4600W (or UNIV 4697W). In addition, all majors must include one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency

The University's basic entrance expectations are considered to be adequate for Individualized Majors in general. However, Individualized Majors are required to consider if more advanced computer technology competency is required for their major and, if yes, specify as part of their plan of study how they will achieve it.

Proposed Catalog Copy:

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, have third semester standing, and not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in

the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Capstone: All students with approved individualized major plans of study must register for UNIV 4600W Capstone Course (or UNIV 4697W Senior Thesis for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

Writing in the major requirement: In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency: All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency: The University's basic entrance expectations are adequate for Individualized Majors in general. However, if more advanced computer technology competency is required for an individualized major, the student's proposal must specify how this will be achieved.

The individualized major is administered by the Individualized and Interdisciplinary Studies Program. Please see our website (www.iisp.uconn.edu) for more information.

Changes Highlighted:

~~Students with a~~ The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0~~or higher may apply for an individualized major. An individualized major requires a field of concentration of~~, have third semester standing, and not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher.~~The 36 credits may come~~, from two or more departments in the University. At least 18 credits shall come from departments of this College. The ~~student may include no more than~~ major may include up to 6 credits of independent study ~~nor more than 12 and 6~~ credits of field work. To graduate, students must earn a grade point average of 2.5 or better in the 36 concentration credits. Individualized majors

~~may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees. Students may submit proposals for admission to the individualized major once they achieve third semester status and may be admitted after completing three semesters of work (45 credits). The latest they may submit proposals is prior to beginning their final 30 credits of study. The proposed field of concentration must show coherence of subject matter or principle and have academic merit. Internship, field work, research, or study abroad is recommended as part of the proposed plan of study. Students may~~ The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

~~For further information and application forms, see the Program website or contact the Individualized and Interdisciplinary Studies Program at (860) 486-3631.~~

Capstone: All students with approved individualized major plans of study must ~~complete a capstone course as part of their concentration credits; they must~~ register for UNIV 4600W (Capstone Course (or UNIV 4697W Senior Thesis for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone ~~course~~ requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

Writing in the major requirement All: In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course) ~~and, in addition, take UNIV 4600W (or UNIV 4697W).~~ (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency: All majors must ~~take UNIV 4600W (or UNIV 4697W). In addition, all majors must include~~ include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency: The University's basic entrance expectations are ~~considered to be~~ adequate for Individualized Majors in general. However, ~~Individualized Majors are required to consider~~ if more advanced computer technology competency is required for ~~their major and, if yes, specify as part of their plan of study how they will achieve it~~ an individualized major, the student's proposal must specify how this will be achieved.

The individualized major is administered by the Individualized and Interdisciplinary Studies Program. Please see our website (www.iisp.uconn.edu) for more information.

2015-085 Change Chinese Minor

Full Materials

Current Catalog Copy:

This minor requires a minimum of 15 credits of Chinese courses at the 2000-level or above.

Requirements

- A. One required course: CHIN 3250W.
- B. Two language courses from the following: CHIN 3210, 3211, 3220, 3240, 3260.
- C. Two content courses from the following: CHIN 3220, 3230, 3260, 3270, 3271, 3282.

With the advisor's consent, any of the above courses may be replaced by an appropriate course from study abroad programs. AP credits may not be counted toward the minor. Up to 6 credits taken in study abroad programs may count toward the minor. The minor is offered by the Literatures, Cultures and Languages Department.

Proposed Catalog Copy:

This minor requires a minimum of 15 credits of Chinese courses at the 2000-level or above.

Requirements

- A. One required course: CHIN 3210.
- B. Two language courses from the following: CHIN 3211, 3220, 3240, 3250W, 3260, 3293.
- C. Two content courses from the following: CHIN 3220, 3230, 3250W, 3260, 3270, 3271, 3282, 3293.

With the advisor's consent, any of the above courses may be replaced by an appropriate course from study abroad programs. AP credits may not be counted toward the minor. Up to 6 credits taken in study abroad programs may count toward the minor. The minor is offered by the Literatures, Cultures and Languages Department.

Changes Highlighted:

This minor requires a minimum of 15 credits of Chinese courses at the 2000-level or above.

Requirements

- A. One required course: CHIN ~~3250W~~. 3210.
- B. Two language courses from the following: CHIN ~~3210~~, 3211, 3220, 3240, ~~3260~~. 3250W, 3260, 3293.

3.3 2015-086 Change WGSS 1124. Gender and Globalization (g)(S)

C. Two content courses from the following: CHIN 3220, 3230, [3250W](#), 3260, 3270, 3271, ~~3282~~, [3282](#), [3293](#).

With the advisor's consent, any of the above courses may be replaced by an appropriate course from study abroad programs. AP credits may not be counted toward the minor. Up to 6 credits taken in study abroad programs may count toward the minor. The minor is offered by the Literatures, Cultures and Languages Department.

2015-086 Change WGSS 1124. Gender and Globalization (g)(S)

Full Materials

Current Catalog Copy:

1124. Gender and Globalization.

(Formerly offered as WS 1124.) Three credits.

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

Proposed Catalog Copy:

2124. Gender and Globalization.

(Formerly offered as WS 1124 and WGSS 1124.) Three credits.

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

Changes Highlighted:

~~1124~~-[2124](#). Gender and Globalization.

(Formerly offered as WS 1124 and WGSS 1124.) Three credits.

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

2014-087 Change WGSS 2263. Women and Violence (S)

Full Materials

Current Catalog Copy:

2263. Women and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of violence against women in the U.S .and globally, including close examination of various forms of interpersonal and structural violence as well as the social, political and personal meanings of violence.

Proposed Catalog Copy:

2263. Women, Gender, and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

Changes Highlighted:

2263. Women, Gender, and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as HRTS 2263.) Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Discussion of ~~violence against women in the U.S .and globally, including close examination of various forms of interpersonal~~ various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence ~~as well as the~~ ; social, political and personal meanings of ~~violence~~ gendered violence; special emphasis on women.

2014-088 Add WGSS 3718/W. Feminism and Science Fiction (g)(s)

Full Materials

Proposed Catalog Copy:

WGSS 3718. Feminism and Science Fiction

Three credits.

Feminist approaches to science fiction. Human and non-human embodiments – humans, aliens, and cyborgs – and the social issues their interactions raise: reproduction and colonization; racial, sexual, and gender apartheid; “human” rights and the rule of law. CA-4.

WGSS 3718W. Feminism and Science Fiction

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

2015-089 Drop WGSS 3672W. Feminist Development Studies and Practice

Drop W-section only. [Full Materials](#)

Current Catalog Copy:


WGSS 3672 Feminist Development Studies and Practice

Three credits. Prerequisites: open to Juniors or higher.

Feminist development theories and practices applied to Third World or Global South countries, and drawing on related social science and humanities traditions.

WGSS 3672W Feminist Development Studies and Practice

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to Juniors or higher.

2015-090 Add ECON 2447. The Economics of Sports 

[Full Materials](#)

Proposed Catalog Copy:

ECON 2447. The Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201

Microeconomic principles applied to the business of sports. Player salaries; antitrust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

4 Appendix of Materials

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 4/9/15
2. Department or Program: Environmental Studies
3. Title of Major: Environmental Studies
4. Effective Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Add introductory statistics to the major requirements.

Existing Catalog Description of Major

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background,
BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core. Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.*

Humanities Core PHIL 3216; HIST 3540 or HIST 3542; ENGL 3240 or ENGL 3715 or JOUR 3046

Social Sciences Core ARE 3434 or ARE 4462 or ECON 3466; NRE 3245; NRE 3246; POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major

In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above) 30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.
Earth Science: GSCI/GEOG 1070; MARN 1002/1003
Economics: ARE 1110, 1150; ECON 1179, 1200 1201.
Statistics: STAT 1000Q, 1100Q

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

Proposed Catalog Description of Major

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000
 NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051
 BIOL 1102 or, for those seeking a more advanced background,
 BIOL 1108
 STATS 1000Q or STATS 1100Q or equivalent

Core Courses (18 credits). *All majors must take 2 of the following courses from each core. Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.*

Humanities Core PHIL 3216; HIST 3540 or HIST 3542; ENGL 3240 or ENGL 3715 or JOUR 3046

Social Sciences Core ARE 3434 or ARE 4462 or ECON 3466; NRE 3245; NRE 3246; POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a

coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

**Total Credits
(2000-level or
above)**

30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

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

Justification

1. Reasons for changing the major: A statistics background is necessary for upper-level courses
2. Effects on students: None. The course can be used as one of their required "Q" courses.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. Dates approved by
Department Curriculum Committee: 2/24/15
Department Faculty: 2/24/15
6. Name, Phone Number, and e-mail address of principal contact person:
Dr. Mark Boyer
860 486-3156
MARK.BOYER@uconn.edu

Plan of Study

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

Student Name _____
Peoplesoft # _____

**Plan of Study
Environmental Studies - B.A. Degree
2015 - 2016 Catalog**

A. Introductory Courses

1. _____ EVST 1000
2. _____ BIOL 1102 or BIOL 1108 (For a more advanced background.)
3. _____ NRE 1000 or GEOG 2300 or GSCI 1050 or GSCI 1051
4. _____ STATS 1000Q or STATS 1100Q or Equivalent

B. Core Courses (Total 18 credits)

*Pre-reqs, restrictions, and recommendations are in parentheses.

*Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.

Humanities Core: All majors must take 2 of the following courses:

- _____ PHIL 3216 Environmental Ethics (Junior or higher & at least 1 of the following: PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107) *
- _____ HIST 3540 American Environmental History (Junior or higher) or HIST 3542 New England Environmental History
- _____ ENGL 3240 American Nature Writing (Junior or higher & ENGL 1010, 1011, 2011, or 3800) or ENGL 3715 Nature Writing Workshop (ENGL 1010, 1011, 2011, or 3800) or JOUR 3046 Environmental Journalism (JOUR 2000W)

Social Science Core: All majors must take 2 of the following courses:

- _____ ARE 3434 Environmental and Resource Policy (Junior or higher) or ARE 4462 Environmental and Resource Economics (JR+ & ARE 1150 or ECON 1200 or ECON 1201; MATH 1071Q or 1110Q or 1120Q or 1126Q or 1131Q) or ECON 3466 Environmental Economics (ECON 2201)
- _____ NRE 3245 Environmental Law (Junior or higher)
- _____ NRE 3246 Human Dimensions of Natural Resources (Pending) (JR+)
- _____ POLS 3412 Global Environmental Politics (Junior or higher)

Natural Science Core: All majors must take 2 of the following courses:

- _____ EEB 2208 Introduction to Conservation Biology
- _____ GEOG 3400 Climate and Weather (Recommended: GEOG 1300 or GEOG 2300)
- _____ AH 3175 Environmental Health (BIOL 1102 or equivalent & CHEM 1122 or equivalent)
- _____ GSCI 3010 Earth History and Global Change (GSCI 1050 or GSCI 1051 & GSCI 1052)
- _____ NRE 4170 Climate-Human-Ecosystem Interactions (Junior or higher)

C. Capstone

- _____ EVST 4000W (ENGL 1010, 1011, or 3800)

D. 9 Credits of Major Electives (2000 level and above) Approved by Major Advisor

1. _____
2. _____
3. _____

D. 12 Credits of Related Courses Approved by Major Advisor

1. _____
2. _____
3. _____
4. _____

I approve the above program:

Major Advisor

Department

Date

Program Director
Last revised 4/8/15

Department

Date

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

1. Date: 4/28/15
2. Department requesting this course: Maritime Studies
3. Nature of Proposed Change: Change entry course into the major from 1000 level to 2000 level
4. Effective Date (semester, year): Fall 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

1101. Introduction to Maritime Studies

(1101) First semester (Avery Point). Three credits.

An introduction to the interdisciplinary study of maritime-related topics with an examination of the maritime physical environment and maritime cultures, history, literature, and industries.

Proposed Catalog Copy

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

2101. Introduction to Maritime Studies
Three credits.

An introduction to the interdisciplinary study of maritime-related topics with an examination of the maritime physical environment and maritime cultures, history, literature, and industries.
CA-1

Justification

1. Reasons for changing this course:

Modifying the Introduction to Maritime Studies to make it a 2000-level course brings the course in line with the way the course is taught. The course is highly experiential, rigorous, and requires considerable independent work, more appropriate for the 2000 level. The difficulty of readings and length and complexity of written assignments are in line with other 2000-level courses in

Anthropology, Economics, English, Geography, History, and Political Science, the constituent disciplines for Maritime Studies. Renumbering brings the catalog in line with current teaching practice. The change would clearly communicate to students the challenges of the course. It would also, appropriately, allow students to count the course towards their majors. Finally, it would be a better use of departmental resources, particularly faculty time, to target this course at students seriously interested in majoring rather than those with only casual interest, who would be better served by general education courses.

2. Effect on Department's curriculum:

This proposal is accompanied by a Proposal to Change the Major. The proposed change would allow students to begin the major with a 2000-level course that has been designed to introduce students to this interdisciplinary major. Gateway courses at the 2000 level are common in many majors (English, History and Economics, for instance) and the current proposal would put the Maritime Studies major more in line with the practice in other UConn majors.

3. Other departments consulted: None formally.

4. Effects on other departments: None.

5. Effects on regional campuses: The Maritime Studies major is mainly available at the Avery Point campus, which is the only campus at which the course is currently taught. All Maritime Studies faculty at Avery Point have been consulted and are in favor of this change. It could be taught at other campuses if there were sufficient student interest and faculty availability.

6. Staffing: The course is taught by one of the faculty members associated with the Maritime Studies program.

General Education

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

For a Content Area 1 course:

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

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

Proposer Information

1. Dates approved by
Department Curriculum Committee: April 28, 2015
Department Faculty: April 28, 2015
2. Name, Phone Number, and e-mail address of principal contact person:

Nat Trumbull
nathaniel.trumbull@uconn.edu
860 405-9272

MAST Committee 2014-15
April 28, 2015
Minutes

Present: Nat Trumbull, Steve Park, Helen Rozwadowski, Mary K. Bercaw-Edwards, Dick Cole, Syma Ebbin, Steve Jones, Michele Baggio (via Skype), Paul Hallwood

Announcements & Reports

- Helen discussed the course proposal to change MAST 1101 to 2101. It is already taught at a 2000-level course.
 - Nat motions to approve the course proposal change, Mary K seconds the motion, so approved.
 - This change will result in submitting a proposal to change the major because it requires a change in the Plan of Study.
 - Helen distributed a draft of a new Plan of Study reflecting the change of MAST 1101 to 2101 now a required.
 - Students will end up taking 5 out of the 6 disciplines under the Core Disciplinary Distribution course.
 - Nat motions to approve the proposal to change the Plan of Study, Mary K seconds, so approved.
- Nat proposed the addition of a foreign study course number for MAST, similar to special topics. This was suggested by the Registrar's Office, which makes it easier for students who take multiple foreign study courses. Students had trouble getting credit for foreign study courses because they were labelled with the same Special Topics course number. Nat will send the Committee members and email to finalize the decision.

New Business

- MAST student awardees – Lauren Barber and Alyssa Potter will receive the Maritime Studies Spirit Award.
- MAST summer interns – Greg Hnat for the Tall Ships internship with the Niagara Program and Caitlyn Stewart for the Mystic Seaport internship.
- Williams-Mystic opportunity for Fall 2015 – open to MAST students. Glenn has asked for a list of MAST students.
- Nat asked about the possibility of doing a Mystic Whaler overnight trip in Fall 2015. Helen suggested making it a part of the new MAST 2101, as the boat may not be available during the Fall, and students may end up missing other courses. Helen suggested Steve's MAST 1200 having a Mystic Whaler trip, a great recruitment tool and lower chance of students who have already done the trip for another course.

Upcoming events – send photos to Nat or Noreen to post on the MAST Facebook page.

- MAST and MARN student and faculty cookout - May 1, 12:30PM
- Graduation ceremony - May 8 and afterwards at Helen's for farewell to Adam Keul
- Munson Institute boat trip - July 7
- Maritime Heritage Festival - Sept. 9-12

Respectfully submitted,
Noreen Blaschik

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

1. Date: 4/28/2015
2. Department or Program: Maritime Studies
3. Title of Major: Maritime Studies
4. Effective Date (semester, year): Fall 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change:
 - To change the courses required for the major to include a re-numbered Introduction to Maritime Studies at the 2000 level.
 - To change the major to provide options for students to fulfill the Core Courses, with the additional goal of ensuring that students can progress through the major in a timely fashion.

Existing Catalog Description of Major

Water covers more than two-thirds of the Earth's surface and the majority of the human population lives within 50 miles of navigable waterways. The world's oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity's most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds.

The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social science disciplines such as history, English, economics, political science, anthropology and geography with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Major, Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected,

Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus' unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, one of the world's premier maritime museums and research centers.

Proposed Catalog Description of Major

[NO CATALOG DESCRIPTION CHANGE REQUESTED]

Justification

1. Reasons for changing the major:

The proximate reason for changing the major is to account for the change of the introductory course for the major to the 2000 level. The proposed change would allow students to begin the major with a 2000-level course that has been designed to introduce students to this interdisciplinary major. Gateway courses at the 2000 level are common in many majors (Economics, English, and History, for instance) and the current proposal would put the Maritime Studies major more in line with the practice in other UConn majors.

A second way in which the current proposal would put Maritime Studies more in line with the practice in other UConn majors is through offering students greater choice in courses to fulfill the Core Courses group in the major. Offering students some choice is positive generally. It should also help ensure that students can progress through the major in a timely fashion even if a particular course is not offered because of faculty leave or other such reason.

Finally, it is desirable to have the selection of Core Courses reflect the entire range of disciplines that comprise the Maritime Studies major, rather than reflect only four of the six constituent disciplines.

2. Effects on students:

Offering students choice among the Core Course category should help ensure that students can progress through the major in a timely fashion.

3. Effects on other departments: *(Pending; as of May 7, MAST is requesting information from other departments about the effects on those departments.)*

4. Effects on regional campuses: The Maritime Studies major is mainly available at the Avery Point campus.
5. Dates approved by
Department Curriculum Committee: April 28, 2015
Department Faculty: April 28, 2015
5. Name, Phone Number, and e-mail address of principal contact person:
Nat Trumbull
nathaniel.trumbull@uconn.edu
860 405-9272

Plan of Study

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

Please see attached revised Major Plan of Study.

Maritime Studies (MAST) Major Plan of Study

Name: _____ Student Number: _____

To be used in conjunction with CLAS General Education Requirements Audit list.

Pre-requisites & Recommended General Education Courses

MARN 1001 is a Pre-requisite for the major _____
ECON 1201 is a Pre-requisite for ECON 2467 _____
MAST 1200 is a recommended Area One course. (optional) _____

Required Courses (6 credits)

MAST 2101 Introduction to Maritime Studies _____
MAST 4994W Capstone _____

Core Disciplinary Distribution Courses (12 credits)

Courses must be taken from four different disciplines, not including the discipline chosen for the Concentration/Track.

ANTH/MAST 3531 or ANTH/MAST 3532 _____
ECON 2467 _____
ENGL 3650 or ENGL 3651 _____
GEOG 2500 _____
HIST/MAST 3544 or HIST/MAST 2210 _____
POLS 3832 _____

Disciplinary Concentration/Track (12 credits)

Courses must be at the 2000 level or higher and must include at least one Core course in the selected discipline. Final approval of track & courses is by the MAST director or your advisor. Circle one.

ANTHROPOLOGY ECONOMICS/ARE ENGLISH
GEOGRAPHY HISTORY POLITICAL SCIENCE

Courses

Related Areas (12 credits)

Courses must be at the 2000 level or higher, selected by the student in conjunction with the MAST director or academic advisor.

Courses

Approval by Academic Advisor _____ Date _____

Print Advisor Name _____

[indicate updated date]

RESPONSE FROM DEPT. OF POLITICAL SCIENCE

Dear Oksan,

Thank you very much for your response. It's good news and we'll proceed to submit our proposed change for Maritime Studies.

Sincerely,

Nat

From: Bayulgen, Oksan
Sent: Thursday, May 21, 2015 12:54 PM
To: Trumbull, Nathaniel
Subject: Re: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Nat,

I'm sorry for being so late on this response. With the end of the semester and all, it took awhile to get comments from colleagues. We see no negative effect on our department from the changes that you are proposing.

Good luck.

best,

Oksan

On May 7, 2015, at 11:18 AM, Trumbull, Nathaniel <nathaniel.trumbull@uconn.edu> wrote:

Dear David and Oksan,

The Maritime Studies program's faculty voted on April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit your department's view of the "effect on other departments" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core

course options reflect the fact that these courses are now taught regularly on the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive your department's view of the effect on your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director; Assoc. Prof. of Geography
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340
trumbull@uconn.edu
Tel. 860 405-9272

<Mast POS CHANGE Approved by MAST faculty 28April2015.doc><Proposal to change the MAST major Approved by MAST faculty 28April2015.docx>

RESPONSE FROM DEPARTMENT OF MARINE SCIENCES

Re: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies
DeleteReplyReply allForward
Mark as unread

Koerting, Claudia

Thu 5/7/2015 10:10 PM

Inbox

To:

Trumbull, Nathaniel;

Edson, James;

Thank you Craig. Sounds good.

From: Trumbull, Nathaniel

Sent: Thursday, May 7, 2015 4:25 PM

To: Tobias, Craig; Edson, James

Cc: Koerting, Claudia

Subject: Re: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Thanks, Craig.

By the way, the Geography 2500 is the same content as the Geography 4500 I've taught in the past, they just decided to redo the numbering in the Geog. Dept. at Storrs.

Nat

From: Tobias, Craig

Sent: Thursday, May 7, 2015 4:22 PM

To: Trumbull, Nathaniel; Edson, James

Cc: Koerting, Claudia

Subject: RE: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Hi Nat

My initial reaction would be that MARN students would benefit from the two new courses which are wholly aligned with the related areas courses we want our MARN students to take.

How's that?

c

From: Trumbull, Nathaniel
Sent: Thursday, May 07, 2015 10:44 AM
To: Edson, James
Cc: Tobias, Craig; Koerting, Claudia
Subject: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Hi Jim, Craig, and Claudia,

The Maritime Studies program's faculty voted on April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit your department's view of the "effect on other departments" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core course options reflect the fact that these courses are now taught regularly on the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive your department's view of the effect on your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340
trumbull@uconn.edu
Tel. 860 405-9272

RESPONSE FROM DEPARTMENT OF ECONOMICS

Hi Kristin, Metin, and Susan,

Thank you for your support of the proposed changes to the Maritime Studies major.

Sincerely, Nat

From: Walker, Kristin
Sent: Wednesday, May 13, 2015 8:49 AM
To: Trumbull, Nathaniel; Cosgel, Metin
Cc: Rozwadowski, Helen; Randolph, Susan
Subject: RE: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Hi Nathaniel,
Thank you for your email. Metin, Susan and I support the changes you have noted.
Thank you,

Kristin Walker
Academic Advisor
Department of Economics
309A Oak Hall, U-1063
365 Fairfield Way
Storrs, CT 06269
(860) 486-8482

Students: Please include your PeopleSoft ID
[Click here for Academic Advising appointment/walk-in information.](#)

From: Trumbull, Nathaniel
Sent: Thursday, May 07, 2015 11:09 AM
To: Cosgel, Metin
Cc: Walker, Kristin; Rozwadowski, Helen; Randolph, Susan
Subject: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Metin, Susan, and Kristin,

The Maritime Studies program's faculty voted on April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit your department's view of the "effect on other departments" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core course options reflect the fact that these courses are now taught regularly on the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive your department's view of the effect on your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director; Assoc. Prof. of Geography
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340
trumbull@uconn.edu
Tel. 860 405-9272

RESPONSE FROM DEPARTMENT OF GEOGRAPHY

Foote, Ken

Fri 5/22/2015 6:39 PM

Inbox

To:

Trumbull, Nathaniel;

You replied on 5/23/2015 7:27 AM.

Get more apps

Nat

I've not heard from everyone, but a majority of our colleagues have already responded "yes" to the MAST proposal.

So please move forward.

Best, Ken

--Hi everyone

I need you to vote on this Course and Curriculum issue from Maritime Studies so that the proposal can move forward this summer.

This is a proposal (below) that Nat developed as director of Maritime Studies (MAST) to add GEOG 2500 (Introduction to Geographic Information Systems) to the MAST Plan of Study requirements.

Robert has had this proposal reviewed by our GEOG C&C committee and it was passed unanimously.

I just need a show of e-hands, yes or no, to confirm that this is OK.

Best for the memorial day weekend, Ken

Professor Ken Foote, Head, Department of Geography
University of Connecticut, 215 Glenbrook Road, U-4148, Storrs, CT 06269-4148
ken.foote@uconn.edu, cell: 303-641-3346, office: 860-486-2196

The Maritime Studies program's faculty voted on April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit the Geography Department's view of the "effect on other departments" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core course options reflect the fact that these courses are now taught regularly on the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive the Geography Department's view of the effect on your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director; Assoc. Prof. of Geography
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340
trumbull@uconn.edu
Tel. 860 405-9272

RESPONSE FROM DEPARTMENT OF ENGLISH

Dear Prof. Trumbull,

Since neither of these courses is cross-listed with ENGL or likely to include content concerning English literature, I see no problem from this department's point of view.

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

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

From: Watrous, Inda
Sent: Thursday, May 7, 2015 11:41 AM
To: Trumbull, Nathaniel; Hasenfratz, Robert
Cc: Bedore, Pamela; Rozwadowski, Helen; Fairbanks, Albert
Subject: RE: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

This seems fine to me; however, I am copying Hap Fairbanks, the Associate Department Head and chair of our C & C committee, for his input.

Best,
Inda

Inda Watrous
Academic Advisor
Undergraduate Advisory Office - AUST 201B
Department of English
University of Connecticut
860-486-2322

Students: Please include your peoplesoft id number with all correspondence

“Without a struggle, there can be no progress” – Frederick Douglass

From: Trumbull, Nathaniel
Sent: Thursday, May 07, 2015 11:14 AM
To: Hasenfratz, Robert
Cc: Watrous, Inda; Bedore, Pamela; Rozwadowski, Helen
Subject: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Robert, Ina, and Pam,

The Maritime Studies program's faculty voted **on** April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit your department's view of the "**effect on other departments**" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core course options reflect the fact that these courses are now taught regularly **on** the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive your department's view of the **effect on** your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director; Assoc. Prof. of Geography
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340
trumbull@uconn.edu
Tel. 860 405-9272

RESPONSE FROM DEPARTMENT OF ANTHROPOLOGY

Hi Nat,

My sincere apologies-this fell right off my table. I send out the request to our undergraduate committee and was waiting for the response of one last faculty member, which did not come. Nevertheless, the remaining majority agrees that your proposed changes will be beneficial for both yours and our program—so yes we approve the changes.

My sincere apologies if I've held this process up for you.

Best of luck!

Natalie

Natalie D. Munro
Professor of Anthropology
Unit 1176, 354 Mansfield Road
University of Connecticut
Storrs, CT 06269
(860)486-0090

From: <Trumbull>, Nathaniel <nathaniel.trumbull@uconn.edu>

Date: Wednesday, June 3, 2015 11:21 AM

To: Natalie Munro <natalie.munro@uconn.edu>

Subject: Re: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Natalie,

With my apologies if you already wrote me about this, may I ask if you heard back from your undergraduate about our proposed change to the Maritime Studies Plan of Study?

The other departments I've approached (who also have core courses in our MAST Plan of Study) have been in agreement.

I was hoping to move soon to submit our proposal to the CLAS CC&C Committee for its review.

Thank you.

All the best,

Nat

This looks fine to me - what do you think Natalie?

Pamela I. Erickson, Dr. P.H., Ph.D.
Professor and Department Head
Anthropology 1176
University of Connecticut
Storrs, CT 06269

From: Trumbull, Nathaniel
Sent: Thursday, May 7, 2015 11:01 AM
To: Erickson, Pamela; Munro, Natalie
Cc: Rozwadowski, Helen
Subject: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Pam and Natalie,

The Maritime Studies program's faculty voted on April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit your department's view of the "effect on other departments" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core course options reflect the fact that these courses are now taught regularly on the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive your department's view of the effect on your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director; Assoc. Prof. of Geography
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340

RESPONSE FROM HISTORY DEPARTMENT

From: Trumbull, Nathaniel
Sent: Wednesday, June 3, 2015 11:37 AM
To: Clark, Christopher (History)
Subject: Re: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Chris,

Thank you and Melina very much for your positive response and Melina's ideas in terms of further planning. I am forwarding Melina's ideas and suggestion about MAST-HIST 3544 to Helen.

We're very grateful.

Sincerely, Nat

From: Clark, Christopher (History)
Sent: Wednesday, June 3, 2015 11:25 AM
To: Trumbull, Nathaniel
Subject: Fw: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Nat

Thanks for your message just now. I apologize. I evidently dropped the ball on this in the middle of other things three weeks or more ago.

Please see the message below from our C&C chair Melina Pappademos to me, which I should have passed on to you. She indicated approval, and much of her message (as you see) was taken up with laying out further implications for History if this went through. So we see this as a positive development, and welcome it.

Best wishes

Chris

From: Pappademos, Melina
Sent: Friday, May 8, 2015 12:24 AM
To: Clark, Christopher (History)
Subject: RE: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Chris,

I can't think of any reason not to endorse this change, which in essence allows students to begin course work toward their interdisciplinary major at the 2000, rather than 3000 level. It also opens up a bit the courses that fulfill both MAST majors' "Core Courses" and "Concentration Area" course requirements.

Allowing sophomores (even freshman) to begin their MAST course work with a 2000-level course might drive a bit more traffic to Helen's course, HIST-MAST 2210/History of the Ocean, which is a three-fer (fulfills GEOC req. as a CA1 course as well as counts as a MAST Concentration Area course and as a MAST Core Course requirement) and, therefore, might in particular experience greater enrollments. The former requirement was that HIST-MAST 3544 (the other History course offered that fulfills both MAST Core and, Concentration Area course reqs—but which is not a CA1 course) was *the* History course required by MAST students. Some traffic, then, potentially may be driven from HIST-MAST 3544 to HIST-MAST 2210, since 2210 kills more birds with just the one, stone.

One option might be to try to have 3544 approved as a CA 1 course so that it became as useful to students as Helen's HIST-MAST 2210. One further consideration is that, if we in History saw sold-out enrollments in HIST-MAST 2210 or HIST-MAST 3544 we might consider dedicating a larger percentage of course seats for HIST majors and a smaller percentage of course seats for MAST majors, but that, I think, is a bridge better crossed at a later date—if ever it would need crossing. Too many students would constitute a welcome challenge, correct?

I would respond in favor of the change, knowing that for practical rather than thematic reasons 2210 may experience more traffic because of time-hungry undergrads.

I hope this is useful and let me know if anything above needs clarification.

Melina

From: Clark, Christopher (History)
Sent: Thursday, May 07, 2015 3:56 PM
To: Pappademos, Melina
Subject: FW: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Melina

I wonder if you would mind (in your C&C role) looking at the enclosed message and attached files and advising me what you think I should say in response to this request?

Thank you

Best

Chris

From: Trumbull, Nathaniel
Sent: Thursday, May 07, 2015 11:07 AM

To: Clark, Christopher (History)
Cc: Watson, Janet; Parker, Heather; Rozwadowski, Helen
Subject: Inquiry about "effect on other departments" for Proposal to Change Major of Maritime Studies

Dear Chris, Janet, and Heather,

The Maritime Studies program's faculty voted on April 28, 2015, to approve the attached Proposal to Change a Major and also attached revised Plan of Study for our Maritime Studies major.

We would like to solicit your department's view of the "effect on other departments" for the Proposal form, in advance of my submitting the forms to the CLAS CC&C Committee for its review.

The main purpose of the proposed change in major is to provide students with two new core course options. These are ANTH 3531/3532 (Maritime Archaeology of the Americas/Archaeology of the Age of Sail) and GEOG 2500 (Introduction to Geographic Information Systems) in order to meet MAST Plan of Study requirements. These new core course options reflect the fact that these courses are now taught regularly on the Avery Point campus by MAST-associated faculty; the courses were not taught when the MAST major was last revised.

I would be grateful to receive your department's view of the effect on your department, if any, by May 15, 2015.

Thank you.

Nat Trumbull
Maritime Studies Program, Director; Assoc. Prof. of Geography
1084 Shennecossett Road
Univ. of Connecticut at Avery Point
Groton, CT 06340
trumbull@uconn.edu
Tel. 860 405-9272

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: August 15, 2015
2. Department or Program: Individualized Major Program
3. Title of Major: Individualized Major
4. **Effective** Date (semester, year): earliest date
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: reduction of maximum fieldwork credits from 12 to 6; change in minimum credits for admissions from 45 credits to third semester status; editorial changes to improve clarity.

Existing Catalog Description of Major

Students with a grade point average of 2.0 or higher may apply for an individualized major. An individualized major requires a field of concentration of at least 36 credits numbered 2000 or higher. The 36 credits may come from two or more departments in the University. At least 18 credits shall come from departments of this College. The student may include no more than 6 credits of independent study nor more than 12 credits of field work. To graduate, students must earn a grade point average of 2.5 or better in the 36 concentration credits.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Students may submit proposals for admission to the individualized major once they achieve third semester status and may be admitted after completing three semesters of work (45 credits). The latest they may submit proposals is prior to beginning their final 30 credits of study. The proposed field of concentration must show coherence of subject matter or principle and have academic merit. Internship, field work, research, or study abroad is recommended as part of the proposed plan of study. Students may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses.

For further information and application forms, see the Program [website](#) or contact the Individualized and Interdisciplinary Studies Program at (860) 486-3631.

All students with approved individualized major plans of study must complete a capstone course as part of their concentration credits: they must register for [UNIV 4600W](#) ([UNIV 4697W](#) for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone course requirement

by substitution if they register for a capstone course or thesis in the final year of their other major.)

Writing in the major requirement

All students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course) and, in addition, take [UNIV 4600W](#) (or [UNIV 4697W](#)). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency

All majors must take [UNIV 4600W](#) (or [UNIV 4697W](#)). In addition, all majors must include one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency

The University's basic entrance expectations are considered to be adequate for Individualized Majors in general. However, Individualized Majors are required to consider if more advanced computer technology competency is required for their major and, if yes, specify as part of their plan of study how they will achieve it.

Proposed Catalog Description of Major

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, have third semester standing, and not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Capstone: All students with approved individualized major plans of study must register for UNIV 4600W Capstone Course (or UNIV 4697W Senior Thesis for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

Writing in the major requirement: In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency: All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency: The University's basic entrance expectations are adequate for Individualized Majors in general. However, if more advanced computer technology competency is required for an individualized major, the student's proposal must specify how this will be achieved.

The individualized major is administered by the Individualized and Interdisciplinary Studies Program. Please see our website (www.iisp.uconn.edu) for more information.

Justification

1. Reasons for changing the major:

* For at least the past 10 years the practice of the Individualized Major Advisory and Admissions Committee has been to admit students who have completed 30 credits or are third semester students. While the program wishes to give students some time to explore before deciding to pursue an individualized major, it wishes to encourage students to apply early so that they have sufficient time to plan their major. This wording brings the catalog text in line with practice and ensures that students can apply early in their sophomore year.

* The Individualized Major Program strongly encourages students to include experiential learning (internships, study abroad, research) in their plans of study. About 40-50% of our students pursue for-credit internships and 25-40% pursue non-credit internships, with some doing both. In the minimum 36 credits in the major, the program has, in practice, limited internship credits to 6. Students are of course able to pursue additional internship credit up to the CLAS limit of 15 credits. The rewording would bring the catalog text in line with current practice.

2. Effects on students: None, since the changes in the catalog reflect the current practices of the Individualized Major Program and the Individualized Major Advisory and Admissions Committee

3. Effects on other departments: None

4. Effects on regional campuses: None

5. Dates approved by

Department Curriculum Committee: May 5, 2015 - IMJR Advisory and Admissions Committee

Department Faculty: May 5, 2015 –IMJR Advisory and Admissions Committee

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

van Beusekom, Director, Individualized Major Program / 486-0324
monica.vanbeusekom@uconn.edu ; Laura Burton, Educational Leadership
Department, Chair, Individualized Major Advisory and Admissions Committee
laura.burton@uconn.edu / 486-3905

Plan of Study

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

An Individualized Major Final Plan of study is a blank form because each plan is unique to the student. Instructions to the form include the catalog language.

Final Plan of Study: CLAS

Graduation Requirements

In order to graduate, you must submit a Final Plan of Study form to IISP no later than the third Monday of the semester in which you plan to graduate (Spring semester for August graduates). If you have made changes to your approved Proposed Plan of Study, then you will also need to submit a Change in Plan form. If you are completing a double major or additional degree, you will also need to submit a double major or additional degree worksheet and a copy of the final plan of study for your other major.

Checklist

1. Apply for graduation in Student Admin.
 - € Applied for graduation in Student Admin.
2. Check your Advisement Report ("My Requirements" in the Student Admin drop down menu) to make sure that you will have:
 - € Completed 120 credits.
 - € Completed 45 credits of courses at the 2000 level or higher.
 - € Completed the general education requirements.
3. Complete the **Final Plan of Study form**, including all the courses that comprise your individualized major.
 - € Check to make sure that you have met the catalog requirements for the major (see reverse side).
 - € Have the form signed by your primary advisor.
 - € Sign the form.
4. If you have taken any courses that were not on Part A or B of your preliminary plan of study that you would like to include in your major, then you will need to complete the **Change in Plan of Study form**.
 - € Complete the Courses to be Added section of the form, listing all of the courses that did not appear on your Proposed Plan of Study (either Part A or Part B of the plan) that you completed for the major.
 - € Complete the Courses to be Dropped section of the form, listing all of the courses that you *completed* and appeared on your Proposed Plan of Study, but that you do not wish to include on your Final Plan of Study.
 - € Obtain the signature of your primary advisor, and, if the changes are in your second and/or third advisors' areas of expertise, obtain their signature(s) as well.
 - € Sign the form.
5. If you are completing a double major or additional degree, then you must complete the IMJR **Double Major Worksheet** or an IMJR **Additional Degree Worksheet**.
 - € List the titles of both of your majors, the traditional on the left and the individualized on the right.
 - € Indicate whether your individualized major is the primary or secondary major.
 - € List the courses you have taken in both majors, the traditional on the left and the individualized major on the right.
 - € Indicate which courses overlap by putting them in **bold** in both columns.
 - € For a double major, check that you have 24 unique credits in your individualized major that do not overlap with your traditional major and its related field courses.
 - € For an additional degree, check that you have 30 credits in your individualized major that do not overlap with your traditional major.

Catalog Requirements

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, have third semester standing, and not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Capstone: All students with approved individualized major plans of study must register for UNIV 4600W Capstone Course (or UNIV 4697W Senior Thesis for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

Writing in the major requirement: In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information literacy competency: All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

Computer technology competency: The University's basic entrance expectations are adequate for Individualized Majors in general. However, if more advanced computer technology competency is required for an individualized major, the student's proposal must specify how this will be achieved.

Bachelor of Science

For a Bachelor of Science degree, you must have at least 24 credits of 2000-level or higher math, science, or statistics courses on your plan of study. You must also complete a general education science sequence in math, chemistry, and physics, and a course in biology (see the chart below).

Chemistry (one sequence)	Physics (one sequence)	Math (one sequence)	Biology (one course)
CHEM 1124Q, 1125Q, & 1126Q	PHYS 1201Q & 1202Q	MATH 1125Q, 1126Q, & 1132Q	BIOL 1107
CHEM 1127Q & 1128Q	PHYS 1401Q & 1402Q	MATH 1131Q & 1132Q	BIOL 1108
CHEM 1137Q & 1138Q	PHYS 1501Q & 1502Q	MATH 1151Q & 1152Q	BIOL 1110
CHEM 1147Q & 1148Q	PHYS 1601Q & 1602Q	MATH 2141Q & 2142Q	

Final Plan of Study

Major Title:			BA or BS?
Last Name:	First Name:	Student Admin #:	
Home Address:	Local Address:	Double Major? If so, which major?	
	Local/Cell Phone:	Additional Degree? If so, which major?	
Permanent Email:	Graduation Date:	Minor(s):	

Course List

Type	No.	Dept. Course#	Title	Credits	Semester taken e.g. Spring 15	√ for Core
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
Total Credits:						

In the **Type** column put "W" for the writing intensive course, "√" for a course in CLAS, "R" for the research methods course(s), "E" for experiential learning (internship, study abroad, or independent study/research), or "H" if it will count towards your honors requirement (if applicable). Place a √ in the **Core** column if the course is core to your major. Core courses are your research methods course(s), your intensive writing course, the capstone, and any other courses designated core by your faculty advisors.

Signatures

Student Signature:	Date:
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I approve the program for the BA/BS (as indicated above) in the Individualized Major:

Primary Advisor Signature:	Printed Name:	Date:
IMJR Director Signature:	Printed Name:	Date:

Change in Plan Form

This form must be filled out when your final plan of study form includes courses that were NOT listed in Parts A or B of your approved Proposed Plan of Study.

Last Name:	First Name:	Student Admin #:
Major Title:		

Courses to be Added (Courses that were not on your Proposed Plan of Study that you completed for the major.)

No.	Dept. Course#	Title	Credits
1			
2			
3			
4			
5			
6			
7			
8			

Courses to be Dropped (Courses that you completed and appeared on your Proposed Plan of Study, but that you do not wish to include on your Final Plan of Study.)

No.	Dept. Course#	Title	Credits
1			
2			
3			
4			
5			
6			

Signatures

Student Signature:	Date:
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I approve the changes in the plan of study:

Primary Advisor Signature:	Printed Name:	Date:
2 nd Advisor Signature (if changes in field of study):	Printed Name:	Date:
3 rd Advisor Signature (if changes in field of study):	Printed Name:	Date:
IMJR Director Signature:	Printed Name:	Date:

Double Major Worksheet

Last Name:	First Name:	Student Admin #:
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Traditional Major			Individualized Major		
Title:			Title:		
Primary or Secondary?			Primary or Secondary?		
Course#	Course Title	Credits	Course#	Course Title	Credits
Total Major Credits:					
Related Field Courses:					
Total Related Field Credits:			Total Individualized Major Credits:		

Instructions

If you are completing a double major, then you must complete the Double Major Worksheet.

- List the courses you have taken in both majors, the traditional on the left and the individualized major on the right.
- Indicate which courses overlap by putting them in bold in both columns.
- Check that you have 24 unique credits in your individualized major that do not overlap with your traditional major.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: September 9th, 2015
2. Department or Program: Literatures, Cultures and Languages
3. Title of Minor: Chinese
4. [Effective](#) Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Change two courses in the Chinese minor plan of study.

Existing Catalog Description of Minor

This minor requires a minimum of 15 credits of Chinese courses at the 2000-level or above.

Requirements

- A. One required course: [CHIN 3250W](#).
- B. Two language courses from the following: [CHIN 3210](#), [3211](#), [3220](#), [3240](#), [3260](#).
- C. Two content courses from the following: [CHIN 3220](#), [3230](#), [3260](#), [3270](#), [3271](#), [3282](#).

With the advisor's consent, any of the above courses may be replaced by an appropriate course from study abroad programs. AP credits may not be counted toward the minor. Up to 6 credits taken in study abroad programs may count toward the minor.

The minor is offered by the [Literatures, Cultures and Languages Department](#).

Proposed Catalog Description of Minor

This minor requires a minimum of 15 credits of Chinese courses at the 2000-level or above.

Requirements

- A. One required course: [CHIN 3210](#).
- B. Two language courses from the following: [CHIN 3211](#), [3220](#), [3240](#), [3250W](#), [3260](#), [3293](#).
- C. Two content courses from the following: [CHIN 3220](#), [3230](#), [3250W](#), [3260](#), [3270](#), [3271](#), [3282](#), [3293](#).

With the advisor's consent, any of the above courses may be replaced by an appropriate course from study abroad programs. AP credits may not be counted toward the minor. Up to 6 credits taken in study abroad programs may count toward the minor.

The minor is offered by the [Literatures, Cultures and Languages Department](#).

Justification

1. Reasons for changing the minor: CHIN3250W is way too difficult for students with less than four years of Chinese learning. Also, for students taking classes abroad, Foreign Study credits need to be applied to the minor in the official plan of study, since course substitutions are not allowed for minors.
2. Effects on students: Students do not need to take CHIN3250W. Instead, they have to take CHIN3210 to further improve their language proficiency. They will also be able to apply Foreign Study 3293 credits to the minor, for courses taught abroad.
3. Effects on other departments: No effects.
4. Effects on regional campuses: No effects.
5. [Dates approved](#) by
Department Curriculum Committee: 9/15/15
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: Chunsheng Yang, 860-486-9240, Oak Hall 204

Plan of Study

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

A. Near the top of the form:

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

B. At the bottom of the form:

Name of Student: _____

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

Chinese Minor Plan of Study (2015)

The Chinese minor requires a minimum of 15 credits of Chinese courses at the 2000-level or above. Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. AP credits may not be counted toward the minor. Up to 6 credits taken in study abroad programs may count towards the minor. Substitutions are not possible for required courses in a minor.

To minor in Chinese, students must complete a minimum of five courses following the guidelines below:

- A. One Required Course: CHIN 3210 _____

- B. Two Language Courses from the following: CHIN 3211, 3220, 3240, 3250W, 3260, 3293

- C. C. Two Content Courses from the following: CHIN 3220, 3230, 3250W, 3260, 3270, 3271, 3282, 3293

STUDENT NAME _____ STUDENT I.D. _____

I approve the above program for the B.A. Major in Chinese.

MAJOR ADVISOR _____ SIGNATURE _____

Dept. of Literatures, Cultures & Languages

DATE _____

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Fall 2015
2. Department requesting this course: WGSS
3. Nature of Proposed Change: Renumber WGSS 1124 to WGSS 2224
4. [Effective Date](#) (semester, year): Spring 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

1124. Gender and Globalization.

(Formerly offered as WS 1124.) Three credits.

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

Proposed Catalog Copy

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

2124. Gender and Globalization.

(Formerly offered as WS 1124.) Three credits.

Exploration of the construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

Justification

1. [Reasons for changing this course:](#)
The program is in the process of revising its curriculum and as part of that

effort will offer only one introductory course and renumber its other two introductory courses to the 2000 level.

The course as conceived also covers more advanced material

2. Effect on Department's curriculum:
Ability to offer more courses at various levels
3. Other departments consulted: NA
4. [Effects on other departments](#):
None
5. Effects on regional campuses:
None
6. [Staffing](#):
Same as Before

General Education

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

For a Content Area 1 course:

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

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: September 14, 2015
Department Faculty: September 14, 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Margaret Breen, Phone: 6-2873; Margaret.Breen@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: September 16, 2015
2. Department requesting this course: WGSS
3. Nature of Proposed Change: Change title and catalog copy of course.
4. [Effective Date](#) (Spring 2016):
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

2263. Women and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as [HRTS 2263](#).) Three credits. Prerequisite: Open to sophomores or higher.

Recommended preparation: Any 1000-level WGSS course.

Discussion of violence against women in the U.S. and globally, including close examination of various forms of interpersonal and structural violence as well as the social, political and personal meanings of violence.

Proposed Catalog Copy

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

2263. Women, Gender, and Violence

(Formerly offered as WS 2263 and as WS 3263.) (Also offered as [HRTS 2263](#).) Three credits. Prerequisite: Open to sophomores or higher.

Recommended preparation: Any 1000-level WGSS course.

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.

Justification

1. [Reasons for changing this course](#): Change title and catalog copy of course in order to bring it into line with the way it has been taught for the past several

years. With the change in title and catalog copy we wish to underscore the ways in which the course examines how violence affects various gender relations and gendered individuals (including women but also men and trans people).

2. Effect on Department's curriculum: Will bring course number and title in line with the pedagogical expectations of the course.
3. Other departments consulted: HRTS; change approved 9/16/15
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): remains the same

General Education

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

For a Content Area 1 course:

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

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 9/14/2015
Department Faculty: 9/14/2015
2. Name, Phone Number, and e-mail address of principal contact person:
Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 9/15/2015
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!

3718 and 3718W. Feminism and Science Fiction

Three credits.

Feminist approaches to science fiction. Human and non-human embodiments—humans, aliens, and cyborgs—and the social issues their interactions raise: reproduction and colonization; racial, sexual, and gender apartheid; “human” rights and the rule of law.
CA-4

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: WGSS
2. Course Number: 3718
3. Course Title: Feminism and Science Fiction
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry): Examining science fiction via feminist theories; foregrounding real and speculative social justice situations in the U.S. and elsewhere.

Optional Items

6. Pattern of instruction, if not standard: n/a
7. Prerequisites, if applicable: n/a
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: introductory or other course in WGSS
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: n/a
11. Skill codes “W”, “Q” or “C”: may be offered as a W
12. S/U grading:

Justification

1. Reasons for adding this course: This interdisciplinary course adds to the WGSS Arts, History, and Culture offerings.
2. Academic merit: By bringing feminist theories to bear on works of science fiction, this course facilitates students' knowledge and understanding of the "real-world" concerns regarding race, class, and gender that both this literature and these theories foreground.
3. Overlapping courses and departments consulted: English consulted; obtained approval on 9/4/2014
4. Number of students expected: 35 students
5. Number and size of sections: 1 section per year; 35 students
6. Effects on other departments: Will complement variable topics science fiction literature offerings in the English Dept.;
7. Effects on regional campuses: The course could be offered at a regional campus
8. Staffing:

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: 9/14/15
Department Faculty: 9/14/15
2. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Syllabus

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

FEMINISM & SCIENCE FICTION

WGSS 3718

Our schools and colleges, institutions of the patriarchy, generally teach us to listen to people in power, men or women speaking the father tongue; and so they teach us not to listen to the mother tongue, to what the powerless say, poor men, women, children: not to hear that as valid discourse. I am trying to unlearn these lessons, along with other lessons I was taught by my society, particularly lessons concerning the minds, work, and being of women

Ursula K Le Guin

We need an SF Studies that is green, feminist, queer, and anti-racist. We need an SF Studies that recognizes its own position within Empire, and critiques and rejects it.

Brian Attebery

Modern feminisms have thoroughly challenged the idea that social roles and relationships are in some way permanent, arising from a natural and immutable law based on biology. Post-structuralists, queer theorists, and others have even gone so far as to question the very meaning of our human bodies, the experiences of gender, sex, and sexuality, and the potential of these for fluctuation and instability, while afro-futurist artists insert a critical examination of the raced body in the future. What better place to speculate on these questions than science fiction? In this class we will use feminist theories to consider science fiction in a variety of forms from novels to television, from the 1970s to the twenty-first century, focusing on the human and non-human condition and particularly genders, sexualities, and races. We will closely consider the interactions between reproduction and the colonized body; race, sex, and gender apartheid; "human" rights and the rule of law; *terra firma* and *terra nullius*; and other actual and speculative phenomena as we delve deeply into our nature as humans, as aliens, and as cyborgs. Does the past hold the key to the future, or is something different (better? worse?) possible? How have feminists and others used science fiction as a platform from which to consider these

questions? What conclusions, if any, do they offer us? And how can we use feminist theories to understand the promises, and perils, of science and technology?

Course Objectives:

By the end of the course, you should be able to:

- Identify some of the primary themes with which feminist science fiction writers engage
- Utilize feminist theories to analyze various science fiction texts, and utilize various science fiction texts to analyze feminist theories
- Demonstrate understanding of the interactive relationships between feminisms, science fictions, and “real world” social justice concerns of gender, sexuality, and race
- Speculate on the “best” role of science and technology in both humanity’s past and its future

Required Texts:

- Butler, Octavia. *Dawn*. Aspect Publishers
- Le Guin, Ursula: *Word for World is Forest*. Tor Books

And choose one:

Russ, Joanna. *The Female Man* (at the coop)

OR

Delaney, Samuel. *Trouble on Triton* (at the coop)

And:

Netflix. Consider sharing an account with each other or a room-mate.

For a total of three books + Netflix. There are also several pdf files available on our huskyct site.

ASSIGNMENTS:

PARTICIPATION:

Participation is absolutely essential to your success. You know the drill: active listening and talking; preparation for class (which includes reading and watching); no cell phones or (inappropriately used) laptops. Arrive on time and leave on time. Bring snacks to share. Participation includes Podwork (see below). *Your engagement or lack thereof is notable; so is*

your completion of reading and viewing assignments. There is no escaping the Matrix. 20 points.

LEARNING POD:

You will be assigned a “learning pod”. Your pod is your learning community for the semester (although migration between pods is likely).

For most of our class meetings, we will have pod-time. During pod-time, your task is to quickly and articulately share your thoughts about the week’s reading and viewing assignments and together as a group determine what the theoretical implications or foundations are, providing text evidence. Your pod will be asked to lead discussion for the class at least once and will be asked to report regularly on your findings. We will model in class. This also counts under your participation grade.

Try things like:

Summarize one or two key points of the reading/viewing and provide evidence directly from the reading/viewing

Rationalize your own agreement or disagreement with these key points, with evidence; this evidence should come from the text (you can both agree and disagree, but again, be prepared to justify)

Link the reading to other class moments (other readings, films, discussions)

Bring up points for discussion (discussion does not entail yes/no questions. Not much discussion in a yes/no question)

Feel free to bring in/bring up other related ideas and resources

You are provided with “Questions to ponder” (below and separately on Huskyct); use these to guide your commentaries, although you can also step off this list

Be an active listener!

Encourage everyone to share!

I suggest you prepare with notes; I do not require this, and will not collect them. Your podwork will not take more than 30 minutes or so of class time and should be interactive.

In class podwork = 10 points

HUSKYCT POSTS:

You are asked to post to the appropriate Huskyct Discussion Forum at least TEN TIMES during the semester. Five of these posts are your original thoughts concerning a class text; I don't care about length, but these posts should be thoughtful and should specifically reference a class text. Five posts should be a thoughtful response to someone else's post. We will discuss in class.

20 points

TWO MINI-PAPERS:

This is not a W course. However, writing is an essential skill that one is never "done" mastering, and writing is an integral aspect of this course. Twice during the semester (see assignment calendar below) you will be asked to turn in a 3-4 page *thoughtful* analysis of a theme you see emerging in our texts, using various feminist, queer, or critical race responses to this theme. You must CORRECTLY cite at least two sources in your paper. We will discuss further in class.

15 points each (total 30 points)

FINAL RESPONSE PAPER:

We will discuss further in class. Your final response paper should attempt answers to two or more of our Questions to Ponder, using class resources and SPECIFICALLY AND CORRECTLY CITING THEM. A works cited page is required, even if you use only class sources.

You should ALSO be "proving" you've met the course objectives throughout the paper with your new, expanded, awesome knowledge of feminist theory and science fiction.

Don't go overboard, but feel free to write as much or as little as you'd like, keeping in mind that this is your last chance to convince me that you've been invested in this class and also keeping in mind that at the end of the semester I, too, have to sleep at some point.

I also REQUIRE a personal response to the class as a whole in this paper; what did you learn, and how? What assignments were particularly interesting/powerful/enlightening and why? What did you learn about yourself in this class? What did you learn about feminisms? What did you learn about science fictions?

This paper should be grammatically perfect; it should be typed, double-spaced, Times New Roman, 1 inch margins. It will be submitted electronically via Huskyct and is due by midnight

the day after our final exam meeting. You can submit before that, but not until after our last regular class meeting. Please make sure your name is on it.

20 points

A WORD ABOUT WEEKLY ASSIGNMENTS

This is an upper division course, and as such, most weeks are heavy. But most of the heaviness lies in viewing. Please do not assume this means lazy viewing; you must engage with all of our texts carefully and critically and be prepared to respond to them carefully and critically. I've marked particularly heavy weeks with a * to help you plan.

Please note: it is my hope and intention that this class is interesting and engaging; however, it is by no means easy. I take my speculative fiction seriously and expect you to, as well.

Questions to ponder:

- What is gender?
- What is the body?
- What is sex?
- What is sexuality?
- What is race?
- What is "home"?
- How do we create "home"?
- How are gender/race/sexuality linked to the production of "home"?
- What themes do you see emerging thus far?
- What themes do you predict will emerge?
- What makes us human? What could change that would make us no longer human?
- What makes us female or male? What could change that would make us no longer female or male?
- What is the place of law and the military in society? Is this universal? Is it flexible?
- Is/when is breaking the law ever ethical?
- How do our texts "queer": humanity, the "other", reproduction, sexuality, death, time, etc...
- What is the purpose of sex, sexuality, gender, and race?
- What is scary? What do we do when we're scared?

- What is the role of science and technology in our world? What is the "best" role of science and technology?
- What is a "right"? Who gets to have "rights"? Why?
- What are the interactions of violence, gender, sexuality, and race? How is violence gendered and/or sexed, and/or raced? Why?

THE FINE PRINT:

THIS SYLLABUS IS SUBJECT TO CHANGE. CHANGES, IF NECESSARY, WILL BE DISCUSSED AND ANNOUNCED WITH A MINIMUM OF 48 HOURS NOTICE.

GRADES:

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D+ = 67-69	D = 64-66	D- = 60 – 63

Grades will NOT be discussed over email; if you have questions or concerns about your grade, please make an appointment to meet with me during my office hours.

ABSOLUTELY NO CELL PHONES IN CLASS. IF I SEE IT OUT OR HEAR IT, YOU WILL BE ASKED TO LEAVE IMMEDIATELY. ABSOLUTELY NO OPEN LAPTOPS IN MY CLASS. I'M SURE YOU UNDERSTAND THAT THOSE WHO CAME BEFORE YOU BURNED ME TOO BADLY ON THIS ONE.

PLEASE NOTE:

Late work is not accepted, EVER. If you miss an assignment, it is over, done, let it go. If you are absent on the day when an assignment is due, you must drop it in my mailbox in Beach Hall 409 by 9 AM the next day!! Of course, in this class you don't really have any assignments per se, so we should be fine here.

PLEASE, PLEASE, PLEASE contact me if you are having troubles or concerns with the class, the subject, if you need clarification on an assignment, etc...if there are concerns, we need to address them together, and if I don't know they exist, I can't help you!! PLEASE don't put off discussing any concerns with me – the class moves quickly. Contact me through the Huskycet email tool. Please allow 48 hours for my response. There is nothing I like more than getting to know my students -- *you* are the reason I'm here. However, please understand that, like you, I also have obligations and responsibilities outside of this class.

Please be aware that although this is not a writing course, you are of course expected to write at the college level. I expect that grammar, spelling, etc. will be correct, and that sources will be cited correctly.

Any class discussions on HuskyCT are held to the same etiquette as class discussions that we have in person. In other words, we must always be respectful. Please do not contact me with any technological problems that you may be having with HuskyCt, Netflix, or any other electronic-like device. I am a technology black hole. There is contact information for tech assistance on the homepage of HuskyCt, under “student help.”

OUR CLASSROOM COMMUNITY: The topics and ideas that we discuss in class will often relate to our daily lives. Because sexism, heterosexism, classism, ableism, racism, homophobia, and ethnocentrism touch each one of us on some level, the topics in this class will challenge students on a personal level and might incite disagreement, sadness, anger, passion, etc... It is important to remember that this class offers a safe environment that fosters learning, respect and community. We are here to take risks, stay open-minded, speak up, ask questions and try out new ideas, but the conversations must always remain respectful. Moreover, we should attempt to digest and understand material that makes us uncomfortable before reacting, and be ready to learn and study perspectives that sometimes might be different from what we have learned in the past. People with diverse backgrounds, experiences, and priorities will enrich class discussions and activities. This class values each student’s personal knowledge based on life experiences and prior educations. It should also be noted that although the class welcomes personal stories, these are not required and all discussions should remain connected to our course readings and lecture material. Also, in order to ensure that this is a respectful space, **all cell phones, ipods, mp3 players, etc. must be turned off at all times.**

Finally, please be aware that some of our material can be emotionally challenging. Keep yourself safe and let me know if you have personal concerns with any of the material.

For assistance with technical issues, please contact the [Learning Resource Center](#) - (860)486-1187

A word about weekly assignments: each week’s expectations are within University guidelines for time outside of class in an upper division course – er, except for a few. We’ll discuss.

A word about Huskyct: We will go over Huskyct briefly throughout the first two weeks. After that, you’re on your own to figure it out. Although I’m available to help you, please first try Huskyct help on your Huskyct site, or the learning resource center at the contact above.

Students with Disabilities

If you are a student with a documented disability who will require accommodations in this course, please contact the Center for Students with Disabilities or the University Program for College Students with Learning Disabilities within the first two weeks of the semester and inform me at the beginning of the semester of your disability, how your performance may be affected, and what accommodation(s) you will need. You are always welcome to come see me during office hours for guidance or extra help.

Student Athletes

If you are a student athlete who will miss class due to an athletic event, you must provide me with documentation at least one week in advance. Your absence will NOT be excused if I don't have documentation at least one week in advance. You are of course expected to make up any missed assignments within 24 hours and get any relevant notes from a classmate. You are always welcome to come see me during office hours for guidance or extra help.

Greek Students

(not the heritage, the system) I understand that being a brother/sister carries certain responsibilities. I also know that all Greek organizations on campus put academics first. I ALSO understand that at times your Greek schedule clashes with your academic responsibilities. As far as I'm concerned, the academic responsibilities trump the Greek responsibilities; if your schedules conflict, make your choice and understand that there are consequences (but no hard feelings from either me or your Greek siblings, I'm sure). You are always welcome to come see me during office hours for guidance or extra help.

ASSIGNMENT CALENDAR

- | | |
|---------|---|
| Class 1 | Introductions
Race, class, gender, sexuality and space aliens
We will watch in class: <i>Barbarella</i> |
| Class 2 | Radical and Liberal Speculations on Race, Sex, and Gender
PLEASE READ: |

Atteberry: “Women Alone, Men Alone” (pdf)

Berlatsky: “The Long History of Feminist Utopian Literature” at
<http://www.theatlantic.com/sexes/archive/2013/04/imagine-theres-no-gender-the-long-history-of-feminist-utopian-literature/274993/>

PLEASE WATCH:

Finish *Barbarella*

Class 3 Queer Theory and Science Fiction

PLEASE READ:

Atteberry: “Androgyny as Difference” (pdf)

Hollinger: “(Re)Reading Queerly” (pdf)

Class 4 Queer Theory before Queer Theory was cool

PLEASE READ:

Russ: *Female Man* all

OR

Delaney: *Trouble on Triton* all

Class 5 Cyborg Theory

PLEASE READ:

Braidotti: “Cyberteratologies” (pdf)

Haraway: “A Cyborg Manifesto” (pdf)

PLEASE WATCH:

Bladerunner

Class 6 What is the Body? What is Home? What is the difference?

PLEASE READ:

Amberstone: "Refugees" at <http://www.sfcanda.ca/summer2005/refugees.htm>

McCaffrey: "The Ship who Sang" (pdf)

Kelly: "Bernardo's House" (pdf)

PLEASE WATCH:

District 9 on Huskyct

*Next week's readings are NOT on Husky; you need to find them yourselves, given the citation. We will discuss today.

Mini-paper 1 is due next week; we'll discuss tonight

Class 7

Afrofuturism

PLEASE READ:

Bould, Mark. 2007. The Ships Landed Long Ago: Afrofuturism and Black SF. *Science Fiction Studies* 34(2): 177-186.

Yaszek, Lisa. 2006. Afrofuturism, Science Fiction, and the History of the Future. *Socialism and Democracy* 20(3) 41-60.

Mini-paper 1 is due

Class 8*

Reproducing the Other

PLEASE READ:

Butler: *Dawn* all

Bring Dawn Reading Questions to class (they're on Huskyct)

Mini-paper 2 is due next week; we'll discuss in class

Class 9

Reproduce Me/Rescue Me

PLEASE READ:

Tiptree: "The Women Men Don't See" (pdf)

PLEASE WATCH:

Aliens

Mini-paper 2 is due

Class 10 Colonizing and the Power of Language

PLEASE READ:

Le Guin: *Word for World is Forest*

LISTEN TO: "She Unnames Them" read by Le Guin at

<http://smallbeerpress.com/books/2012/11/27/the-unreal-and-the-real-outer-space-inner-lands/> (you will find the podcast at the bottom of the Table of Contents)

Class 11 Post-Race, Post-Gender, Post-Sex?

PLEASE READ:

Raney and Meagher "The Future of Woman" (pdf)

PLEASE WATCH (Choose Two):

Tank Girl

Ex Machina

her

Class 12 Is she or isn't she? Post-feminism in the Post-apocalypse

PLEASE READ:

Yaszek: "I'll be a post-feminist...Can we really imagine life after feminism?" at

[http://www.electronicbookreview.com/thread/writingpostfeminism/\(fem\)sci-fi](http://www.electronicbookreview.com/thread/writingpostfeminism/(fem)sci-fi)

Harris: "Woman as Evolution" (pdf)

PLEASE WATCH:

Resident Evil 1 (watch the film *before* you read Harris; spoiler alerts!)

Class 13 Nothing is due; tonight we will wrap-up, re-visit, and prepare for your final paper

FINAL EXAM: We will be meeting

Final Response papers due by midnight tomorrow via huskyct.

FEMINISM & SCIENCE FICTION

WGSS 3718W

Writing Intensive

Our schools and colleges, institutions of the patriarchy, generally teach us to listen to people in power, men or women speaking the father tongue; and so they teach us not to listen to the mother tongue, to what the powerless say, poor men, women, children: not to hear that as valid discourse. I am trying to unlearn these lessons, along with other lessons I was taught by my society, particularly lessons concerning the minds, work, and being of women

Ursula K Le Guin

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Brian Attebery

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questions? What conclusions, if any, do they offer us? And how can we use feminist theories to understand the promises, and perils, of science and technology?

Course Objectives:

By the end of the course, you should be able to:

- Identify some of the primary themes with which feminist science fiction writers engage
- Utilize feminist theories to analyze various science fiction texts, and utilize various science fiction texts to analyze feminist theories
- Demonstrate understanding of the interactive relationships between feminisms, science fictions, and “real world” social justice concerns of gender, sexuality, and race
- Speculate on the “best” role of science and technology in both humanity’s past and its future
- Demonstrate critical thinking and mastery of written communication through writing and revision

Additionally, 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:

- A minimum of 15 pages of revised writing. Revision: I encourage you to revise your work throughout the term. Revision does not entail merely correcting spelling areas; as the root meaning of the word makes clear, revision requires that one re-see the paper. Once the term gets underway, we will talk more about rewriting your papers.
- A sustained attention to issues of writing: spelling, grammar, punctuation, argumentation, etc.
- A research component attached to your term paper.

Required Texts:

- Butler, Octavia. *Dawn*. Aspect Publishers
- Le Guin, Ursula: *Word for World is Forest*. Tor Books

And choose one:

Russ, Joanna. *The Female Man* (at the coop)

OR

Delaney, Samuel. *Trouble on Triton* (at the coop)

And:

Netflix. Consider sharing an account with each other or a room-mate.

For a total of three books + Netflix. There are also several pdf files available on our huskyct site.

ASSIGNMENTS:

PARTICIPATION:

Participation is absolutely essential to your success. You know the drill: active listening and talking; preparation for class (which includes reading and watching); no cell phones or (inappropriately used) laptops. Arrive on time and leave on time. Bring snacks to share. Participation includes Podwork (see below). *Your engagement or lack thereof is notable; so is your completion of reading and viewing assignments. There is no escaping the Matrix.*

20 points.

LEARNING POD:

You will be assigned a “learning pod”. Your pod is your learning community for the semester (although migration between pods is likely).

For most of our class meetings, we will have pod-time. During pod-time, your task is to quickly and articulately share your thoughts about the week’s reading and viewing assignments and together as a group determine what the theoretical implications or foundations are, providing text evidence. Your pod will be asked to lead discussion for the class at least once and will be asked to report regularly on your findings. We will model in class. This also counts under your participation grade.

Try things like:

Summarize one or two key points of the reading/viewing and provide evidence directly from the reading/viewing

Rationalize your own agreement or disagreement with these key points, with evidence; this evidence should come from the text (you can both agree and disagree, but again, be prepared to justify)

Link the reading to other class moments (other readings, films, discussions)

Bring up points for discussion (discussion does not entail yes/no questions. Not much discussion in a yes/no question)

Feel free to bring in/bring up other related ideas and resources

You are provided with “Questions to ponder” (below and separately on Huskyct); use these to guide your commentaries, although you can also step off this list

Be an active listener!

Encourage everyone to share!

I suggest you prepare with notes; I do not require this, and will not collect them. Your podwork will not take more than 30 minutes or so of class time and should be interactive.

In class podwork = 10 points

ANNOTATED BIBLIOGRAPHY AND ABSTRACT:

You will be conducting research that is interpretive and analytical in nature. This research begins with an annotated bibliography and abstract.

Your annotated bibliography should include at least 5 sources; 1 of these and only 1 may be from class. The others should be from peer reviewed articles or books. Websites are *not* research, though they may help you with finding resources. I don't care what citation style you use, but use it correctly and consistently. We will discuss further in class.

10 points

Your abstract, which describes the paper you will write, should be no more than 150 words and should include your main idea, the theoretical approach you will use, and what your primary question is. You do not need an answer – you need a question. Don't panic if this changes during the semester. In fact, if it doesn't you're probably not thinking hard enough.

5 points

TWO MINI-PAPERS:

Twice during the semester (see assignment calendar below) you will be asked to turn in a 3-4 page *thoughtful* analysis of a theme you see emerging in our texts, using various feminist, queer, or critical race responses to this theme. You must CORRECTLY cite at least two sources in your paper (see annotated bibliography above).

In addition, each of these papers will be workshopped with your pod; we will have time in class for you to review one peer's paper for each submission. You will then be able to take the paper home and revise for the following week. I want *both* drafts when you submit. Your second draft should be *perfect* in terms of grammar, spelling, sentence structure, etc.

These papers are the building blocks to your final paper.

We will discuss further in class.

10 points each (total 20 points)

FINAL PAPER:

Your final paper builds on and uses the two mini-papers you have already written. Your final paper can pose questions about common assumptions, uncover new meanings in our texts or feminist science fiction generally, or propose new ways to understand cultural interactions (between, for example, cyborgs and non-cyborg humans).

Your final paper must be 15 pages long. In this paper, as in your mini-papers, you will use an identifiable theoretical approach (afro-futurism, radical feminism, etc.) to examine your text(s). You must correctly cite your sources. 15 pages is not as daunting as you might think, because your mini-papers will be used to scaffold (build) the final paper. We will discuss further in class and in pods.

25 points

FINAL RESPONSE PAPER:

We will discuss further in class. Your final response paper should attempt answers to two or more of our Questions to Ponder, using class resources and SPECIFICALLY AND CORRECTLY CITING THEM. A works cited page is required, even if you use only class sources.

You should ALSO be “proving” you’ve met the course objectives throughout the paper with your new, expanded, awesome knowledge of feminist theory and science fiction.

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I also REQUIRE a personal response to the class as a whole in this paper; what did you learn, and how? What assignments were particularly interesting/powerful/enlightening and why? What did you learn about yourself in this class? What did you learn about feminisms? What did you learn about science fictions?

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Please be aware that although this is not a writing course, you are of course expected to write at the college level. I expect that grammar, spelling, etc. will be correct, and that sources will be cited correctly.

Any class discussions on HuskyCT are held to the same etiquette as class discussions that we have in person. In other words, we must always be respectful. Please do not contact me with any technological problems that you may be having with HuskyCt, Netflix, or any other electronic-like device. I am a technology black hole. There is contact information for tech assistance on the homepage of HuskyCt, under “student help.”

OUR CLASSROOM COMMUNITY: The topics and ideas that we discuss in class will often relate to our daily lives. Because sexism, heterosexism, classism, ableism, racism, homophobia, and ethnocentrism touch each one of us on some level, the topics in this class will challenge students on a personal level and might incite disagreement, sadness, anger, passion, etc... It is important to remember that this class offers a safe environment that fosters learning, respect and community. We are here to take risks, stay open-minded, speak up, ask questions and try out new ideas, but the conversations must always remain respectful. Moreover, we should attempt to digest and understand material that makes us uncomfortable before reacting, and be ready to learn and study perspectives that sometimes might be different from what we have learned in the past. People with diverse backgrounds, experiences, and priorities will enrich class discussions and activities. This class values each student's personal knowledge based on life experiences and prior educations. It should also be noted that although the class welcomes personal stories, these are not required and all discussions should remain connected to our course readings and lecture material. Also, in order to ensure that this is a respectful space, **all cell phones, ipods, mp3 players, etc. must be turned off at all times.**

Finally, please be aware that some of our material can be emotionally challenging. Keep yourself safe and let me know if you have personal concerns with any of the material.

For assistance with technical issues, please contact the [Learning Resource Center](#) - (860)486-1187

A word about weekly assignments: each week's expectations are within University guidelines for time outside of class in an upper division course – er, except for a few. We'll discuss.

A word about Huskyct: We will go over Huskyct briefly throughout the first two weeks. After that, you're on your own to figure it out. Although I'm available to help you, please first try Huskyct help on your Huskyct site, or the learning resource center at the contact above.

Students with Disabilities

If you are a student with a documented disability who will require accommodations in this course, please contact the Center for Students with Disabilities or the University Program for College Students with Learning Disabilities within the first two weeks of the semester and inform me at the beginning of the semester of your disability, how your performance may be affected, and what accommodation(s) you will need. You are always welcome to come see me during office hours for guidance or extra help.

Student Athletes

If you are a student athlete who will miss class due to an athletic event, you must provide me with documentation at least one week in advance. Your absence will NOT be excused if I don't have documentation at least one week in advance. You are of course expected to make up any missed assignments within 24 hours and get any relevant notes from a classmate. You are always welcome to come see me during office hours for guidance or extra help.

Greek Students

(not the heritage, the system) I understand that being a brother/sister carries certain responsibilities. I also know that all Greek organizations on campus put academics first. I ALSO understand that at times your Greek schedule clashes with your academic responsibilities. As far as I'm concerned, the academic responsibilities trump the Greek responsibilities; if your schedules conflict, make your choice and understand that there are consequences (but no hard feelings from either me or your Greek siblings, I'm sure). You are always welcome to come see me during office hours for guidance or extra help.

ASSIGNMENT CALENDAR

- Class 1 Introductions
Race, class, gender, sexuality and space aliens
We will watch in class: *Barbarella*
- Class 2 Radical and Liberal Speculations on Race, Sex, and Gender
PLEASE READ:
Atteberry: “Women Alone, Men Alone” (pdf)
Berlatsky: “The Long History of Feminist Utopian Literature” at
<http://www.theatlantic.com/sexes/archive/2013/04/imagine-theres-no-gender-the-long-history-of-feminist-utopian-literature/274993/>
PLEASE WATCH:
Finish *Barbarella*
- Class 3 Queer Theory and Science Fiction
PLEASE READ:
Atteberry: “Androgyny as Difference” (pdf)
Hollinger: “(Re)Reading Queerly” (pdf)
- Class 4* Queer Theory before Queer Theory was cool
PLEASE READ:
Russ: *Female Man* all
OR
Delaney: *Trouble on Triton* all
Mini-paper 1 is due next week; we’ll discuss tonight

Class 5*

Cyborg Theory

PLEASE READ:

Braidotti: "Cyberteratologies" (pdf)

Haraway: "A Cyborg Manifesto" (pdf)

PLEASE WATCH:

Bladerunner

Mini-paper 1 is due in class tonight for peer review

Class 6

What is the Body? What is Home? What is the difference?

PLEASE READ:

Amberstone: "Refugees" at <http://www.sfcanda.ca/summer2005/refugees.htm>

McCaffrey: "The Ship who Sang" (pdf)

Kelly: "Bernardo's House" (pdf)

PLEASE WATCH:

District 9 on Huskyct

*Next week's readings are NOT on Husky; you need to find them yourselves, given the citation. We will discuss how today.

Mini-paper 1 is due; first and second draft

Class 7

Afrofuturism

PLEASE READ:

Bould, Mark. 2007. The Ships Landed Long Ago: Afrofuturism and Black SF. *Science Fiction Studies* 34(2): 177-186.

Yaszek, Lisa. 2006. Afrofuturism, Science Fiction, and the History of the Future. *Socialism and Democracy* 20(3) 41-60.

- Class 8* Reproducing the Other
- PLEASE READ:
- Butler: *Dawn* all
- Bring Dawn Reading Questions to class (they're on Huskyct)*
- Mini-paper 2 is due in class next week for peer review; we'll discuss in class
-
- Class 9 Reproduce Me/Rescue Me
- PLEASE READ:
- Tiptree: "The Women Men Don't See" (pdf)
- PLEASE WATCH:
- Aliens*
- Mini-paper 2 is due
-
- Class 10* Colonizing and the Power of Language
- PLEASE READ:
- Le Guin: *Word for World is Forest*
- LISTEN TO: "She Unnames Them" read by Le Guin at
<http://smallbeerpress.com/books/2012/11/27/the-unreal-and-the-real-outer-space-inner-lands/> (you will find the podcast at the bottom of the Table of Contents)
- Mini-paper 2 is due* first and second drafts
-
- Class 11 Post-Race, Post-Gender, Post-Sex?
- PLEASE READ:
- Raney and Meagher "The Future of Woman" (pdf)
- PLEASE WATCH (Choose one):

Tank Girl

Ex Machina

her

Class 12 Is she or isn't she? Post-feminism in the Post-apocalypse

PLEASE READ:

Yaszek: "I'll be a post-feminist...Can we really imagine life after feminism?" at [http://www.electronicbookreview.com/thread/writingpostfeminism/\(fem\)sci-fi](http://www.electronicbookreview.com/thread/writingpostfeminism/(fem)sci-fi)

Harris: "Woman as Evolution" (pdf)

PLEASE WATCH:

Resident Evil 1 (watch the film *before* you read Harris; spoiler alerts!)

Class 13 Nothing is due; tonight we will wrap-up, re-visit, and prepare for your final research paper

FINAL EXAM: We will be meeting

Final Research paper (the big 15 page paper) is due tonight, no exceptions.

Final Response papers due by midnight tomorrow via Huskyct

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: September 14, 2015
2. Department: WGSS
3. Effective Date (semester, year): immediately
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

WGSS 3672 Feminist Development Studies and Practice Three credits. Prerequisites: open to Juniors or higher. Feminist development theories and practices applied to Third World or Global South countries, and drawing on related social science and humanities traditions.

WGSS 3672W Feminist Development Studies and Practice Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to Juniors or higher.

Justification

1. [Reasons for dropping this course](#): Instructor never intended the course to be offered as a W. Course with W version was approved by CLAS C&C Committee on April 14, 2015.
2. Other departments consulted: none
3. [Effects on other departments](#): none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: 12/8/14 and 9/14/15
Department Faculty: 12/8/2014 and 9/14/15
6. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873, Margaret.Breen@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: 9/17/2015
2. Department requesting this course: Economics
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!

2447. The Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201

Microeconomic principles applied to the business of sports. Player salaries; antitrust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ECON
2. Course Number: 2447
3. Course Title: The Economics of Sports
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Microeconomic principles applied to the business of sports. Player salaries; antitrust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ECON 1200 or 1201
 - a. Consent of Instructor, if applicable: N/A
 - b. Open to sophomores/juniors or higher: Open to sophomores.
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:

- Using sports as a hook, this course will offer students the opportunity to enhance their understanding of the basic principles and methods of microeconomic analysis, and to develop a working competence in a specialized applied field, while enjoying the process. Complements related courses in HDFS and SOCI as well as the Sports Management major in the Neag School.

2. Academic merit:

- Sports Economics is a relatively new specialized applied field in economics. Interest in sports has always been a national pastime and with increasing interest of economists in the analysis of the sports business many Economics Departments at peer institutions have introduced this course into their curriculum. Fifteen years after the Journal of Sports Economics was founded in 2000 the American Association of Economics (in February 2015) announced the JEL classification code of "Z2" for the indexing of academic articles on this topic. At its heart Sports Economics is applied microeconomics and represents an exciting opportunity to motivate students to improve their working competence with the tools of microeconomic analysis.

3. Overlapping courses and departments consulted:

- We contacted Professor Steven Wisensale (Human Development & Family Studies) instructor and developer of the course (HDFS 3042 - Baseball and Society: Politics, Economics, Race and Gender, cross listed with Africana Studies (AFRA 3042). Professor Wisensale wrote: "I do not see an overlap here. My focus is primarily on baseball. Although I do cover economics (salaries, free agency, collective bargaining, cost of stadiums and ticket prices), most of my course focuses on baseball and American culture/history. So, for example, I cover the history of free agency and its emergence and not so much the economics of it. I do display graphs showing ticket price increases over time etc. but I do not get into the economics of setting prices for tickets."
- We contacted Professor Jennifer Bruening (Education Curriculum and Instruction) who teaches EDIC 3300. Sport in Society. Professor Bruening did not see an overlap.
- We contacted Michael Wallace, who teaches SOCI 2101 - Sports and Society. He responded: "I would support the class. It's more focused on economics and with regard to this topic, the more the merrier. I feel that having several sports courses offered in different disciplines would be mutually reinforcing, rather than at odds with each other."

4. Number of students expected: 35

5. Number and size of sections: one section, enrollment cap 35

6. Effects on other departments: none

7. Effects on regional campuses: offered first at the Stamford Campus, though eventually at Storrs and perhaps elsewhere.

8. Staffing: Oskar Harmon, Associate Professor of Economics, 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: September 4, 2015
Department Faculty: September 18, 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Oskar Harmon, 518-859-8099, oskar.harmon@uconn.edu

Syllabus

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

Syllabus – Spring 2015

Course and Instructor Information

Course Title: Sports Economics (ECON 2487)

Credits: 3

Prerequisites: Course Prerequisites

Professor: Oskar Harmon

Email: Email address (indicate preferred method of contact i.e. HuskyCT messages, email, etc)

Telephone: Office phone (203) 251-8415

Office Hours/Availability: TBA

Course Materials

Required Textbook:

Michael A. Leeds; Peter von Allmen, The Economics of Sports, Fifth Edition, **ISBN-13:** 9780133022926

Course Description

This course applies concepts from principles of microeconomics to the analysis of the business of sports. Topics covered include: sports franchises as profit-maximizing firms; ticket pricing; revenue sharing, and competitive balance; the impact of sports franchises on local economies; antitrust issues and collective bargaining; determinants of player salaries; and discrimination.

Course Objectives

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

- Use graphical models to explain optimal pricing strategies for maximizing revenues and for maximizing profits.
- Describe the role of antitrust policy in sports leagues.
- Define the concept of competitive balance, explain and empirically calculate the different measures of competitive balance.
- Analyze the costs and benefits of public financing of sports stadiums.
- Describe the theoretical causes and consequences of monopsony power, and use simple graphical models explain labor market conflicts.
- Define and empirically measure the marginal revenue product of players.
- Describe the types, sources, and consequences of labor market discrimination.
- Assess evidence for and against labor market discrimination in professional sports.

Course Outline

Topic 1: Introduction to Sports Economics and Review of Economist's Tools
Topic 2: The Industrial Organization of Sports
Topic 3: Public Finance and Sports
Topic 4: The Labor Economics of Sports
Topic 5: Sports in the Not-for-Profit Sector

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Class participation	15%
Empirical Exercise	15%
Midterm Exam	20%
Final Exam	25%
Final Paper	25%

Class Participation

Attendance is expected. Students should read the assigned material before class and be prepared to participate in discussions. Participation is strictly voluntary and is graded on quality, not quantity. I realize that not everyone is comfortable speaking up in class, for this reason these points can be earned through randomly administered quizzes. Because the quizzes are the "credit" for not participating in class, there will be no making up of the quiz if you miss class.

Empirical Exercise

(5-6 pages): Students will utilize simple data analysis to interpret a salary data set with a computer statistical package. Emphasis will be placed the identification of productivity and discrimination.

Midterm Exam

A timed 20 question multiple-choice exam on topics 1 & 2.

Final Exam

A timed 30 question multiple-choice exam on topics 3, 4 & 5.

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

Grade	Letter Grade	GPA
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

You are expected to be conscientious about deadlines for assignment activities. Much thought and care has gone into the design of the assignments and their due dates. For the course to proceed as designed it is essential that these deadlines be observed.

Late assignments

Late assignments will be docked a full letter grade for each day they are overdue for up to two days late. Assignments that are more than two days late will not be accepted. Exam dates are firm.

Missed Deadlines

Assignments must be submitted on time, except in case of documented emergency or scheduling conflict. If you have a scheduling conflict, please inform me ASAP before the event and the assignment deadline may be extended. If you can document an emergency that has prevented you from timely submission of these activities the deadline may be extended. Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the activity during its availability but were prevented by computer issues.

Student Responsibilities and Resources

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

Student Code

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

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

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

use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [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](#)

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 [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, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#). Students also have [24x7 Course Support](#) including 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.

Course and Instructor Information

Course Title: Sports Economics (ECON 2447)
Credits: 3
Prerequisites: ECON 1200 or 1201
Professor: Oskar Harmon

Email: oskar.harmon@uconn.edu
Telephone: Office phone (203) 251-8415
Office Hours/Availability: TBA

Course Materials

Required Textbook:

Michael A. Leeds; Peter von Allmen, The Economics of Sports, Fifth Edition, **ISBN-13:** 9780133022926

Course Description

Microeconomic principles applied to the business of sports. Player salaries; antitrust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; and the impact of franchises on local economies.

Course Objectives

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

- Use graphical models to explain optimal pricing strategies for maximizing revenues and for maximizing profits.
- Describe the role of antitrust policy in sports leagues.
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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, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#). Students also have [24x7 Course Support](#) including 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.