

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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Ⓞ requires GEOC approval; Ⓢ requires Senate approval.
C&C approved copy of Ⓞ and Ⓢ courses must be submitted to GEOC and the Senate through the **Curricular Action Request form**.
ⓧ means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Minutes of October 13, 2015 were approved by email vote on October 19, 2015.

B.S. subcommittee

Discussion of the composition of the B.S. subcommittee.

Update on General Education Assessment Task Force

Higgins: Double major across schools and colleges?

2 Approvals by the chair

2015-110 Offer HRTS 3095 for a second time as Corporate Sustainability and Human Rights

Full Materials

Instructor: Caroline Kaeb

Short Description:

This course addresses human rights issues related to global operations of multinational corporations across different industry sectors. The course examines corporations as members of the international legal system and the regulatory landscape that governs business and human rights conduct on a global scale. Students study corporate sustainability as a function of corporate citizenship, risk management and competitive advantage with attention to corporate compliance with human rights standards, including judicial remedies, reporting mechanisms, self-regulation, multi-stakeholder collaborations, impact assessments, as well as ‘inclusive’ business strategies.

2015-130 Offer MARN 4895 for second time as Ecology of Fishes

Full Materials

Instructor: Hannes Bauman

Short Description:

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

3 New Proposals

2015-111 Add HRTS 3254 Business Solutions for Societal Challenges

[Full Materials](#)

Proposed Catalog Copy:

HRTS 3254 Business Solutions for Societal Challenges

Three credits. Co-taught with BADM/BLAW 3254. Open only to non-business students of junior or higher status. Not open to students who have passed or are taking BLAW/BADM 3254.

Market-based solutions to social and human rights challenges; how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies for long-term economic viability, sustainability, and human rights. Social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy, and business opportunities serving emerging markets.

2015-112 Cross list HRTS 3254 with BADM and BLAW [WITHDRAWN]

2015-113 Add HRTS 5254. Managing the Future of Social Enterprise

[Full Materials](#)

Proposed Catalog Copy:

HRTS 5254. Managing the Future of Social Enterprise

Three Credits. Co-taught with BADM 5254. Not open to students who have passed or are taking BADM 5254.

Developing and managing market-based approaches to global human rights and social issues. Strategizing how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies that serve markets and promote long-term economic viability, sustainability, and human rights. Managerial perspectives on social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy and business opportunities serving emerging markets.

2015-114 Cross list HRTS 5254 with BADM [WITHDRAWN]

2015-115 Add PHIL 2208/W. Epistemology (S)

[Full Materials](#)

Proposed Catalog Copy:

PHIL 2208. Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107. Theories of knowledge and justification. Topics may include skepticism, induction, confirmation, perception, memory, testimony, a priori knowledge.

PHIL 2208W. Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107; ENGL 1010 or 1011 or 2011.

2015-116 Change PHIL 2210. Metaphysics and Epistemology (S)

[Full Materials](#)

Current Catalog Copy:

PHIL 2210. Metaphysics and Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Topics may include time, personal identity, free-will, the mind-body problem, skepticism, induction, perception, a priori knowledge.

PHIL 2210W. Metaphysics and Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

Proposed Catalog Copy:

PHIL 2210. Metaphysics

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Fundamental questions about the nature of things. Topics may include universals and particulars, parts and wholes, space and time, possibility and necessity, persistence and change, causation, persons, free will.

PHIL 2210W. Metaphysics

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

Changes Highlighted:

PHIL 2210. Metaphysics~~and Epistemology~~

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Fundamental questions about the nature of things. Topics may include ~~time, personal identity, free-will, the mind-body problem, skepticism, induction, perception, a priori knowledge,~~ universals and particulars, parts and wholes, space and time, possibility and necessity, persistence and change, causation, persons, free will.

PHIL 2210W. Metaphysics~~and Epistemology~~

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

2015-117 Change Philosophy Major

Full Materials

Current Catalog Copy:

The program in philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in philosophy must earn 24 or more credits in philosophy courses numbered above the 1000's, and 12 or more credits in related fields. Within the 24 credits in philosophy, students must pass PHIL 2221 and 2222, and at least two of the following four courses: PHIL 2210, 2211Q, 2212, and 2215. Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any 2000-level or above W course in Philosophy.

A minor in Philosophy is described in the "Minors" section.

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under the Linguistics major.

Proposed Catalog Copy:

The program in Philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in Philosophy must pass 24 credits in Philosophy courses numbered 2000 or above, and 12 or more credits in related fields. Required PHIL courses include:

- I. Both 2221 and 2222;
- II. At least one course in logic: 1102, 2211Q, 3214 (note that 1102 does not count toward the required 24 credits in philosophy courses numbered 2000 or above);
- III. At least one course in metaphysics or epistemology: 2208, 2210, 2212, 3241, 3250;
- IV. At least one course in moral, social, or political philosophy: 2215, 2217, 3216, 3218, 3220.

Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any W course in Philosophy numbered 2000 or above.

A minor in Philosophy is described in the “Minors” section.

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under Linguistics.

Changes Highlighted:

The program in ~~philosophy~~ Philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in ~~philosophy must earn~~ Philosophy must pass 24 ~~or more credits in~~ credits in Philosophy courses numbered 2000 ~~philosophy courses numbered above the 1000's~~ or above, and 12 or more credits in related fields. ~~Within the 24 credits in philosophy,~~ Required PHIL courses include:

- I. ~~Both~~ Both 2221 and 2222, ~~and at least two of the following four courses : PHIL 2210;~~
- II. ~~At least one course in logic: 1102, 2211Q, 3214 (note that 1102 does not count toward the required 24 credits in philosophy courses numbered 2000 or above);~~
- III. ~~At least one course in metaphysics or epistemology: 2208, 2210, 2212, and 2215-3241, 3250;~~
- IV. ~~At least one course in moral, social, or political philosophy: 2215, 2217, 3216, 3218, 3220.~~

Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any ~~2000-level or above~~ W course in Philosophy numbered 2000 or above.

A minor in Philosophy is described in the “Minors” section.

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under ~~the Linguistics major~~ [Linguistics](#).

2015-118 Change Philosophy Minor

Full Materials

Current Catalog Copy:

A student must take at least 15 credits of philosophy, at the 2000-level or higher, including one course from at least three of the following categories:

- Category I: History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- Category II: Metaphysics and Epistemology: PHIL 2210, 2212, 3250
- Category III: Logic and Philosophy of Language: PHIL 2211Q, 3241
- Category IV: Value Theory: PHIL 2215, 2217, 3218

The minor is offered by the Philosophy Department.

Proposed Catalog Copy:

A student must take at least 15 credits of philosophy, at the 2000-level or higher, including one course from at least three of the following categories:

- Category I: History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- Category II: Metaphysics and Epistemology: PHIL 2208, 2210, 2212, 3250
- Category III: Logic and Philosophy of Language: PHIL 2211Q, 3214, 3241
- Category IV: Value Theory: PHIL 2215, 2217, 3216, 3218, 3220 (HRTS 3220)

The minor is offered by the Philosophy Department.

Changes Highlighted:

A student must take at least 15 credits of philosophy, at the 2000-level or higher, including one course from at least three of the following categories:

- Category I: History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- Category II: Metaphysics and Epistemology: PHIL [2208](#), 2210, 2212, 3250
- Category III: Logic and Philosophy of Language: PHIL 2211Q, [3214](#), 3241
- Category IV: Value Theory: PHIL 2215, 2217, [3216](#), 3218, [3220 \(HRTS 3220\)](#)

The minor is offered by the Philosophy Department.

2015-119 Add PNB 3488. Non-coding RNAs in Human Physiology and Disease

[Full Materials](#)

Proposed Catalog Copy:

PNB 3488. Non-coding RNAs in Human Physiology and Disease

Spring semester. Two credits.

Prerequisite: MCB 2400 or 2410; MCB 2000 or 3010; MCB 2210 or PNB 2275. Open to juniors or higher.

Non-coding RNAs: discovery, major classes, regulatory pathways, physiology, disease, research methodology.

2015-120 Add PNB 1000. Introduction to Physiology and Neurobiology (S)

[Full Materials](#)

Proposed Catalog Copy:

PNB 1000. Introduction to Physiology and Neurobiology

Spring semester. One credit. Open to Freshman only. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

An in-depth introduction for Physiology and Neurobiology majors. Introduces key discoveries, current research areas, and technological innovations in physiology and neurobiology, and develops familiarity with the PNB department.

2015-121 Add ECON 2211Q. Quantitative Intermediate Microeconomics (g)(S)

[Full Materials](#)

Proposed Catalog Copy:

ECON 2211Q. Quantitative Intermediate Microeconomics

Four Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open to students who have taken ECON 2201.

Intermediate microeconomic theory presented with calculus and other quantitative techniques. Demand and supply, exchange and production, pricing, and welfare economics.

2015-122 Add ECON 2212Q. Quantitative Intermediate Macroeconomics (g)(S)

[Full Materials](#)

Proposed Catalog Copy:

ECON 2212Q. Quantitative Intermediate Macroeconomics

Four credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or

1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open for credit to students who have taken ECON 2202.

Intermediate macroeconomic theory using quantitative techniques. Definition and measurement of major economic variables; business cycles; economic growth; labor supply; savings and production decision; the effect of government policies; and general equilibrium.

2015-123 Change ECON 2201. Intermediate Microeconomic Theory (S)

Full Materials

Current Catalog Copy:

ECON 2201. Intermediate Microeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1201; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q. Recommended preparation: ECON 1202

Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

Proposed Catalog Copy:

ECON 2201. Intermediate Microeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1201; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q. Recommended preparation: ECON 1202. Not open for credit to students who have passed ECON 2211Q.

Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

Changes Highlighted:

ECON 2201. Intermediate Microeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1201; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q. Recommended preparation: ECON ~~1202~~1202. Not open for credit to students who have passed ECON 2211Q.

Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

2015-124 Change ECON 2202. Intermediate Macroeconomic Theory (S)

Full Materials

Current Catalog Copy:

ECON 2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1202. Recommended preparation: ECON 1201 and one of MATH 1071Q, 1110Q, 1131Q or 1151Q.

Intermediate macroeconomic theory, covering national income accounting; the determination

of aggregate output, employment and price levels; elements of business cycles and economic growth.

Proposed Catalog Copy:

ECON 2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1202. Recommended preparation: ECON 1201 and one of MATH 1071Q, 1110Q, 1125Q, 1131Q, 1151Q, or 2141Q. Not open for credit to students who have passed ECON 2212Q.

Intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth.

Changes Highlighted:

ECON 2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: ECON 1200 or 1202. Recommended preparation: ECON 1201 and one of MATH 1071Q, 1110Q, 1125Q, 1131Q or 1151Q, or 2141Q. Not open for credit to students who have passed ECON 2212Q.

Intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth.

2015-125 Change ECON 5201. Microeconomics

Full Materials

Current Catalog Copy:

ECON 5201. Microeconomics

(ECON 308) 3 credits. Lecture.

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

Proposed Catalog Copy:

ECON 5201. Microeconomics

(ECON 308) 3 credits. Lecture. Not open for credit to students who have passed ECON 2211Q.

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

Changes Highlighted:

ECON 5201. Microeconomics

(ECON 308) 3 credits. Lecture. Not open for credit to students who have passed ECON

[2211Q.](#)

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

2015-126 Change ECON 5202. Macroeconomics

[Full Materials](#)

Current Catalog Copy:

ECON 5202. Macroeconomics

(ECON 309) 3 credits. Lecture.

Survey of the field: its historical foundations and development, conceptual framework, and application to current macroeconomic problems.

Proposed Catalog Copy:

ECON 5202. Macroeconomics

(ECON 309) 3 credits. Lecture. Not open for credit to students who have passed ECON 2212Q.

Survey of the field: its historical foundations and development, conceptual framework, and application to current macroeconomic problems.

Changes Highlighted:

ECON 5202. Macroeconomics

(ECON 309) 3 credits. Lecture. [Not open for credit to students who have passed ECON 2212Q.](#)

Survey of the field: its historical foundations and development, conceptual framework, and application to current macroeconomic problems.

2015-127 Add ECON 2312. Empirical Methods in Economics II (S)

[Full Materials](#)

Proposed Catalog Copy:

ECON 2312. Empirical Methods in Economics II

Three credits. Prerequisite: ECON 2311.

Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

2015-128 Change Prerequisites of 3000-level ECON courses (g)(S)

[Full Materials](#)

Current Catalog Copy:

3128. Economic and Social Human Rights

Three credits. Prerequisite: ECON 2201 or 2202.

Conceptual bases, types, measurement, and policy applications of economic and social human rights.

3208. Game Theory

Three credits. Prerequisite: ECON 2201. Open to juniors or higher.

Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

3313. Elementary Economic Forecasting

Three credits. Prerequisites: ECON 2202 and STAT 1000Q or STAT 1100Q; open to juniors or higher. Recommended preparation: ECON 2311.

Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

3416. Special Problems in Money and Banking

(Formerly offered as ECON 231.) Three credits. Prerequisites: ECON 2202 and 2411. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

Emphasis on public policy: commercial bank regulations; the relation of liquidity to economic fluctuations; government lending agencies; and central bank policies and credit control.

3421. International Trade

Three credits. Prerequisite: ECON 2201. Recommended preparation: ECON 1200 or 1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

Economic basis of international trade, trade policies, and international economic organizations.

3421W. International Trade

Prerequisite: ECON 2201; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

3422. International Finance

Three credits. Prerequisite: ECON 2202. Recommended preparation: ECON 1200 or 1201 and one of: MATH 1071Q, 1131Q, or 1151Q.

Payments and financing of international trade: foreign exchange markets, the balance of payments, capital flows, and international monetary arrangements.

3431. Public Finance

Three credits. Prerequisite: ECON 2201; Recommended preparation: ECON 1200 or 1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

3431W. Public Finance

Prerequisite: ECON 2201; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

3438. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 and 2202 (one of which may be taken concurrently). Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q. Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

3438W. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 and 2202 (one of which may be taken concurrently); ENGL 1010 or 1011 or 2011. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

3439. Urban and Regional Economics

(Also offered as URBN 3439.) Three credits. Prerequisite: ECON 2201. Recommended preparation: ECON 1200 or 1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q. Economic problems of cities and regions: urban markets for land, labor, and housing; location decisions of businesses and households; metropolitan transportation problems; urban/suburban fiscal relations; urban and regional environmental quality; and the economics of crime.

3439W. Urban and Regional Economics

Prerequisite: ECON 2201; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

3441. Theory of Labor Markets

Three credits. Prerequisite: ECON 2201. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q. Theoretical analysis of labor markets: labor supply and demand; wage differentials; human capital; and the inflation-unemployment tradeoff.

3451. Health Economics

Three credits. Prerequisite: ECON 2201. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q. Economic analysis of the health sector: organization and performance of health care delivery systems; economic behavior of patients and providers; markets for health services; health-care finance and insurance; health-care policy; and cost-benefit analysis of health-care programs.

3461. Organization of Industry

Three credits. Prerequisite: ECON 2201. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q. The nature of competition and economic organization. Competitive effects of business prac-

tices, and their influence on price, production, and technological change.

3466. Environmental Economics

Three credits. Prerequisite: ECON 2201.

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

3468. Economics of the Law Three credits. Prerequisite: ECON 2201. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

3473. Economic Development

Three credits. Prerequisite: ECON 1200 or 1202; 2201. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

Economics of problems facing developing nations: theories of development, and strategies and policies to promote economic development.

3473W. Economic Development

Prerequisite: ECON 1200 or 1202; 2201; ENGL 1010 or 1011 or 2011. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

3479. Economic Growth

Three credits. Prerequisite: ECON 2202.

Causes and consequences of economic growth examined through theory, data, and economic history. Interactions between economic growth and population growth, technology, education, health and life expectancy, and social institutions. Public policies to promote growth.

3479W. Economic Growth

Three credits. Prerequisites: ECON 2202; ENGL 1010 or 1011 or 2011.

3493. Foreign Study

Credits and hours by arrangement. Prerequisite: ECON 2201 and 2202 or equivalent; consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor. May be repeated for credit.

Special topics taken in a foreign study program.

3495. Special Topics

Credits and hours by arrangement. Prerequisite: ECON 2201 and 2202. Recommended preparation varies. With a change in topic, this course may be repeated for credit.

3498. Variable Topics

Three credits. Prerequisite: ECON 2201 and 2202. Recommended preparation varies. With

a change in topic, may be repeated for credit.

3499. Independent Study

Credits and hours by arrangement. Prerequisite: ECON 2201 and 2202; open only with consent of instructor. No more than 6 credits in ECON 2499/3499 may be counted toward major requirements. With a change of topic, may be repeated for credit.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

4206. Mechanism Design

Three credits. Prerequisite: ECON 2201.

Designing incentives to encourage an intended result. Applications may include public goods provision; two-sided matching, as in labor and marriage markets; and peer evaluation of performance.

4494W. Seminar in Economics

Three credits. Prerequisites: ECON 2201 and 2202 (one of which may be concurrent); ENGL 1010 or 1011 or 2011. Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.

Special topics in micro and macroeconomic theory, applications, and testing. Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

Proposed Catalog Copy:

3128. Economic and Social Human Rights

Three credits. Prerequisite: ECON 2201, 2202, 2211Q, or 2212Q.

Conceptual bases, types, measurement, and policy applications of economic and social human rights.

3208. Game Theory

Three credits. Prerequisite: ECON 2201 or 2211Q. Open to juniors or higher.

Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

3313. Elementary Economic Forecasting

Three credits. Prerequisites: ECON 2202 or 2212Q and STAT 1000Q or STAT 1100Q. Open to juniors or higher. Recommended preparation: ECON 2311.

Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

3416. Special Problems in Money and Banking

(Formerly offered as ECON 231.) Three credits. Prerequisites: ECON 2202 or 2212Q; ECON 2411.

Emphasis on public policy: commercial bank regulations; the relation of liquidity to economic

fluctuations; government lending agencies; and central bank policies and credit control.

3421. International Trade

Three credits. Prerequisite: ECON 2201 or 2211Q. Recommended preparation: ECON 1200 or 1202.

Economic basis of international trade, trade policies, and international economic organizations.

3421W. International Trade

Prerequisite: ECON 2201 or 2211Q; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202.

3422. International Finance

Three credits. Prerequisite: ECON 2202 or 2212Q. Recommended preparation: ECON 1200 or 1201.

Payments and financing of international trade: foreign exchange markets, the balance of payments, capital flows, and international monetary arrangements.

3431. Public Finance

Three credits. Prerequisite: ECON 2201 or 2211Q; Recommended preparation: ECON 1200 or 1202.

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

3431W. Public Finance

Prerequisite: ECON 2201 or 2211Q; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202.

3438. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q.

Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

3438W. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q; ENGL 1010 or 1011 or 2011.

3439. Urban and Regional Economics

(Also offered as URBN 3439.) Three credits. Prerequisite: ECON 2201 or 2211Q. Recommended preparation: ECON 1200 or 1202.

Economic problems of cities and regions: urban markets for land, labor, and housing; location decisions of businesses and households; metropolitan transportation problems; urban/suburban fiscal relations; urban and regional environmental quality; and the economics of crime.

3439W. Urban and Regional Economics

Three credits. Prerequisite: ECON 2201 or 2211Q; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202.

3441. Theory of Labor Markets

Three credits. Prerequisite: ECON 2201 or 2211Q.

Theoretical analysis of labor markets: labor supply and demand; wage differentials; human capital; and the inflation-unemployment tradeoff.

3451. Health Economics

Three credits. Prerequisite: ECON 2201 or 2211Q.

Economic analysis of the health sector: organization and performance of health care delivery systems; economic behavior of patients and providers; markets for health services; health-care finance and insurance; health-care policy; and cost-benefit analysis of health-care programs.

3461. Organization of Industry

Three credits. Prerequisite: ECON 2201 or 2211Q.

The nature of competition and economic organization. Competitive effects of business practices, and their influence on price, production, and technological change.

3466. Environmental Economics

Three credits. Prerequisite: ECON 2201 or 2211Q.

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

3468. Economics of the Law

Three credits. Prerequisite: ECON 2201 or 2211Q.

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

3473. Economic Development

Three credits. Prerequisite: ECON 1200 or 1202; 2201 or 2211Q.

Economics of problems facing developing nations: theories of development, and strategies and policies to promote economic development.

3473W. Economic Development

Prerequisite: ECON 1200 or 1202; 2201 or 2211Q; ENGL 1010 or 1011 or 2011.

3479. Economic Growth

Three credits. Prerequisite: ECON 2202 or 2212Q.

Causes and consequences of economic growth examined through theory, data, and economic history. Interactions between economic growth and population growth, technology, education,

health and life expectancy, and social institutions. Public policies to promote growth.

3479W. Economic Growth

Three credits. Prerequisites: ECON 2202 or 2212Q; ENGL 1010 or 1011 or 2011.

3493. Foreign Study

Credits and hours by arrangement. Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. Consent of Department Head required prior to the student's departure. May count toward the major with consent of the advisor. May be repeated for credit. Special topics taken in a foreign study program.

3495. Special Topics

Credits and hours by arrangement. Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. Recommended preparation varies. With a change in topic, this course may be repeated for credit.

3498. Variable Topics

Three credits. Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. Recommended preparation varies. With a change in topic, may be repeated for credit.

3499. Independent Study

Credits and hours by arrangement. Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. Open only with consent of instructor. No more than 6 credits in ECON 2499/3499 may be counted toward major requirements. With a change of topic, may be repeated for credit.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

4206. Mechanism Design

Three credits. Prerequisite: ECON 2201 or 2211Q.

Designing incentives to encourage an intended result. Applications may include public goods provision; two-sided matching, as in labor and marriage markets; and peer evaluation of performance.

4494W. Seminar in Economics

Three credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q; ENGL 1010 or 1011 or 2011.

Special topics in micro- and macroeconomic theory, applications, and testing. Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

Changes Highlighted:

3128. Economic and Social Human Rights

Three credits. Prerequisite: ECON 2201 ~~or 2202~~, 2202, 2211Q, or 2212Q.

Conceptual bases, types, measurement, and policy applications of economic and social human rights.

3208. Game Theory

Three credits. Prerequisite: ECON ~~2201.~~ 2201 or 2211Q. Open to juniors or higher. Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

3313. Elementary Economic Forecasting

Three credits. Prerequisites: ECON 2202 or 2212Q and STAT 1000Q or STAT 1100Q; ~~open.~~ Open to juniors or higher. Recommended preparation: ECON 2311. Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

3416. Special Problems in Money and Banking

(Formerly offered as ECON 231.) Three credits. Prerequisites: ECON 2202 ~~and or~~ 2212Q; ECON 2411. ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~ Emphasis on public policy: commercial bank regulations; the relation of liquidity to economic fluctuations; government lending agencies; and central bank policies and credit control.

3421. International Trade

Three credits. Prerequisite: ECON ~~2201.~~ 2201 or 2211Q. Recommended preparation: ECON 1200 or ~~1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~ 1202. Economic basis of international trade, trade policies, and international economic organizations.

3421W. International Trade

Prerequisite: ECON 2201 or 2211Q; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or ~~1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~ 1202.

3422. International Finance

Three credits. Prerequisite: ECON ~~2202.~~ 2202 or 2212Q. Recommended preparation: ECON 1200 or ~~1201 and one of: MATH 1071Q, 1131Q, or 1151Q.~~ 1201. Payments and financing of international trade: foreign exchange markets, the balance of payments, capital flows, and international monetary arrangements.

3431. Public Finance

Three credits. Prerequisite: ECON 2201 or 2211Q; Recommended preparation: ECON 1200 or ~~1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~ 1202. Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

3431W. Public Finance

Prerequisite: ECON 2201 or 2211Q; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or ~~1202 and one of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~ 1202.

3438. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 ~~and or~~ [2211Q](#); [ECON 2202](#) (~~one of which may be taken concurrently~~). ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q or~~ [2212Q](#).

Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

3438W. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 ~~and or~~ [2211Q](#); [ECON 2202](#) (~~one of which may be taken concurrently~~) ~~or~~ [2212Q](#); ENGL 1010 or 1011 or 2011. ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~

3439. Urban and Regional Economics

(Also offered as URBN 3439.) Three credits. Prerequisite: ECON ~~2201.~~ ~~2201 or~~ [2211Q](#). Recommended preparation: ECON 1200 ~~or~~ ~~1202 and one of: MATH 1071Q, 1110Q, 1131Q, or~~ ~~1151Q or~~ [1202](#).

Economic problems of cities and regions: urban markets for land, labor, and housing; location decisions of businesses and households; metropolitan transportation problems; urban/suburban fiscal relations; urban and regional environmental quality; and the economics of crime.

3439W. Urban and Regional Economics

~~Three credits.~~ Prerequisite: ECON 2201 ~~or~~ [2211Q](#); ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or ~~1202 and one of: MATH 1071Q, 1110Q, 1131Q, or~~ ~~1151Q.~~ [1202](#).

3441. Theory of Labor Markets

Three credits. Prerequisite: ECON ~~2201.~~ ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or~~ ~~1151Q~~ ~~2201 or~~ [2211Q](#).

Theoretical analysis of labor markets: labor supply and demand; wage differentials; human capital; and the inflation-unemployment tradeoff.

3451. Health Economics

Three credits. Prerequisite: ECON ~~2201.~~ ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or~~ ~~1151Q~~ ~~2201 or~~ [2211Q](#).

Economic analysis of the health sector: organization and performance of health care delivery systems; economic behavior of patients and providers; markets for health services; health-care finance and insurance; health-care policy; and cost-benefit analysis of health-care programs.

3461. Organization of Industry

Three credits. Prerequisite: ECON ~~2201.~~ ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or~~ ~~1151Q~~ ~~2201 or~~ [2211Q](#).

The nature of competition and economic organization. Competitive effects of business practices, and their influence on price, production, and technological change.

3466. Environmental Economics

Three credits. Prerequisite: ECON ~~2201~~2201 or 2211Q.

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

3468. Economics of the Law

Three credits. Prerequisite: ECON ~~2201~~. ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q~~2201 or 2211Q.

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

3473. Economic Development

Three credits. Prerequisite: ECON 1200 or 1202; ~~2201~~. ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q~~2201 or 2211Q.

Economics of problems facing developing nations: theories of development, and strategies and policies to promote economic development.

3473W. Economic Development

Prerequisite: ECON 1200 or 1202; ~~2201~~ or 2211Q; ENGL 1010 or 1011 or 2011. ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q~~.

3479. Economic Growth

Three credits. Prerequisite: ECON ~~2202~~2202 or 2212Q.

Causes and consequences of economic growth examined through theory, data, and economic history. Interactions between economic growth and population growth, technology, education, health and life expectancy, and social institutions. Public policies to promote growth.

3479W. Economic Growth

Three credits. Prerequisites: ECON 2202 or 2212Q; ENGL 1010 or 1011 or 2011.

3493. Foreign Study

Credits and hours by arrangement. Prerequisite: ECON 2201 ~~and 2202 or equivalent; consent or 2211Q; ECON 2202 or 2212Q~~. Consent of Department Head required ~~;~~ prior to the student's departure. May count toward the major with consent of the advisor. May be repeated for credit. Special topics taken in a foreign study program.

3495. Special Topics

Credits and hours by arrangement. Prerequisite: ECON 2201 ~~and 2202~~. ~~or 2211Q; ECON 2202 or 2212Q~~. Recommended preparation varies. With a change in topic, this course may be repeated for credit.

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3498. Variable Topics

Three credits. Prerequisite: ECON 2201 ~~and 2202~~; ECON 2202 or 2212Q. Recommended preparation varies. With a change in topic, may be repeated for credit.

3499. Independent Study

Credits and hours by arrangement. Prerequisite: ECON 2201 ~~and 2202~~; open or 2211Q; ECON 2202 or 2212Q. Open only with consent of instructor. No more than 6 credits in ECON 2499/3499 may be counted toward major requirements. With a change of topic, may be repeated for credit.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

4206. Mechanism Design

Three credits. Prerequisite: ECON ~~2201~~; 2201 or 2211Q.

Designing incentives to encourage an intended result. Applications may include public goods provision; two-sided matching, as in labor and marriage markets; and peer evaluation of performance.

4494W. Seminar in Economics

Three credits. Prerequisites: ECON 2201 ~~and or 2211Q~~; ECON 2202 (one of which may be concurrent) or 2212Q; ENGL 1010 or 1011 or 2011. ~~Recommended preparation: One of: MATH 1071Q, 1110Q, 1131Q, or 1151Q.~~

Special topics in micro- and macroeconomic theory, applications, and testing. Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

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Full Materials

Current Catalog Copy:

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development.

Economics majors must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 and 2202), plus at least nine credits in either quantitative skills courses (ECON 2301–2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

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Economics majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

The intermediate theory courses (ECON 2201 and 2202) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327.

Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

A minor in Economics is described in the Minors section.

Proposed Catalog Copy:

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

For an economics major that leads to a Bachelor of Arts degree students must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q), plus at least nine credits in either quantitative

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skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

Economics BA majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must earn twenty-nine credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); Mathematical Economics (ECON 2301); a sequence in econometrics (ECON 2311 and ECON 2312); at least three credits in one of the modeling and methods courses (ECON 2326, Econ 2327, ECON 3208, ECON 3313, ECON 4206); plus at least nine additional credits in either quantitative skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. Students may substitute equivalent graduate-level courses with consent of the advisor. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 29 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

BS majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. BS majors are required to take STAT 1000Q or 1100Q (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: MATH 1120Q, 1121Q, and either 1122Q or 1132Q; MATH 1125Q, 1126Q, and 1132Q; MATH 1131Q (or 1151Q) and 1132Q (or 1152Q); or MATH 2141Q and 2142Q. Additionally, BS majors are required to take MATH 2110Q or MATH 2130Q and MATH 2210Q. Students may substitute more advanced MATH and STAT courses with consent of the advisor.

The intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 (required for the BS) and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Coursework in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics BS is recommended for students interested

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in professions that call for quantitative skills. The BS is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations. Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

Changes Highlighted:

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

~~Economics majors~~ For an economics major that leads to a Bachelor of Arts degree students must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 ~~and or~~ 2211Q and ECON 2202 or 2212Q), plus at least nine credits in either quantitative skills courses (ECON 2301-2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

Economics BA majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must earn twenty-nine credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); Mathematical Economics (ECON 2301); a sequence in econometrics (ECON 2311 and ECON 2312); at least three credits in one of the modeling and methods courses (ECON 2326, Econ 2327, ECON 3208, ECON 3313, ECON 4206); plus at least nine additional credits in either quantitative skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. Students may substitute equivalent graduate-level courses with consent of the advisor. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 29 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

BS majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. BS majors are required to take STAT 1000Q or 1100Q (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: MATH 1120Q, 1121Q, and either 1122Q or 1132Q; MATH 1125Q, 1126Q, and 1132Q; MATH 1131Q (or 1151Q) and 1132Q (or 1152Q); or MATH 2141Q and 2142Q. Additionally, BS majors are required to take MATH 2110Q or MATH 2130Q and MATH 2210Q. Students may substitute more advanced MATH and STAT courses with consent of the advisor.

The intermediate theory courses (ECON 2201 ~~and~~ or 2211Q and ECON 2202 or 2212Q) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 (required for the BS) and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

~~Course work~~ Coursework in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics BS is recommended for students interested in professions that call for quantitative skills. The BS is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations. Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the ~~Minors~~ "Minors" section.

2015-131 Change GEOG 4130. Transportation Geography

Full Materials

Current Catalog Copy:

GEOG 4130. Transportation Geography

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 2100.

Transportation rate establishment, transportation models for predicting transportation flows,

impact of transportation on location of economic activities, and planning of transportation facilities in cities.

Proposed Catalog Copy:

GEOG 4130. Geographical Analysis of Transportation

Three credits. Recommended preparation: GEOG 2100.

Investigation of the role of transportation in global trade, spatial organization, economic development, and the natural and built environment. Application of GIS to the study of transport systems and modeling.

Changes Highlighted:

GEOG 4130. ~~Transportation Geography~~ Geographical Analysis of Transportation

Three credits. ~~Prerequisite: Open to juniors or higher.~~ Recommended preparation: GEOG 2100.

~~Transportation rate establishment, transportation models for predicting transportation flows, impact of transportation on location of economic activities, and planning of transportation facilities in cities~~ Investigation of the role of transportation in global trade, spatial organization, economic development, and the natural and built environment. Application of GIS to the study of transport systems and modeling.

2015-132 Change ANTH 1500. Great Discoveries in Archaeology (g)(s)

Full Materials

Current Catalog Copy:

ANTH 1500. Great Discoveries in Archaeology

Three credits.

Survey of important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology. CA 2. CA 4-INT.

Proposed Catalog Copy:

ANTH 1500. Great Discoveries in Archaeology

Three credits.

Survey of ancient societies and important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology. CA 2. CA 4-INT.

Changes Highlighted:

ANTH 1500. Great Discoveries in Archaeology

Three credits.

Survey of [ancient societies and](#) important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology. CA 2. CA 4-INT.

2015-133 Change Anthropology Major

Full Materials

Current Catalog Copy:

Anthropology

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective – which stresses writing, critical thinking, and social analysis – anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University’s liberal arts program.

All must take the following major courses:

- A. ANTH 1000 or 1006
- B. ANTH 2000, 2501 2502 and 3002
- C. At least one course in an ethnographic area (ANTH 3021, 3025, 3026, 3027, 3028, 3029, 3030, 3038, 3041, 3042).
- D. At least three additional anthropology courses at the 2000 to 4000-level, two of which may not be ethnographic area courses. We strongly recommend that majors take ANTH 4001W in the senior year, if possible.

To satisfy the writing in the major competency, all majors must pass at least one 2000 to 4000-level ANTH W course approved for the major. To fulfill the information literacy requirement, all majors must pass three credits of: ANTH 3003, 3004, 3200 or 3506W. Related courses must be approved by the major advisor.

Minors in Anthropology and Native American and Indigenous Studies are described in the “Minors” section.

Proposed Catalog Copy:

Anthropology

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because

of its broad perspective – which stresses writing, critical thinking, and social analysis – anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University’s liberal arts program.

All must take the following major courses:

- A. ANTH 1000 or 1006 or 1500
- B. ANTH 2000, 2501 and 2502
- C. At least one course in an ethnographic area (ANTH 3021, 3025, 3026, 3027, 3028, 3029, 3030, 3038, 3041, 3042).
- D. At least one information literacy course (ANTH 3003, 3004, 3200 or 3506W).
- E. At least three additional anthropology courses at the 2000+ level, two of which may not be ethnographic area (Requirement C) courses.
- F. A minimum of 12 credits of related courses (2000+ level) must be approved by the major advisor.

To satisfy the writing in the major competency, one of the courses above must be a 2000+ level ANTH W course. At least 24 2000+ level Anthropology credits need to be completed with an average GPA of 2.0 or above.

Minors in Anthropology, Native American and Indigenous Studies, and Religion are described in the “Minors” section.

Changes Highlighted:

Anthropology

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective – which stresses writing, critical thinking, and social analysis – anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University’s liberal arts program.

All must take the following major courses:

- A. ANTH 1000 or 1006 or 1500
- B. ANTH 2000, 2501 ~~2502 and 3002-C~~ and 2502

- C. At least one course in an ethnographic area (ANTH 3021, 3025, 3026, 3027, 3028, 3029, 3030, 3038, 3041, ~~3042~~. ~~D. At least 3042~~).
- D. At least one information literacy course (ANTH 3003, 3004, 3200 or 3506W).
- E. At least three additional anthropology courses at the 2000~~to 4000-level~~ + level, two of which may not be ethnographic area ~~courses~~ (Requirement C) courses.
- F. A minimum of 12 credits of related courses (2000+ level) must be approved by the major advisor. ~~We strongly recommend that majors take ANTH 4001W in the senior year, if possible.~~

To satisfy the writing in the major competency, ~~all majors must pass at least one one of the courses above must be a 2000to 4000-level~~ + level ANTH W course ~~approved for the major. To fulfill the information literacy requirement, all majors must pass three credits of: ANTH 3003, 3004, 3200 or 3506W. Related courses must be approved by the major advisor.~~ At least 24 2000+ level Anthropology credits need to be completed with an average GPA of 2.0 or above.

Minors in Anthropology ~~and~~ Native American and Indigenous Studies, and Religion are described in the “Minors” section.

2015-134 Change Anthropology Minor

Full Materials

Current Catalog Copy:

Anthropology

The requirements for this minor are at least 15 credits in Anthropology courses that include:

1. Two courses chosen from ANTH 2000, 2501, 2502, and 3002; and
2. Three additional courses at the 2000-level and above, with the exception that not more than three credits of ANTH 3090, 3093, 3095, 3098, 3099, 3521W, 3522W, 3990 may be counted toward the minor.

Students are encouraged to consult with advisors in Anthropology and in their major field to design a plan of study appropriate to their long-term goals.

The minor is offered by the Anthropology Department.

Proposed Catalog Copy:

Anthropology

The requirements for this minor are at least 15 credits in Anthropology courses that include:

3.24 **2015-135** Add HEJS 3218W/CAMS 3256W/HIST 3330W Palestine Under the Greeks and Romans

1. Two courses chosen from ANTH 2000, 2501, and 2502; and
2. Three additional courses at the 2000-level and above, with the exception that not more than three credits of ANTH 3090, 3093, 3095, 3098, 3099, 3521W, 3522W, 3990 may be counted toward the minor.

Students are encouraged to consult with advisors in Anthropology and in their major field to design a plan of study appropriate to their long-term goals.

The minor is offered by the Anthropology Department.

Changes Highlighted:

Anthropology

The requirements for this minor are at least 15 credits in Anthropology courses that include:

1. Two courses chosen from ANTH 2000, 2501, and 2502, ~~and 3002~~; and
2. Three additional courses at the 2000-level and above, with the exception that not more than three credits of ANTH 3090, 3093, 3095, 3098, 3099, 3521W, 3522W, 3990 may be counted toward the minor.

Students are encouraged to consult with advisors in Anthropology and in their major field to design a plan of study appropriate to their long-term goals.

The minor is offered by the Anthropology Department.

2015-135 Add HEJS 3218W/CAMS 3256W/HIST 3330W Palestine Under the Greeks and Romans

Full Materials

Proposed Catalog Copy:

HEJS 3218. Palestine Under the Greeks and Romans

(Formerly offered as HEB and JUDS 3218.) (Also offered as CAMS 3256 and HIST 3330.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent. Taught in English. May not be used to meet the foreign language requirement. Miller
The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

HEJS 3218W. Palestine Under the Greeks and Romans

(Also offered as CAMS 3256W and HIST 3330W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or

INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent. Taught in English. May not be used to meet the foreign language requirement. Miller

2015-136 Add Judaic Studies Major

Full Materials

Proposed Catalog Copy:

Judaic Studies

Based in the Department of Literatures, Cultures, and Languages and sponsored by the department's Hebrew and Judaic Studies section, UConn's major in Judaic Studies offers a unique interdisciplinary approach to the study of the languages, literatures, culture, history and religion of the Jews. Students are especially encouraged to pursue their interests in Jewish civilization by learning about the experience of the Jewish people within other cultures from ancient to modern times. This truly interdisciplinary approach, which allows students to include relevant courses offered by other sections of the department, is further enhanced by the many courses that are cross-listed with other departments and programs at the university.

All students are required to study Hebrew language. Fulfillment of this requirement depends upon the student's area of interest. There are two Tracks, each with a distinct orientation: Track A, General Judaic Studies and Track B, Classical Judaic Studies. While both tracks provide grounding in all periods of Jewish civilization, Track B emphasizes the pre-modern experience and "classical" texts of the Jews.

Students in Track A are required to have two years of Modern Hebrew (or the equivalent, which would include credits from Israeli or other "ulpan" programs).

Students in Track B are required to complete the single year sequence of courses in Biblical Hebrew, which prepares the student to read Hebrew scripture in the original.

Students in Track A and B are required to take 24 credits beyond the required language preparation in their track as specified below.

Students who are majoring in other disciplines and may not be able to pursue Hebrew language proficiency but wish to obtain a solid grounding in Judaic civilization are encouraged to pursue a minor in Judaic Studies.

Track A: General Judaic Studies

Prerequisites (not included in 24 required credits):

HEJS 1151–1152 Elementary Modern Hebrew I and II (8 credits)

HEJS 1153–1154 Intermediate Modern Hebrew I and II (8 credits)

HEJS 1103 Literature and Civilization of the Jewish People (3 credits)

W Requirement (included in 24 required credits): All students must take HEJS 3401W Jewish American Literature and Culture. SOCI 2509W Sociology of Anti-Semitism may be substituted for HEJS 3401W with the approval of the student's HEJS advisor.

Four courses (12 credits) from Group A including one each from the (1) biblical (2) ancient/rabbinic (3) medieval (4) and modern periods, and three additional courses (9 credits) drawn from either Group A or Group B.

GROUP A

(1) Biblical Israel:

INTD 3260 The Bible
CAMS 3253/HIST 3301 The Ancient Near East
HEJS 3201 Selected Books of the Hebrew Bible

(2) Ancient/Rabbinic:

HEJS 3218/CAMS 3256/HIST 3330 Palestine under the Greeks and Romans

(3) Medieval:

HEJS 3301 Jewish Middle Ages

(4) Modern:

HEJS 2104 Modern Jewish Thought
HEJS 3511 American Jewry
HEJS 3279 Literature of Modern Israel or either HEJS 3251 or 3252 Advanced Modern Hebrew I and II
SOCI 2509W Sociology of Anti-Semitism

GROUP B

HEJS 3202 Sects and Movements in Judaism
HEJS 3203/HIST 3418 The Holocaust
HEJS 3241 Jewish Magic from Late Antiquity through the Early Modern Period
CAMS 3244 Ancient Fictions
HIST 3243 World of Late Antiquity

One of the following: HIST 3705 The Modern Middle East from 1700 to the Present or HIST 3712 Middle East Crucible

The following courses may be included in Group B with the approval of the student's HEJS advisor:

HEJS 3293 Foreign Study (includes relevant courses taken on UConn's study abroad programs in Israel, its Jewish Latin America and Prague programs, and others of Judaic content sponsored by other sections in LCL)

HEJS 3299 Independent Study

HEJS 3298 Variable Topics

Some HEJS Graduate courses that are open to undergraduates may also be substituted with the permission of the student's HEJS advisor. In addition, students may also take upper-level undergraduate and graduate courses in other sections of LCL that have significant Judaic content provided they have been approved by their HEJS advisor.

Track B Classical Judaic Studies

Prerequisites (not included in 24 required credits):

HEJS 1149–1150 Elementary Biblical Hebrew (8 credits)

HEJS 1103 Literature and Civilization of the Jewish People (3 credits)

W Requirement (included in 24 required credits): HEJS 3218W/CAMS 3256W/HIST 3330W Palestine under the Greeks and Romans

Seven courses amounting to 21 credits chosen from Groups A (Core Courses) and B (Specialized Courses). The selection of Group B courses depends upon the student's specific interests in the pre-Modern experience of the Jews and should be chosen with the approval of the student's HEJS advisor:

GROUP A (Core Courses)

INTD 3260 The Bible

CAMS 3253/HIST 3301 The Ancient Near East

HEJS 3201 Selected Books of the Hebrew Bible (may be repeated with change in content)

CAMS 3244 Ancient Fictions

HIST 3243 World of Late Antiquity

HEJS 3301 Jewish Middle Ages

HEJS 3241 Jewish Magic from Late Antiquity through the Early Modern Period

GROUP B (Specialized Courses)

HEJS 5326 Translating Scripture

HEJS 5316 Jewish Martyrdom in the Middle Ages.

One of the following courses may also be included in the 24 credits, depending upon the student's pre-modern period of interest. Approval of the student's HEJS advisor is required:

CAMS 3246 Hellenistic World

CAMS 3250/HIST 3335 The Early Christian Church

CAMS 3251/ARTH 3140 Greek Art
CAMS 3252/ARTH 3150 Roman Art
CAMS 3254/HIST 3320 Ancient Greece
CAMS 3255/HIST 3325 Ancient Rome

The following courses may also be included in the required 24 credits with the approval of the student's HEJS advisor:

HEJS 3293 (Foreign Study)
HEJS 3299 (Independent Study).
HEJS 3298 and CAMS 3298, both "Variable Topics"

2015-137 Add HIST 1250. Sports in History

Full Materials

Proposed Catalog Copy:

HIST 1250. Sports in History

Three credits. Prerequisite: none

The sports peoples around the globe have played and watched from ancient Greece to the present and the meanings of athletic performance and spectacle.

4 Appendix of Materials

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: 09/11/2014
2. Semester and year this xx95 course will be offered: Spring 2015
3. Department: Business Law-Human Rights
4. Course number and title proposed: Corporate Sustainability and Human Rights
5. Number of Credits: 3
6. Instructor: Caroline Kaeb

7. Instructor's position: **Assistant Professor of Business Law and Human Rights Institute**

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

8. Has this topic been offered before? If yes, when? **Fall 2014 as an HRTS variable topics course**

9. Is this a () 1st-time, (**X**) 2nd-time, () 3rd-time request to offer this topic?

10. Short description:

This course addresses human rights issues related to global operations of multinational corporations across different industry sectors. The course examines corporations as members of the international legal system and the regulatory landscape that governs business and human rights conduct on a global scale. Students study corporate sustainability as a function of corporate citizenship, risk management and competitive advantage with attention to corporate compliance with human rights standards, including judicial remedies, reporting mechanisms, self-regulation, multi-stakeholder collaborations, impact assessments, as well as 'inclusive' business strategies.

11. Please attach a sample/draft syllabus to first-time proposals. **Please see attached.**

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:**HRTS curriculum comm mtg, 3 sept 2014**

Department Faculty:

14. Name, Phone Number, and e-mail address of principal contact person: **Samuel Martínez (HRTS DUS), 6-4515, samuel.martinez@uconn.edu**

Supporting Documents

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

(syllabus attached as a separate document)

University of Connecticut

CORPORATE SUSTAINABILITY PRACTICES AND HUMAN RIGHTS

Spring 2015

Dr. Caroline Kaeb, Assistant Professor

MoWe 5:00PM - 6:15PM, BUSN 227

This course addresses sustainability issues related to global operations of multinational corporations across different industry sectors, with particular focus on the human rights impact of global business. Students will study corporate sustainability practices as a function of corporate citizenship, risk management and competitive advantage. Students learn about the regulatory environment and competitive context that govern responsible business conduct on a global scale, how to navigate regulatory mandates and design social responsibility strategies to increase a firm's reputation, reduce costs, and improve its competitive positioning while attending to human rights issues. The course uses case studies to provide a portfolio of tools to ensure corporate compliance with human rights standards, including judicial remedies, reporting, self-regulation, multi-stakeholder collaborations, impact assessments, as well as 'inclusive' business strategies.

Materials: Lara Blecher, et al., *Corporate Responsibility for Human Rights Impacts* (2014) Additional readings that are listed in the syllabus below are posted on Husky CT. It is important that you read the assigned readings prior to class as you will be expected to discuss them during the course of each session. There are also posted some OPTIONAL readings. These may prove helpful for a deeper understanding of the topic, and they are all good readings in any event to give you more in-depth perspectives if you are interested. I may sometimes refer to them in class discussions but that does *not* mean you are expected to have read the OPTIONAL documents. Guest speakers featuring leading experts in the legal, corporate, and U.N. field occasionally may appear by video conference in the classroom.

Requirements: There are four graded components to this course.

1. Midterm examination: There will be an in-class mid-term exam (closed book). The exam may consist of multiple choice, short answers or essay questions. There will be a brief exam review the class before the midterm exam.
2. Final examination: There will be an in-class final exam (closed book) administered in the final class of the course. The exam may consist of multiple choice, short answers or essay questions. There will be an exam review the class before the final exam.
3. LAB Assignments: There will be two graded in-class LAB assignments in groups of two students over the course of the semester. (For specific dates, please see the syllabus below.) The student groups will receive the precise topic and instructions two

weeks in advance of the exercise. Each team of two has 10 minutes to present their findings in class.

4. Class participation: Students are required to participate verbally in class, as the topics lend themselves for class discussions and allow full attention to each student's views. Students will be graded on overall class participation during the term, but not on the accuracy of expressed views. The point is to engage, even if your information proves to be in error or if your views meet opposition in the discussion.

Class Preparation & Attendance: Students are to be prepared for each class and are expected to have read the assigned readings prior to class in order to engage in class discussions. Regular, active and prompt attendance is expected. If a student has to be absent from class, the professor should be notified in advance with reasons stated.

Late Assignments/ Missed Exams: Assignments will not be accepted if they are submitted late. No makeups will be given without submission of a doctor's note or other appropriate documentation.

Grading:

The following percentage points will be assigned to each component of the student's final grade:

Assignment	
Mid-Term Exam	20%
Final Exam	50%
LAB work	20%
Class Participation	10%
Total	100%

Grading Scale	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-80
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

Office hours: Tuesdays, 2 – 3.30 pm in BUSN 335. I am also available via email at caroline.kaeb@business.uconn.edu for any questions and concerns that you may have.

Academic Conduct: The Student Code on Academic Integrity in Undergraduate Education and Research applies. All students should familiarize themselves with the rules and regulations found in the student code (http://www.dos.uconn.edu/student_code.html)

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code." [Student code Appendix A section B.- Conduct Rules and Regulation item 1 - Violation of the Academic Integrity in Undergraduate Education and Research]

SYLLABUS

Course Schedule - subject to revision as the course progresses

INTRODUCTION

Wednesday, January 21

Business & human rights in a global economy: comparative industry review

- Wells and Elias, *Catching the Conscience of the King: Corporate Players on the International Stage*, in NON-STATE ACTORS AND HUMAN RIGHTS 143-50 (Philip Alston ed., 2005)
- Office of the High Commissioner for Human Rights, *Human Rights Translated: A Business Reference Guide*, 9-11, 13-19, 43-46, 53-55
- OPTIONAL: Archie Carroll, *The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders*, BUSINESS HORIZONS 39-43 (1991)

Monday, January 26

What is the social responsibility of corporations?

- Milton Friedman (1970): *The Social Responsibility of Business is to Increase its Profits*, NEW YORK TIMES MAGAZINE, September 13, 1970.
- Lynn Stout, *The Shareholder Value Myth: How Putting Shareholders First Harms Investors, Corporations, and the Public*, 15-23 (2012)
- Michael Kerr et al, *Corporate Social Responsibility: A Legal Analysis: A Brief Historical Excuse*, 56-61 (2009)
- OPTIONAL: UK Companies Act (2006), Article 172 (1)

POLICY MAKING

Wednesday, January 28

Regulation vs. voluntarism

- Philip Alston and Ryan Goodman, *Transnational Business and Human Rights: Towards 'Regulation,'* in INTERNATIONAL HUMAN RIGHTS, 1468-79, 1489-92 (2012)
- John Ruggie, *A UN Business and Human Rights Treaty Update*, HARVARD KENNEDY SCHOOL (2014)
- LATHAM & WATKINS LLP, *THE IMPORTANCE OF VOLUNTARISM*
- OPTIONAL: 2014 Edelman Trust Barometer, pages 1-4

Monday, February 2

The U.N. approach to business & human rights: early origins, evolution, and methodology

- Scott Jerbi, *Business and Human Rights at the UN: What might happen next?* 31 HUMAN RIGHT QUARTERLY, 299-301, 304-16 (2009)
- John Ruggie, *Human Rights Policies and Management Practices of Fortune Global 500 Firms: Results of a Survey*, HARVARD UNIVERSITY, JOHN F. KENNEDY SCHOOL OF GOVERNMENT

- Overview of the UN Global Compact, <http://www.unglobalcompact.org/AboutTheGC/>
- *After the Signature: A Guide to Engagement in the United Nations Global Compact*, UNITED NATIONS GLOBAL COMPACT OFFICE, 19-20 (Section on the Communication on Progress (COP))

LAW

SOFT LAW

Wednesday, February 4

John Ruggie's UN Framework on Business & Human Rights

- Protect, Respect and Remedy: A Framework for Business and Human Rights: Report of the Special Representative of the Secretary-General on the issue of human rights and transnational corporations and other business enterprises, U.N. GAOR, 8th session, U.N. Doc. A/HRC/8/5 (2008)
- Textbook, Robert McCorquodale, *International Human Rights Law Perspective on the UN Framework and Guiding Principles on Business and Human Rights*, 51-67, 72-78

Monday, February 9

International standards on corporate responsibility I

- Textbook, Ralph Steinhardt, *Multinational Corporations and Their Responsibility under International Law*, 27-31
- A. Clapham, Human Rights Obligations of Non-State Actors, 201-18 (2006)
- OECD GUIDELINES FOR MULTINATIONAL ENTERPRISES (2011 Edition) at 3-4 (Foreword), 17-20 (Concepts and Principles & General Policies), 47-50 (Combating Bribery), 71-74 (National Contact Points)
- OPTIONAL: ILO Tripartite Declaration of Principles Concerning Multinational Enterprises and Social Policy
- OPTIONAL: Final Statement by the UK National Contact Point for the OECD Guidelines for Multinational Enterprises: AFRIMEX (UK) LTD (2008).

Wednesday, February 11

International standards on corporate responsibility II

- John Applegate, The Taming of the Precautionary Principle, 27 WILLIAM & MARY ENVIRONMENTAL & POLICY REVIEW, 13-21 (2002)
- OECD Action Plan on Base Erosion and Profit Shifting (2013)
- OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, pages 6-19
- *UN Convention Against Corruption: Summary*, TRANSPARENCY INTERNATIONAL
- OPTIONAL: David Scheffer, *The Ethical Imperative of Curbing Corporate Tax Avoidance*, 27 ETHICS AND INTERNATIONAL AFFAIRS, 361-69 (2013)

HARD LAW**Monday, February 16****Movie “Crude: The Real Price of Oil”**

- Christine Bader, *The Evolution of a Corporate Idealist: When Girl Meets Oil*, pages XV-42 (2014)

Wednesday, February 18**Home country regulation, United States: Alien Tort Statute, Foreign Corrupt Practices Act**

- Textbook, Beth Stephens, *Human Rights Litigation in U.S. Courts against Individuals and Corporations*, 179-199
- Kevin Davis, *Why does the United States Regulate Foreign Bribery: Moralism, Self-Interest, Altruism?*, 67 NYU Annual Survey of American Law, 497-512 (2012)
- OPTIONAL: Philip Alston and Ryan Goodman, *Transnational Business and Human Rights: Note [on extraterritorial regulation]*, in INTERNATIONAL HUMAN RIGHTS, 1495-96 (2012).

Monday, February 23**Home country regulation, Europe: Corporate criminal liability, Brussels I Regulation**

- Jan Wouters & Leen Chanet, *Corporate Human Rights Responsibility: A European Perspective*, 6 Nw. U. J. Int'l Hum. Rts. 272-82, 294-302 (2008)
- Caroline Kaeb & David Scheffer, *The Paradox of Kiobel in Europe*, AMERICAN JOURNAL OF INTERNATIONAL LAW, 852-57 (2013)
- William Laufer, *Corporate Bodies and Guilty Minds*, 44-48 (2006)
- OPTIONAL: Council Regulation (EC) No 44/2001 of 22 December 2000 on Jurisdiction and the Recognition and Enforcement of Judgments in Civil and Commercial Matters ('Brussels I Regulation')

Wednesday, February 25**Human rights litigation against corporations I**

- Abdullahi v. Pfizer, Inc., 562 F.3d 16 (2nd Cir. 2009)
- Pfizer law suit (re Nigeria), BUSINESS & HUMAN RIGHTS RESOURCE CENTER
- Corrie v. Caterpillar, Inc., 503 F.3d 974 (9th Cir. 2007)
- OPTIONAL: Check out the website of the Business and Human Rights Resource Center; its “Corporate Accountability Project” provides the most comprehensive collection of related information, tools, and sources. See specifically the list of corporate accountability law suits based on company, country where the law suit was filed, country where the abuses took place, and issues, <http://business-humanrights.org/en/corporate-legal-accountability/case-profiles>

Monday, March 2**Human rights litigation against corporations II**

- *Kiobel v. Royal Dutch Petroleum*, 569 U. S. ____ (2013) (majority opinion, pp. 1-14)

- Textbook, Paul Hoffman, The Implications of *Kiobel* for Corporate Accountability Litigation under the Alien Tort Statute, 208-212
- Oona A. Hathaway, *Kiobel Commentary: The door remains open to “foreign squared” cases*, SCOTUS Blog (April 18, 2013)
- *Flomo v. Firestone*, 7th Circuit, pp. 1017-23 (11 July 2011)
- *SETTLEMENT AGREEMENT AND MUTUAL RELEASE, WIWA V. ROYAL DUTCH PETROLEUM CO.* (S.D.N.Y JUNE 8, 2009)

Wednesday, March 4 (now April 8 due to snow days)
Lab Day I (Litigation simulation, *Doe v. Nestle*)

THE BUSINESS CASE FOR CSR

Monday, March 9

Market-based approach to CSR: motivational drivers (& brief review for midterm)

- David Vogel, The Market for Virtue: The Potential and Limits of Corporate Social Responsibility 16-35 (2005)
- Michael Kerr et al, Corporate Social Responsibility: A Legal Analysis 41-51, 553-59 (2009)
- OPTIONAL: Terry O’Collaghan, *Disciplining Multinational Enterprises: The Regulatory Power of Reputation Risk*, 21 GLOBAL SOC’Y 100-10 (2007)

Wednesday, March 11
Midterm Exam

Monday, March 23 (you will receive the instructions for your first lab exercise)

The competitive advantage of CSR and Shared Value

- Michael E. Porter and Mark R. Kramer, *The Link Between Competitive Advantage and Corporate Social Responsibility*, HARVARD BUSINESS REVIEW 1-14 (December 2006)
- Andrews Crane et al., *Contesting the Value of “Creating Shared Value,”* 56 California Management Review 130-153 (2014)

CORPORATE STRATEGY

Wednesday, March 25

Corporate philanthropy, corporate social responsibility, and social innovation strategies

- Textbook, Sarah Altschuller, *An Attorney’s Perspective on Corporate Social Responsibility and Corporate Philanthropy*, 471-79, 482-86
- Shrutri Rana, *From Making Money Without Doing Evil to Doing Good Without Handouts: The Google.org Experiment in Philanthropy*, 3 JOURNAL OF BUSINESS LAW AND TECHNOLOGY 87-96 (2008)
- Geoffrey Heal, *When Principles Pay: Corporate Social Responsibility and the Bottom Line*, 176-196 (2008)
- OPTIONAL: Corporate Social Responsibility at Cisco, Connected Healthcare, <http://csr.cisco.com/pages/healthcare>

Monday, March 30**(Public) Benefit Corporations**

- Textbook, Andrew Kassoy & Nathan Gilbert, *B Corporations: Redefining Success in Business*, 447-470
- Sharon Lincoln (Foley & Hoag), *Delaware Enacts Benefit Corporation* (2013)
- Certified B Corporation, B Lab, Ben & Jerry's, <http://www.bcorporation.net/community/ben-jerrys> (Please also briefly skim the following two weblinks on the site: Ben & Jerry's Full Impact Assessment – 2012; Ben & Jerry's Disclosure Questionnaire)

Wednesday, April 1**Corporate self-regulation: codes of conducts**

- Ralph Steinhardt, *The New Lex Mercatoria*, in NON-STATE ACTORS AND HUMAN RIGHTS 180-87 (Philip Alston ed., 2005)
- Betsy Stevens, *Corporate Ethical Codes: Effective Instruments for Influencing Behavior*, 78 JOURNAL OF BUSINESS ETHICS 601-07 (2008).
- Apple Inc., supplier code of conduct
- TOTAL S.A., SOCIETY AND ENVIRONMENT REPORT 2011, 29-31
- OPTIONAL: David Kinley, Junko Tadaki, *From Walk to Talk: The Emergence of Human Rights Responsibilities for Corporations at International Law*, 44 VIRGINIA JOURNAL OF INTERNATIONAL LAW 952-60 (section G “The Impact of Soft Law: Corporate Codes of Conduct”) (2004)

Monday, April 6**Multi-stakeholder initiatives**

- Summary Report of SRSG Consultation: Improving the Human Rights Performance of Business Through Multi-Stakeholder Initiatives 1-12 (2007)
- Chang, Victoria and Glenn R. Carroll, *Monitoring Factories Around the Globe: The Fair Labor Association and The Workers' Rights Consortium*, STANFORD GRADUATE SCHOOL OF BUSINESS (2008), available for purchase (\$6.95) at: <http://hbr.org/product/monitoring-factories-around-the-globe-the-fair-labor-association-and-the-workers-rights-consortium/an/SI108-PDF-ENG>
- Examples:
 - Global Network Initiative: www.globalnetworkinitiative.org
 - Voluntary Principles on Security and Human Rights: <http://www.state.gov/j/drl/vp/>
 - Kimberly Process: <http://www.kimberleyprocess.com>
 - The Equator Principles: <http://www.equator-principles.com/index.php/about-ep/about-ep>

CASE STUDIES

Wednesday, April 8

Human rights in supply chain management: Case study, Rana Plaza factory collapse (Bangladesh)

- Sarah Labowitz and Dorothee Baumann-Pauly, Business as Usual is Not an Option, NYU Stern, Center for Business and Human Rights 9-29 (2014)
- Caroline Kaeb, *Going Beyond the Letter of the Law: Lessons from Europe on Corporate Accountability*, 2014 Kellogg School of Management/Aspen Institute Business and Society Leadership Summit
- Accord on Fire and Building Safety (May 13, 2013) (see also website, at <http://www.bangladeshaccord.org/>)

Monday, April 13 (you will receive instructions for your second lab exercise)

Human rights in information communication technology: Case study, Yahoo! and Google in China

- Movie: Inside Google's mind.
- David Scheffer and Caroline Kaeb, *The Five Levels of CSR Compliance...The Case of Google in China*, 29 BERKELEY J. INT'L L. 151-166 (2010)
- Sucher, Sandra J. and Daniel Baer, *Yahoo! in China (A)*, HARVARD BUSINESS SCHOOL (2009), available for purchase (\$6.95) at: http://hbr.org/product/a/an/609051-PDF-ENG?cm_sp=doi_-_case_-_609051-PDF-ENG&referral=00103
- Hillary Clinton, Remarks on Internet Freedom (The Hague, December 8, 2011)
- OPTIONAL: Sony, in *About-Face, Will Screen 'The Interview' in a Small Run*, NY TIMES (December 23, 2014)

CORPORATE IMPLEMENTATION

Wednesday, April 15

Human rights due diligence: risk assessment and horizontal integration

- Mark B, Taylor et al., *Corporate Social Responsibility Initiative, Due Diligence for Human Rights: A Risk-Based Approach*, 53 WORKING PAPER 1-9, 15-23 (2009)
- Ester Schouten, *Road-testing the Human Rights Compliance Assessment Tools*, in: EMBEDDING HUMAN RIGHTS IN BUSINESS PRACTICE II 64-70 (United National Global Compact ed., 2007)
- Guiding Principles on Business and Human Rights: Implementing the United Nations 'Protect, Respect and Remedy' Framework, A/HRC/17/31, 13-22(2011)
- OPTIONAL: Allen White, *Business for Social Responsibility, The Stakeholder Fiduciary: CSR, Governance, and the Future of Boards* 3-9 (2006)

Monday, April 20

Non-financial disclosure and reporting

- Investing the Rights Way: A Guide for Investors on Business and Human Rights, Institute for Human Rights and Business, 53-56 (2013)
- Directive 2014/95/EU of the European Parliament and the Council as regards disclosure of non-financial and diversity information by certain large undertakings and groups (October 22, 2014)

- Jonathan Drimmer & Noah Phillips, *Sunlight for the Heart of Darkness: Conflict Minerals and the First Wave of SEC Regulation of Social Issues* 7-17 (2011)
- OPTIONAL: *Towards Integrated Reporting*, INTERNATIONAL INTEGRATED REPORTING COMMITTEE (IIRC) 6, 9, 13 (2011)

Wednesday, April 22

Lab Day II (Drafting of industry-specific code of conduct for multinational pharmaceutical company)

Monday, April 27**Recent developments in the news & Review Session**

Each student should examine media reports of the prior week and identify a recent corporate compliance event or problem that interests him or her and prepared to engage in a class discussion about the character of the event or problem in the context of what the student has learned in the class.

Wednesday, April 29**Final Exam**

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 09/29/2015
2. Department requesting this course: Human Rights Institute
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!

HRTS 3254 Business Solutions for Societal Challenges:

Three credits. Co-taught with BADM/BLAW 3254. Open only to non-business students of junior or higher status. Not open to students who have passed or are taking BLAW/BADM 3254.

Market-based solutions to social and human rights challenges; how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies for long-term economic viability, sustainability, and human rights. Social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy, and business opportunities serving emerging markets.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number: 3254
3. Course Title: Business Solutions to Societal Challenges
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry):
Market-based solutions to social and human rights challenges; how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies for long-term economic viability, sustainability, and human rights. Social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy, and business opportunities serving emerging markets.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: none
 - a. Consent of Instructor, if applicable: no

- b. Open to sophomores/juniors or higher: yes
- 8. Recommended Preparation, if applicable: n/a
- 9. Exclusions, if applicable: n/a
- 10. Repetition for credit, if applicable: no
- 11. Skill codes "W", "Q" or "C": n/a
- 12. S/U grading: no

Justification

1. Reasons for adding this course:

This course fulfills the expectations of a cluster hire approved by the Provost's office between the School of Business and the Human Rights Institute in the area of business and human rights. This course will enroll students from both the business school and non-business students pursuing a major in human rights and related disciplines. The course also helps fulfill needs for ethics and social responsibility course content, advances school and university academic plan goals (ethics and multicultural studies), and supports the school's commitment to membership in the UN Global Compact's Principles of Responsible Management Education (PRME).

2. Academic merit:

The course aims to examine business from a human rights perspective by introducing students to the general concept of social enterprise, its relevance in a global economy, and how it can be implemented. Case studies illustrate lessons learned and best practices developed. The teaching method is Socratic, mixed with class discussions, and experiential group exercises.

3. Overlapping courses and departments consulted: none; ECON & POLS

4. Number of students expected: 40, cross-listed BLAW, BADM and HRTS sections will meet concurrently.

5. Number and size of sections: BLAW 3254 – 14; BADM 3254 – 2; HRTS 3254 - 24

6. Effects on other departments: As well as adding to the range of corporate social responsibility courses available to HRTS double-majors with primary majors in other CLAS departments, these courses will facilitate minoring in HRTS for students in the School of Business.

7. Effects on regional campuses: none

8. Staffing: HRI, Business joint appointment, Assistant Professor Caroline Kaeb.

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: 12 October 2015 (HRTS); 3 March 2015 (School of Business)

Department Faculty: N/A

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

Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

Syllabus

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

BUSINESS SOLUTIONS TO SOCIETAL CHALLENGES

Caroline Kaeb, Assistant Professor

Market-based solutions to social and human rights challenges; how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies for long-term economic viability, sustainability, and human rights. Social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy, and business opportunities serving emerging markets.

Materials: All readings indicated in this syllabus as well as contemporary updates and case studies will be posted on Husky CT.

Assignments: There will be a mid-term exam (closed book) as well as a final exam (closed book). The exams may consist of short answers, essay questions, or case study assignments. In addition, there will be a graded business model exercise where the students will work in assigned groups to develop a mission-driven business model during the first half of the semester (exact dates tbd); the findings will be presented in written memo-style format as well as through an in-class group presentation. Class participation will be factored into the final grade; please note that students will be graded on overall class participation during the term, but not on the accuracy of expressed views.

Grading: The following percentage points will be assigned to each component of the student's final grade:

Assignment

Midterm exam	30%
Final exam	30%
Business model exercise	30%
Class Participation	10%
Total	100%

DRAFT SYLLABUS

FOUNDATIONS

Social Enterprise: What is it? Why does it matter?

- Generation Next: Becoming Socially Enterprising (Susanna Chamberlain, et al., eds., 2014), chapter 2 Our Environment (Kerrie Foxwell-Norton)
- Relevant interviews on the topic with policy makers, business people, and civil society (tbd)

Social Enterprise: What is it? Why does it matter? (cont'd)

- Generation Next: Becoming Socially Enterprising (Susanna Chamberlain, et al., eds., 2014), chapter 7 Social Entrepreneurship: The Interplay of Altruism, Materialism and Entrepreneurialism (Eva Balan-Vnuk)

The Double Bottom Line

- David Vogel, The Market for Virtue: The Potential and Limits of Corporate Social Responsibility 16-35 (2005)
- Kathleen Wilburn & Ralph Wilburn The Double Bottom Line: Profit and Social Benefit, Harvard Business Review (January 15, 2014)

Business Examples: “when principles pay”

- Geoffrey Heal, When Principles Pay: Corporate Social Responsibility and the Bottomline (2008) (pages tbd)

Business in Society: Shareholder Primacy and Stakeholders

- Milton Friedman (1970): *The Social Responsibility of Business is to Increase its Profits*, New York Times Magazine, September 13, 1970
- Lynn Stout, The Shareholder Value Myth: How Putting Shareholders First Harms Investors, Corporations, and the Public, 15-23 (2012)

Shared Value: A new take on capitalism?

- Michael E. Porter and Mark R. Kramer, *The Link Between Competitive Advantage and Corporate Social Responsibility*, Harvard Business Review 1-14 (December 2006)
- Andrews Crane et al., Contesting the Value of “Creating Shared Value,” 56 California Management Review 130-153 (2014)

Social Innovation

- Jason Saul, Social Innovation Inc.: 5 Strategies for Driving Business Growth Through Social Change (pages tbd)

A NEW CORPORATE FORM

Benefit Corporations: Background

- Andrew Kassoy & Nathan Gilbert, *B Corporations: Redefining Success in Business* in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS 447-470 (Lara Blecher, et al eds., 2014)

Benefit Corporations: Legal Structures

- Clark & Vranka (principal authors), White paper, The Need and Rationale for the Benefit Corporation, 1-6, 14-21 (Jan. 28, 2013)
- J Murray, *Social Enterprise Innovation: Delaware's Public Benefit Corporation*, HARVARD BUSINESS LAW REVIEW (2014)

Social Certification Schemes: B-Lab

- Marquis/Klaber/Thomason, B Lab: Building a New Sector of the Economy, Harvard Business Review (2011)

OTHER SOCIAL ENTERPRISE STRATEGIES

Strategic Philanthropy

- Sarah Altschuller, *An Attorney's Perspective on Corporate Social Responsibility and Corporate Philanthropy in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS* 471-86 (Lara Blecher, et al eds., 2014)
- Shrutri Rana, *From Making Money Without Doing Evil to Doing Good Without Handouts: The Google.org Experiment in Philanthropy*, 3 JOURNAL OF BUSINESS LAW AND TECHNOLOGY 87-96 (2008)

Social Investing

- Readings TBD

OPERATIONALIZATION

Operationalizing Social Enterprise: Articulating Social Problem, Target Groups, and Proposed Solution

- Ian MacMillan & James Thompson, *The Social Entrepreneur's Playbook*, chapter 1 and 3 (2013)

Operationalizing Social Enterprise: Performance Criteria and Competitive Alternatives

- Ian MacMillan & James Thompson, *The Social Entrepreneur's Playbook*, chapters 2 and 5

GUEST SPEAKER FROM BUSINESS PRACTICE

- For example CEO BookBugs (as example of CT Benefit Corporation)

BUSINESS MODEL EXERCISE (In assigned groups, students will develop a business plan for a social enterprise and devise steps for profitable and scalable business success during the first half of the semester; findings will be submitted in a memo format and presented in class.)

CASE STUDIES

Business Opportunities Serving the Bottom of the Pyramid

- Geoffrey Heal, *When Principles Pay: Getting Rich by Selling to the Poor*, 176-196 (2008)
- Other readings TBD

Case Study: Patagonia – CSR as the Core Business Mission

- Reinhardt/Casadesus-Masanell/Hyun Jin Ki, Patagonia, Harvard Business School (2010)
- Readings, Ben & Jerrys TBD.

Case Study: Ben & Jerrys – Social Enterprise in Mergers

- J Murray, *Mergers and Acquisitions with Benefit Corporations*, HASTINGS BUSINESS LAW JOURNAL (2013)

Case Study: Greyston Bakery

- Readings TBD

Case Study: Etsy – Taking the Benefit Corporation Public

- Readings TBD

SOCIAL ENTERPRISE IN THE NEWS

- Relevant articles from major news outlets covering current developments and trends in the field of social enterprise (tbd)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 09/29/2015
2. Department requesting this course: Human Rights Institute
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

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

HRTS 5254. Managing the Future of Social Enterprise
Three Credits. Co-taught with BADM 5254.

Developing and managing market-based approaches to global human rights and social issues. Strategizing how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies that serve markets and promote long-term economic viability, sustainability, and human rights. Managerial perspectives on social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy and business opportunities serving emerging markets.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: HRTS
2. **Course Number**: 5254
3. Course Title: Managing the Future of Social Enterprise
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):
Developing and managing market-based approaches to global human rights and social issues. Strategizing how companies create value both for society and business, including role of for-profit businesses as agents for positive social impact in changing legal, regulatory, policy, and market environments. Regulatory and business strategies that serve markets and promote long-term economic viability, sustainability, and human rights. Managerial perspectives on social innovation, statutory benefit corporations, corporate social certifications, social investment, shared value, strategic philanthropy and business opportunities serving emerging markets.

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

Optional Items

7. **Prerequisites**, if applicable: none
8. **Recommended Preparation**, if applicable: n/a
9. **Consent of Instructor**, if applicable: no
10. **Exclusions**, if applicable: n/a
11. **Repetition for credit**, if applicable: no
12. **S/U grading**: no

Justification

1. **Reasons for adding this course:**

This course fulfills the expectations of a cluster hire approved by the Provost's office between the School of Business and the Human Rights Institute in the area of business and human rights. This course will enroll students from both the business school and non-business students interested in human rights and related disciplines. The course also helps fulfill AACSB needs for ethics and social responsibility course content, advances school and university academic plan goals (ethics and multicultural studies), and supports the school's commitment to membership in the UN Global Compact's Principles of Responsible Management Education (PRME).

2. **Academic merit:**

The course aims to examine, from a managerial perspective, the different forms of social enterprise as a markets-based approach to human rights and social issues. The course studies different business models, discusses what works and what doesn't, and shows ways of operationalizing a scalable mission-driven business. Case studies illustrate lessons learned and best practices developed. The teaching method is Socratic, mixed with class discussions, and a business planning exercise.

3. **Overlapping courses:** none, consulted with ECON and POLS

4. Number of students expected: 20

5. Number and size of sections: 2 sections, BADM and HRTS, will meet concurrently, each with an enrolment cap of 10.

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

7. **Staffing:** HRI, Business joint appointment, Assistant Professor Caroline Kaeb.

8. **Dates approved by**

Department Curriculum Committee: 12 October 2015 (HRTS); 3 March 2015 (School of Business)

Department Faculty: N/A

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

person: Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

Syllabus

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

Additional Approval

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

MANAGING THE FUTURE OF SOCIAL ENTERPRISE

Caroline Kaeb, Assistant Professor

This course will enable students to develop and manage market-based solutions that address global human rights and social issues. Students strategize how companies create value both for society and business, including the role of for-profit businesses as agents for positive social impact in a changing regulatory, policy, and market environment. They learn how to implement regulatory and business strategies that serve markets and ensure long-term economic viability while also addressing sustainability, human rights, and related challenges. Topics discussed from a managerial perspective include social innovation, statutory benefit corporations, B Corp certifications, social investment, shared value, strategic philanthropy and business opportunities serving emerging markets.

Materials: Ian MacMillan & James Thompson, *The Social Entrepreneur's Playbook* (Wharton Digital Press 2013). Additional readings as indicated in this syllabus as well as contemporary updates and case studies will be posted on Husky CT.

Assignments: There will be a graded final exam (closed book); the exam may consist of short answers, essay questions, or case study assignments. In addition, there will be a graded business model exercise where the students will work in assigned groups to develop a mission-driven business model during the first half of the semester (exact dates tbd); the findings will be presented in written memo-style format as well as through an in-class group presentation. Class participation will be factored into the final grade. As part of class participation, students are encouraged to keep up with contemporary developments in the field of social enterprise through major news outlets, such as the Wall Street Journal and the Financial Times, among others, and integrate such breaking news into related class discussions when appropriate.

Grading: The following percentage points will be assigned to each component of the student's final grade:

Assignment	
Final Exam	40%
Business model exercise	40%
Class Participation	20%
Total	100%

DRAFT SYLLABUS

The Double Bottom Line

- David Vogel, *The Market for Virtue: The Potential and Limits of Corporate Social Responsibility* 16-35 (2005)
- Michael Kerr et al, *Corporate Social Responsibility: A Legal Analysis* 41-51, 553-59 (2009)
- Kathleen Wilburn & Ralph Wilburn, *The Double Bottom Line: Profit and Social Benefit*, HARVARD BUSINESS REVIEW (January 15, 2014)

Business in Society: Shareholder Primacy and Stakeholders

- Milton Friedman (1970): *The Social Responsibility of Business is to Increase its Profits*, NEW YORK TIMES MAGAZINE, September 13, 1970
- Lynn Stout, *The Shareholder Value Myth: How Putting Shareholders First Harms Investors, Corporations, and the Public*, 15-23 (2012)
- Geoffrey Heal, *When Principles Pay: Corporate Social Responsibility and the Bottomline*, 1-18 (2008)

Shared value: A new take on capitalism?

- Michael E. Porter and Mark R. Kramer, *The Link Between Competitive Advantage and Corporate Social Responsibility*, HARVARD BUSINESS REVIEW 1-14 (December 2006)
- Andrews Crane et al., *Contesting the Value of "Creating Shared Value,"* 56 CALIFORNIA MANAGEMENT REVIEW 130-153 (2014)

Social innovation

- Jason Saul, *Social Innovation Inc.: 5 Strategies for Driving Business Growth Through Social Change* (pages TBD)

A New Corporate Form: Benefit Corporations

- Clark & Vranka (principal authors), *White paper, The Need and Rationale for the Benefit Corporation*, 1-6, 14-21 (Jan. 28, 2013)
- J Murray, *Social Enterprise Innovation: Delaware's Public Benefit Corporation*, HARVARD BUSINESS LAW REVIEW (2014)
- Andrew Kassoy & Nathan Gilbert, *B Corporations: Redefining Success in Business in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS* 447-470 (Lara Blecher, et al eds., 2014)

Social Certification Schemes

- Marquis/Klüber/Thomason, *B Lab: Building a New Sector of the Economy*, HARVARD BUSINESS REVIEW (2011)

Public Private Partnerships

- Readings TBD

Strategic Philanthropy

- Sarah Altschuller, *An Attorney's Perspective on Corporate Social Responsibility and Corporate Philanthropy in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS* 471-86 (Lara Blecher, et al eds., 2014)
- Shrutri Rana, *From Making Money Without Doing Evil to Doing Good Without Handouts: The Google.org Experiment in Philanthropy*, 3 *JOURNAL OF BUSINESS LAW AND TECHNOLOGY* 87-96 (2008)

Social Investment

- Readings TBD

Business Opportunities Serving the Bottom of the Pyramid

- Geoffrey Heal, *When Principles Pay: Getting Rich by Selling to the Poor*, 176-196 (2008)
- Other readings TBD

Operationalizing Social Enterprise: Articulating Social Problem, Target Groups, and Proposed Solution

- Ian MacMillan & James Thompson, *The Social Entrepreneur's Playbook*, chapter 1 and 3 (2013)

Operationalizing Social Enterprise: Performance Criteria and Competitive Alternatives

- Ian MacMillan & James Thompson, *The Social Entrepreneur's Playbook*, chapters 2 and 5

Operationalizing Social Enterprise: Scaling Your Social Enterprise

- Ian MacMillan & James Thompson, *The Social Entrepreneur's Playbook*, chapter 14

Guest Speaker (For example CEO BookBugs as example of CT Benefit Corporation)

Business Model Exercise (In assigned groups, students will develop a business plan for a social enterprise and devise implementation steps for a profitable and scalable business model; findings will be submitted in a memo-style format and presented in class.)

Case Study: Patagonia – CSR as the Core Business Mission

- Reinhardt/Casadesus-Masanell/Hyun Jin Ki, *Patagonia*, Harvard Business School (2010)
- Readings, Ben & Jerrys TBD

Case Study: Ben & Jerrys – Social Enterprise in Mergers

- J Murray, *Mergers and Acquisitions with Benefit Corporations*, *HASTINGS BUSINESS LAW JOURNAL* (2013)

Case Study: Greyston Bakery

- Readings TBD

Case Study: Etsy – Taking the Benefit Corporation Public

- Readings TBD

PHIL 2208: Epistemology
Sample syllabus (including W- and non-W-variants)

Prof. T. Bontly, 204 Manchester Hall, 860-486-3822, thomas.bontly@uconn.edu
Office hours:

The Unknown

As we know, there are known knowns.

There are things we know we know.

We also know, there are known unknowns.

That is to say

We know there are some things we do not know.

But there are also unknown unknowns,

The ones we don't know we don't know.

- Secretary Donald Rumsfeld, Defense Department Briefing,
February 12, 2002 (From *The Existential Poetry of Donald H. Rumsfeld*, by Hart Seely)

Course description

Epistemology is concerned with the nature of knowledge and justification. Three questions are central: (1) What is knowledge? (2) How does one gain knowledge? (3) And what if anything can we know? We shall begin with question (3) and consider the challenge of skepticism (the thesis that we cannot know). Arguments for and against skepticism turn on substantive answers to (1) and (2), which will occupy us in one way or another for the rest of the semester.

The course will be organized around a series of 14 questions, one for each week of the semester.

1. How do you know that you aren't a brain in a vat?
2. Can we refute skepticism (and does it matter if we can't)?
3. Is justified true belief the same thing as knowledge?
4. Is causation the "missing link"?
5. Is knowledge closed under entailment?
6. Are knowledge claims contextual?
7. What, if anything, is "the given"?
8. Is coherence a substitute for foundations?
9. Who's afraid of an infinite regress of reasons?
10. Is justification internal?
11. Whither virtue epistemology?
12. Should epistemology be "naturalized"?
13. Is there a priori knowledge?
14. Is testimony a source of knowledge?

Text

- Ernest Sosa, Jaegwon Kim, Jeremy Fantl, and Matthew McGrath, *Epistemology: An Anthology*, 2nd ed. Wiley-Blackwell, 2008.
- A few of the readings are not available in the text. These will be accessible via the website (HuskyCT).

Course requirements (for non-W variant)

Final grades will be determined based upon the following work:

- (1) Midterm exam (week 7 or 8) (30%)
- (2) Final exam (at time determined by Registrar) (30%)

- (3) Final paper (5-8 pages, due date TBD) (25%)
- (4) Weekly discussion/reflection papers, due Mondays, graded pass/fail (15%). The assignment is to write up a brief (1 page) discussion in which you raise an objection to or question about one of the readings. You may hand in a maximum of one per discussion paper per week, on Mondays. Hardcopy only, please. Do 7 throughout the semester for full credit.
- (5) Participation in class (determines borderline cases)
- (6) All of the required readings listed on the schedule (see website).

Course requirements (for W variant)

There will be three papers of varying lengths, as well as a final exam. The papers will each be submitted, discussed in writing workshop, revised, and then resubmitted. You will be graded on the initial submission and separately on the quality of your revisions. Please note that the grade on your revisions will be independent of the grade on the initial submission. For example, a grade of 'A' on the initial submission is no guarantee that you will receive an 'A' on your revisions. Indeed, if you fail to make revisions, the grade on the revisions will be an 'F'. (Even an 'A' paper can be significantly improved.)

Writing workshops will meet in groups of three students (plus or minus a bit, in case the # of students in the course is not divisible by 3). With the initial submission of each paper, you should turn in THREE hardcopies: one for the instructor, two for your peers. Both peers will read your paper and provide one page of written comments, which will be discussed writing workshops held the following Monday. Peer reviews will follow specific guidelines (to be discussed in class). You will then have one week to revise the paper. On the final due date, you must submit (a) the initial submission, (b) the revised submission, (c) a brief description of the ways in which you have addressed the comments from the peer reviews, and (d) the peer reviews you wrote on the initial submissions from other students in the workshop.

Final grades will be determined as follows:

- (1) First paper (3-4 pages) (15% of final grade)
- (2) Revisions to first paper (5%)
- (3) Second paper (4-5pages) (15%)
- (4) Revisions to second paper (5%)
- (5) Third paper (8-10 pages) (20%)
- (6) Revisions to third paper (5%)
- (7) Peer reviews (15%)
- (8) Final exam (20%)
- (9) Participation, including in peer review sessions (5% and decides borderline cases)

Policies

- Attendance isn't required, but you miss class at your own risk. (FOR W-variant: attendance and participation in peer review sessions is required.) What material ends up on a test depends on what I cover, and I ~~may~~ WILL deviate from the schedule. Changes will be announced in class and/or on the website.
- Any handouts, assignments (etc) will be posted on the website. I do not provide lecture notes.
- Except in extraordinary circumstances, late papers will be penalized.
- If you have a conflict with any of the scheduled exams or due dates, please discuss it with me well in advance. If you have a conflict with the scheduled final exam, contact the Dean of Students to obtain permission to reschedule (per University regulations).
- Anyone requiring special testing accommodations should provide a letter from the Center for Students with Disabilities. If appropriate, please contact the Center to arrange times for the midterm and final exams.
- Academic misconduct (plagiarism, cheating) is a serious offense. Any attempt to represent another's work as one's own, or to assist others in so doing, earns a failing grade for the course. All cases are

referred to the Dean of Students for disciplinary review. For details, please visit http://www.community.uconn.edu/student_code_appendixa.html.

Weekly schedule

The schedule is tentative and subject to change—frequently. Changes will be announced in class and posted on the website. As we go, I will also tell you which readings (or parts thereof) to emphasize.

- Week 1. The problem of skepticism: How do you know that you aren't a brain in a vat?
Descartes, selections from *Meditations* I and II
Stroud, The Problem of the External World
Moore, 'Certainty' and 'Proof of an External World'
2. Skeptical arguments: Can we refute skepticism (and does it matter if we can't)?
Lehrer, Why Not Skepticism?
Vogel, Cartesian Skepticism and Inference to the Best Explanation
3. The Gettier problem: Is justified true belief the same thing as knowledge?
Ayer, Knowing as Having the Right to be Sure
Gettier, Is Justified True Belief Knowledge?
Lehrer and Paxson, Knowledge: Undefeated Justified True Belief
4. The causal theory and reliabilism: Is reliably caused true belief the same thing as knowledge?
Goldman, A Causal Theory of Knowing
Dretske, Conclusive Reasons
5. Closure: Is knowledge closed under entailment?
Dretske, Epistemic Operators
Stine, Relevant Alternatives and Deductive Closure
6. Contextualism: Are knowledge claims contextual?
DeRose, Solving the Skeptical Problem
Lewis, Elusive Knowledge: David Lewis
Cohen, Contextualist Solutions to Epistemological Problems: Scepticism, Gettier, and the Lottery
7. Foundationalism: What, if anything, is "the given" in experience?
Chisholm, The Myth of the Given
Sellars, Does Empirical Knowledge Have a Foundation?
Sellars, Epistemic Principles
8. Foundationalism and coherentism: Does knowledge need foundations?
BonJour, Can Empirical Knowledge Have a Foundation?
Haack, A Foundherentist Theory of Empirical Justification
9. The Infinite regress: What's so bad about an infinite regress of reasons?
Sosa, The Raft and the Pyramid
Klein, Human Knowledge and the Infinite Regress of Reasons
10. Internalism vs. externalism: Is justification internal?
Feldman and Conee, Evidentialism
Golman, What is Justified Belief?
Vogel, Reliabilism Leveled

11. Virtue epistemology and epistemic norms: Are there epistemic norms?
 Zagzebski, Selections from *Virtues of the Mind*
 Greco, Virtues and Vices of Virtue Epistemology
 Sosa, The Place of Truth in Epistemology
12. Naturalized epistemology: Can epistemology be “naturalized”? (And does it matter?)
 Quine, Epistemology Naturalized
 Kim, What is “Naturalized Epistemology”?
 Antony, Quine as Feminist: the Radical Import of Naturalized Epistemology
13. The a priori: Is there a priori knowledge?
 Casullo, Revisability, Reliabilism, and A Priori Knowledge
 Bealer, A Priori Knowledge and the Scope of Philosophy
14. Testimony: Is testimony a source of knowledge?
 Baker, Trust and Rationality
 Lackey, Testimonial Knowledge and Transmission

USEFUL TEXTS IN EPISTEMOLOGY

- Hetherington, S. (1996): *Knowledge Puzzles: An Introduction to Epistemology*. Boulder: Westview Press.
- Audi, R. (1998): *Epistemology: A Contemporary Introduction to the Theory of Knowledge*. London: Routledge.
- Alvin Goldman and Matthew McGrath (2014): *Epistemology: A Contemporary Introduction*. Oxford: Oxford University Press.
- Williams, M. (2001): *Problems of Knowledge*. Oxford: Oxford University Press.
- Moser, P. K., Mulder, D. and Trout, J.D. (1998): *The Theory of Knowledge: A Thematic Introduction*. Oxford: OUP.
- Lehrer, K. (2000): *Theory of Knowledge*. 2nd edition, Boulder: Westview Press.
- Ayer, A.J. (1955): *The Problem of Knowledge*. New York: St. Martin’s Press.
- Chisholm, R. (1966): *The Theory of Knowledge*. Prentice-Hall.
- Dancy, J. (1985): *Introduction to Contemporary Epistemology*. Oxford: Blackwell.

USEFUL ANTHOLOGIES/COMPANIONS IN EPISTEMOLOGY (not always introductory):

- Sven Bernecker and Fred Dretske, eds. (2000): *Knowledge: Readings in Contemporary Epistemology*. Oxford: OUP.
- Matthias Steup, John Turri, and Ernest Sosa, eds. (2013). *Contemporary Debates in Epistemology*, 2nd ed. Wiley-Blackwell.
- Blaauw, M. and Pritchard, D. (2005): *Epistemology A-Z*. Edinburgh University Press.
- Dancy, J. and Sosa, E. (eds) (1993): *A Companion to Epistemology*. Oxford: Blackwell.
- Moser, P.K. & vander Nat, A. (1995): *Human Knowledge: Classical and Contemporary Approaches*, 2nd edition. OUP.
- Alcoff, L. (ed.) (1998): *Epistemology: The Big Questions*, Oxford: Blackwell.
- Greco, J. and Sosa, E. (eds) (1999): *The Blackwell Guide to Epistemology*, Oxford: Blackwell.

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: September 20, 2015
2. Department requesting this course: Philosophy
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

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

2208. Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107.

Theories of knowledge and justification. Topics may include skepticism, induction, confirmation, perception, memory, testimony, *a priori* knowledge.

2208W. Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107; ENGL 1010 or 1011 or 2011.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: PHIL
2. Course Number: Request 2208/W
3. Course Title: Epistemology
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Theories of knowledge and justification. Topics may include skepticism, induction, confirmation, perception, memory, testimony, and *a priori* knowledge.

Optional Items

6. Pattern of instruction, if not standard: n/a
7. Prerequisites, if applicable:
 - Prerequisite for 2208: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107.
 - Prerequisite for 2208W: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107; ENGL 1010 or 1011 or 2011.
- a. Consent of Instructor, if applicable: no
- b. Open to sophomores/juniors or higher: No

8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": To be offered both with and without W; both versions described in attached syllabus.
12. S/U grading: No

Justification

1. Reasons for adding this course: UConn currently offers one undergraduate course that is supposed to cover both metaphysics and epistemology: PHIL 2210/W. These are, however, two of the central areas of philosophy, with distinct (though often related) concerns. Each is important enough to the discipline to merit its own course. Faculty members who have taught PHIL 2210 report that they inevitably give short shrift to one area or the other (almost always epistemology) and would prefer to dedicate the course entirely to one or the other. Some undergraduates who have taken PHIL 2210 likewise complain that the course tries to cover too much. For these reasons, the Philosophy Department voted unanimously to split the course into two. We propose to do so by changing the title and description of PHIL 2210 to Metaphysics while simultaneously creating a new course with the title Epistemology.

2. Academic merit: The course will examine philosophical theories of knowledge and justification. While the course will focus primarily on contemporary epistemology, the historical context from which these problems emerged in ancient and/or enlightenment era philosophy will be reviewed. (The history is covered extensively in PHIL 2221 Ancient Philosophy and PHIL 2222 Seventeenth and Eighteenth-Century Philosophy.) At the conclusion of the course, students should be able clearly to explain the central problems in contemporary epistemology (e.g., the threat of skepticism, the Gettier problem); describe the main theoretical options (e.g., foundationalism vs. coherentism, internalism vs. externalism, contextualism vs. invariantism); evaluate the main arguments for and against these theories; and apply the theories and arguments to epistemological problems that arise in other philosophical contexts.

The W variant will also provide detailed instruction on philosophical writing. Students will be required to write several papers of varying lengths throughout the semester. Instructors may choose to structure these assignments as they choose, but together the initial submissions must total at least 15 pages. Initial submissions will be discussed in writing workshops, where they will be read and commented on by other students and by the instructor; then revised and re-submitted for further comments. Students will be evaluated on their initial submissions, their revised submissions, and their comments on others' writing. Including initial submission, revised submission, and peer reviews, each student will submit a minimum of 33 pages of writing.

3. Overlapping courses and departments consulted: With the exception of the old PHIL 2210 (Metaphysics and Epistemology), there are no overlapping courses, and that course as taught put the focus on metaphysics. The Philosophy Department is consulting with Linguistics, Psychology, and Cognitive Science.

4. Number of students expected: 30 per year if offered without W; 19 if offered with W.

5. Number and size of sections: We anticipate offering 1-2 sections per year. Non-W sections will be capped at 30; W-sections will be capped at 19.

6. Effects on other departments: The addition of this course will give LING-PHIL majors one more course from which to choose. In addition, the Cognitive Science major may wish to add this course to the list of courses satisfying their Advanced Courses requirement. (Currently PHIL 2210 Metaphysics and Epistemology can be applied to that requirement.)

7. Effects on regional campuses: None.

8. Staffing: Several Philosophy faculty members are qualified to teach this course and would potentially be interested in doing so, including Bar-On, Baxter, Bontly, Lynch, Ripley, Rossberg, Schneider, and Shapiro.

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

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

Proposer Information

1. Dates approved by
Department Curriculum Committee: December 12, 2014
Department Faculty: February 11, 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Thomas Bontly, 486-3822, thomas.bontly@uconn.edu

Syllabus

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: September 23, 2015
2. Department requesting this course: Philosophy Department
3. Nature of Proposed Change: Change title and course description

4. [Effective Date](#) (semester, year):

(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

2210. Metaphysics and Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Topics may include time, personal identity, free-will, the mind-body problem, skepticism, induction, perception, a priori knowledge.

2210W. Metaphysics and Epistemology

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

Proposed Catalog Copy

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

2210. Metaphysics

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Fundamental questions about the nature of things. Topics may include universals and particulars, parts and wholes, space and time, possibility and necessity, persistence and change, causation, persons, free will.

2210W. Metaphysics

Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.

Justification

1. **Reasons for changing this course:** UConn currently offers one undergraduate course that is supposed to cover both metaphysics and epistemology: PHIL 2210/W. These are, however, two of the central areas of philosophy, with distinct (though often related) concerns. Each is important enough to the discipline to merit its own course. Faculty members who have taught PHIL 2210 report that they inevitably give short shrift to one area or the other (almost always epistemology) and would prefer to dedicate the course entirely to one or the other. Some undergraduates who have taken PHIL 2210 likewise complain that the course tries to cover too much. For these reasons, the Philosophy Department voted unanimously to split the course into two. We propose to do so by changing the title and description of PHIL 2210 to Metaphysics while simultaneously creating a new course in Epistemology.

2. **Effect on Department's curriculum:** PHIL 2210 can be used to satisfy requirements for the Philosophy major and minor and is one of the most frequently offered courses in our undergraduate curriculum. Because we are splitting the course in two, we are separately proposing changes to the major and minor so that either course (2210 Metaphysics or 2208 Epistemology) can be used to satisfy the same requirements. We expect to offer both courses on a regular basis, in alternating semesters or as staffing allows.

3. **Other departments consulted:** Linguistics, Psychological Sciences, Cognitive Science

4. **Effects on other departments:** PHIL 2210 can be used to satisfy requirements of both the Linguistics/Philosophy major and the Cognitive Science major. For the Linguistics/Philosophy major, students are required to take PHIL 3241 and at least three PHIL courses at the 2000-level or above. We do not anticipate any change to that requirement.

The Cognitive Science major requires four "Advanced Courses" spread across at least three different academic departments. Several Philosophy courses can be used to satisfy this requirement: PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W, 3250/W (if not used to satisfy the Core Courses requirement). We anticipate that Cog Sci may wish to add the new Epistemology course to this list.

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

6. **Staffing:** Several Philosophy faculty members are qualified to teach this course and would be interested in doing so, including Baxter, Beall, Bontly,

Lynch, Ripley, Rossberg, Schneider, and Shapiro.

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: December 12, 2014
Department Faculty: February 11, 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Thomas Bontly, 486-3822, thomas.bontly@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: September 24, 2015
2. Department or Program: Philosophy
3. Title of Major: Philosophy
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: Change course requirements.

Existing Catalog Description of Major

The program in philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in philosophy must earn 24 or more credits in philosophy courses numbered above the 1000's, and 12 or more credits in related fields. Within the 24 credits in philosophy, students must pass [PHIL 2221](#) and [2222](#), and at least two of the following four courses: [PHIL 2210](#), [2211Q](#), [2212](#), and [2215](#). Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any 2000-level or above W course in Philosophy.

A minor in Philosophy is described in the "[Minors](#)" section.

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under the [Linguistics](#) major.

Proposed Catalog Description of Major

The program in Philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in Philosophy must pass 24 credits in Philosophy courses numbered 2000 or above, and 12 or more credits in related fields. Required PHIL courses include:

I. Both 2221 and 2222;

II. At least one course in logic: 1102, 2211Q, 3214 (note that 1102 does not count toward the required 24 credits in philosophy courses numbered 2000 or above);

III. At least one course in metaphysics or epistemology: 2208, 2210, 2212, 3241, 3250;

IV. At least one course in moral, social, or political philosophy: 2215, 2217, 3216, 3218, 3220.

Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any W course in Philosophy numbered 2000 or above.

A minor in Philosophy is described in the "[Minors](#)" section.

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under [Linguistics](#).

Justification

1. Reasons for changing the major: The main reason is to ensure that our majors develop philosophical breadth. At present, the only required courses are in the history of philosophy. This means, in principle, that a student could complete the major without ever completing a course in logic, or a course in ethics/social/political, or a course in metaphysics/epistemology (though one could not avoid courses in all of these areas, and most do take courses in all of them). We have thus decided to require at least one course in each of these three central areas. Logic being the main tool of the discipline, the need for a course in logic is especially important. However, in our experience some otherwise talented students have inordinate difficulty passing our main symbolic logic course (PHIL 2211). We will therefore allow them to satisfy the logic requirement with an introductory course (PHIL 1102), even though it cannot count toward the 24 credits required for the major.

A second reason for changing the major requirements is that we decided to split PHIL 2210 Metaphysics and Epistemology into two courses, PHIL 2210 Metaphysics and PHIL 2208 Epistemology.

2. Effects on students: Minimal. Most Philosophy majors already satisfy these requirements. For the few who do not, satisfying these requirements will give them a broader background in philosophy and greater technical competence in logic.

3. Effects on other departments: None.

4. Effects on regional campuses: None.

5. [Dates approved](#) by

Department Curriculum Committee: September 1, 2015

Department Faculty: September 2, 2015

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

Thomas Bontly, 486-3822, thomas.bontly@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.

Plan of Study The Philosophy Major

Philosophy Department, College of Liberal Arts and Sciences

Consult with major advisor while completing this plan. An approved final plan of study must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate. Also within those first four weeks, apply for graduation on StudentAdmin.

The Major Group: At least 24 credits in courses numbered 2000 or above. Students must have a grade point average of 2.0 or better in the major group. In general, only credits earned in residence at the University of Connecticut may be used to meet this requirement, except as approved by the dean of CLAS. Courses on Pass/Fail may not be used to meet General Education, Major, or Related requirements.

Required courses:

- I. Both of the following: 2221 (Ancient) 2222 (17th & 18th Century)
- II. One course in logic (1102*, 2211Q, or 3214): _____
 (*1102 can be used to satisfy requirement II but does not count toward required 24 credits)
- III. One course in metaphysics or epistemology (2208, 2210, 2212, 3241, 3250): _____
- IV. One course in ethics, social or political philosophy (2215, 2217, 3216, 3218, 3220): _____
- V. Any three* PHIL courses numbered 2000 or above not used to satisfy I-IV:
 (*four, if 1102 was used to satisfy requirement II above)

- VI. One PHIL W course (may also be used to satisfy above requirements): _____

The Related Group: At least 12 credits in courses closely related to the student's major but outside the major department. *Related courses must be numbered 2000 or above.*

Minors in other departments (if any): You need to file a plan of study for each minor.

* * * * * * * * * * * * * *

Approvals: This plan is for the requirements of the _____ catalog (the academic year in which you declared a CLAS major).

Student name (printed): _____ PeopleSoft #: _____

Student email: _____

I approve the above program (signed): _____ Date: _____
DUS, Philosophy

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: October 3, 2015
2. Department or Program: Philosophy
3. Title of Minor: Philosophy
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: Add to lists of courses satisfying requirements

Existing Catalog Description of Minor

A student must take at least 15 credits of philosophy, at the 2000-level or higher, including one course from at least three of the following categories:

- Category I: History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- Category II: Metaphysics and Epistemology: PHIL 2210, 2212, 3250
- Category III: Logic and Philosophy of Language: PHIL 2211Q, 3241
- Category IV: Value Theory: PHIL 2215, 2217, 3218

The minor is offered by the Philosophy Department.

Proposed Catalog Description of Minor

A student must take at least 15 credits of philosophy, at the 2000-level or higher, including one course from at least three of the following categories:

- Category I: History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- Category II: Metaphysics and Epistemology: PHIL 2208, 2210, 2212, 3250
- Category III: Logic and Philosophy of Language: PHIL 2211Q, 3214, 3241
- Category IV: Value Theory: PHIL 2215, 2217, 3216, 3218, 3220 (HRTS 3220)

The minor is offered by the Philosophy Department.

Justification

1. Reasons for changing the minor: We propose to add four courses to those that can be used to satisfy the specific requirements for the major, as follows: In Category II, the addition of PHIL 2208 Epistemology is necessitated by our proposal to split PHIL 2210 (Metaphysics and Epistemology) into two courses, PHIL 2210 (Metaphysics) and PHIL 2208 (Epistemology). In Category III, we

would add PHIL 3214 (Symbolic Logic II), a course we have been unable to offer for some time (due to retirements, etc) but plan to offer approximately every other year going forward. Since PHIL 2211 is prerequisite for PHIL 3214, it is possible that most students who take 3214 will already have a course in Category III; but for some students (e.g., Math majors), PHIL 2211 may be too basic, in which case we would waive the prerequisite for 3214. In Category IV, we would add PHIL 3216 (Environmental Ethics) and PHIL 3220 (Philosophical Foundations of Human Rights, also offered as HRTS 3220), two courses we are committed to offering on a regular basis to support the Environmental Studies and Human Rights programs, respectively.

2. Effects on students: The additions of these courses will make it easier for students to complete the minor. Since substitutions are not allowed with minors, it's possible that a student may find it difficult to get a course in each of three of the four categories, especially if that student is trying to complete the minor in one or two semesters. While some of our courses are offered almost every semester (e.g., PHIL 2221), some are offered at most once every two or three years (e.g., PHIL 3241). Those that are offered on a regular basis are very high demand courses, which non-majors may have trouble getting into. Because we are a small department, furthermore, staffing changes can sometimes make it impossible for us to offer some of these courses for extended periods of time. Following a wave of retirements in 2008-10, for instance, we found ourselves unable to offer both 2217 and 3218, leaving only one course in Category IV. These additions should make such situations much less likely.

3. Effects on other departments: None.

4. Effects on regional campuses: None.

5. Dates approved by

Department Curriculum Committee: September 22, 2015

Department Faculty: October --, 2015

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

Thomas Bontly, 486-3822, thomas.bontly@uconn.edu

Plan of Study

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

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the

minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: _____

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

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 09/09/2015
2. Department requesting this course: PNB
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

PNB 3488. Non-coding RNAs in Human Physiology and Disease
Spring semester. Two credits.

Prerequisite: Either MCB2400 or MCB2410; MCB2000 or MCB3010; One course from PNB2275, MCB2210. Open to juniors or higher.

Non-coding RNAs: discovery, major classes, regulatory pathways, physiology, disease, research methodology.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: PNB
2. Course Number: 3488
3. Course Title: Non-coding RNAs in Human Physiology and Disease
4. Number of Credits: 2
5. Course Description (second paragraph of catalog entry): Non-coding RNAs: discovery, major classes, regulatory pathways, physiology, disease, research methodology.

Optional Items

6. Pattern of instruction, if not standard: N/A
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: N/A
 - b. Open to sophomores/juniors or higher: Not 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: There is no other course that concentrates on the rapidly emerging field of non-coding RNA, previously believed to be cellular 'junk'. The

aim of this class is to introduce the diversity of the RNA world, inhabited by microRNAs, lincRNAs, piRNAs, and many others. Our goal is to glean insights into the functional importance of these RNA molecules and to understand the mechanisms of their action.

2. Academic merit: Non-coding RNAs are gaining a growing recognition for their roles in the regulation of a wide scope of processes, ranging from embryogenesis and development to cancer and degenerative disorders. We will discuss landmark studies that offer a historical perspective, as well as read papers from the latest issues of scientific journals to learn about the most recent developments in this rapidly evolving field. We will discover how changes in non-coding RNAs can lead to disease and how we can explore the therapeutic potential of non-coding RNAs.

3. Overlapping courses and departments consulted: A description of the course was provided to the departments of Molecular and Cell Biology, Chemistry, and Pharmaceutical Sciences. No overlapping with the existing courses in each department.

4. Number of students expected: 20

5. Number and size of sections: One

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Li Wang

Proposer Information

1. Dates approved by

Department Curriculum Committee: October 9, 2015

Department Faculty: October 9, 2015

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

Li Wang, 6-0857, li.wang@uconn.edu

Syllabus

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

Course Meeting Times

Lectures: 1 session / week, 2 hours / session

Course Description

Every time we scientists think that we have dissected the precise biological nature of a process, an incidental finding, a brilliantly designed experiment, or an unexpected result can turn our world upside down. Non-coding RNAs, discovered through both luck and perseverance, are striking examples of this concept. Until recently thought by many to be cellular "junk" because they do not encode proteins, non-coding RNAs are gaining a growing recognition for their roles in the regulation of a wide scope of processes, ranging from embryogenesis and development to cancer and degenerative disorders. The aim of this class is to introduce the diversity of the RNA world, inhabited by microRNAs, lincRNAs, piRNAs, and many others. Our goal is to glean insights into the functional importance of these RNA molecules and to understand the mechanisms of their action. We will discuss landmark studies that offer a historical perspective as well as read papers from the latest issues of scientific journals to learn about the most recent developments in this rapidly evolving field. We will discover how changes in non-coding RNAs can lead to disease and how we can explore the therapeutic potential of non-coding RNAs.

Goals

The main objectives of this course are to introduce students to the primary scientific literature and the process of reading research publications as well as to expose students to the rapidly developing field of noncoding RNAs. At the end of the class students should be able to:

- List and define major classes of noncoding RNAs.
- Name and discuss important pathways that are regulated by noncoding RNAs.
- Gain an understanding of how defects in noncoding RNAs can lead to disease states.
- Recognize how noncoding RNAs can be harnessed as therapeutic agents.
- Read, comprehend, critically analyze and integrate knowledge from primary research articles.
- Explain commonly used molecular and cellular techniques and design experiments using these techniques to address a biological question.

Format

For each class, students will be assigned to read two papers. Prior to each class, students should formulate two questions per paper. During each session, the group will discuss the articles as well as address students' questions, with emphasis placed on the experimental design, the use of control experiments, the details of experimental methodology, and the interpretation of experimental data. At the end of each session, the instructor will briefly introduce the papers for the next week.

Grading

Grading for this course will depend on student preparedness, oral presentations, and participation in class discussions and completion of the required assignments.

Calendar

WEEK #	TOPICS	KEY DATES
1	Introduction to the course	
2	The discovery of RNA interference	
3	Endogenous miRNA	
4	miRNA biogenesis pathway	
5	Harnessing RNAi as a tool	Distribute written assignment
6	miRNAs in development	
7	miRNAs in cancer: tumor suppressors and oncogenes	Written assignment due
8	RNAi therapeutics	
9	Other classes of small noncoding RNAs: piRNAs	Assign papers for oral presentations
10	Long noncoding RNAs: XIST	Finalize choice of paper for oral presentation
11	Long noncoding RNAs: lincRNAs	
12	Final class 1	Student oral presentations
13	Final class 2	Student oral presentations

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 10/9/2015
2. Department requesting this course: PNB
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!

1000. Introduction to Physiology and Neurobiology

Spring semester. One credit. Open to Freshman only. **Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).**

An in-depth introduction for Physiology and Neurobiology majors. Introduces key discoveries, current research areas, and technological innovations in physiology and neurobiology, and develops familiarity with the PNB department.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: PNB
2. Course Number: 1000
3. Course Title: Introduction to Physiology and Neurobiology
4. Number of Credits: 1
5. Course Description (second paragraph of catalog entry): An in-depth introduction for Physiology and Neurobiology majors. Introduces key discoveries, current research areas, and technological innovations in physiology and neurobiology, and develops familiarity with the PNB department.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: N/A
 - b. Open to sophomores/juniors or higher: No
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: May not be repeated for credit.
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: ____
 - a. If Content Area 1, specify a CLAS area, A-E: ____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

13. S/U grading: Yes; based on participation in class discussion and written assignments

Justification

1. Reasons for adding this course: To introduce PNB majors to the discipline of physiology and neurobiology and to the PNB department.
2. Academic merit: There is no introductory course specific to PNB majors. This course will prepare them for the major by introducing the discipline to them.
3. Overlapping courses: Discussed course with Tom Abbott who teaches Biol 1107 and he says there is no overlap with Biol 1107.
4. Number of students expected: 60
5. Number and size of sections: 1 section with 60 students
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Randall Walikonis and Akiko Nishiyama, PNB

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

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

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: October 9, 2015
Department Faculty: October 9, 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Randall Walikonis; 486-9031; randall.walikonis@uconn.edu

Syllabus

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

PNB1000

Course plan

1. Introduction -
 - the goals of the course
 - introduce the department - faculty research interests, location, activities (journal club, seminars, etc), prominent activities of current and past PNB majors
 - introduction of content and reading materials
 - Suggested reading material -
 - Nerve Endings - The Discovery of the Synapse by Richard Rapport
 - Oliver Sachs - The Man Who Mistook his Wife for a Hat
 - Ignorance, by Stuart Firestein
 - Claude Bernard - An Introduction of the Study of Experimental Medicine
 - Rita Levi-Montalcini - In Praise of Imperfection
2. Discovery of the circulation and acetylcholine as the neurotransmitter (talk about other topics and give students a chance to read the book), history of experimental medicine - homeostasis
3. From Leonardo da Vinci to Galen and modern neuroanatomy
4. How Synapses were discovered - The establishment of the Neuron Doctrine
5. Evolution of neuroanatomical techniques, from Golgi to Allen Brain Map
6. Presentation by current PNB seniors
7. Discuss second book (Sachs)
8. Discuss key primary paper by a Nobel Laureate, e.g. Stanley Prusiner
9. Discuss key primary paper by a Nobel Laureate, e.g. Eric Kandel
10. PNB courses, career paths, talks by key advisors (academic, premed/dental)
11. Ignorance - "it is what fuels science"!
12. What don't we know about Physiology and Neurobiology? Modern approaches
13. Take a disease and show how many different approaches one can take to study it (Williams Syndrome, autism, or Alzheimer's disease) Include genetics, neurobehavioral studies, language studies, auditory function, developmental biology, etc)
14. Special lecture by a PNB graduate

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

Proposal to Add a New Undergraduate Course

Last revised: May 6, 2015

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 9 October 2015.
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Fall 2016

Final catalog Listing (see [Note A](#)):

Econ 2211Q. Quantitative Intermediate Microeconomics

Four Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open to students who have taken ECON 2201.

Intermediate microeconomic theory presented with calculus and other quantitative techniques. Demand and supply, exchange and production, pricing, and welfare economics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ECON
2. Course Number (see [Note B](#)): 2211Q
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Quantitative Intermediate Microeconomics
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): 4
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Intermediate microeconomic theory presented with calculus and other quantitative techniques. Demand and supply, exchange and production, pricing, and welfare economics.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q.

9. Recommended Preparation, if applicable (see Note G): N/A
10. Consent of Instructor, if applicable (see Note T) N/A
11. Exclusions, if applicable (see Note H): Not open for credit to students who have taken ECON 2201.
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): Q
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: (see Note L)

This course provides a more rigorous treatment of intermediate microeconomic theory than does ECON 2201. It is designed primarily for honors students, students with an interest in mathematics (including the many double majors and minors we have), and students intending to pursue graduate work in economics.

Along with ECON 2212Q (Quantitative Intermediate Macroeconomics), this course will form part of the core for the BS degree we are proposing.

Academic Merit (see Note L):

Microeconomic theory is a core area of economics. By providing a more rigorous treatment of intermediate microeconomic theory, this course provides a more effective a bridge between introductory level microeconomic theory and master's level microeconomic theory.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 35
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
9. Dates approved by (see Note Q):
Department Curriculum Committee: September 4, 2015
Department Faculty: October 9, 2015
10. Name, Phone Number, and e-mail address of principal contact person:
Susan Randolph
(860) 906-8059
Susan.randolph@uconn.edu

Course Syllabus: Intermediate Microeconomics Q

Time: TBA
Location: TBA
Website: Listed in: <https://learn.uconn.edu/>

Please register to HuskyCT early on. Read complementary information to this syllabus in the course information folder. Blackboard will be used expansively for announcements, posting of problem sets and solutions, additional course documents, review exams and more.

Instructor:

Talia Bar
Office: 335 Oak Hall
Email: talia.bar@uconn.edu
Telephone: 860 486 3550
Office hours: TBA or by appointment.
Additional office hours will be offered before exams.

Teaching Assistant:

TBA.
Office: TBA.
Email: TBA.
Office hours: TBA.

Getting Help: You are encouraged to take advantage of office hours and to ask questions by email, in class, or in section. Ask your classmates for help, and offer to help others, form study groups. Consider visiting the economics or mathematics tutoring services, they are free, no appointment necessary. Students are also welcome to schedule an appointment to discuss any personal issues. I appreciate your willingness raise issues that may stand in the way of your success in this course.

Sections: TBA

Description:

The purpose of this course is to develop a deeper and more advanced understanding of microeconomic reasoning and analysis than that of an introductory course. By paying attention to the assumptions underlying economic models and to the techniques used in analyzing them it is hoped that you will gain a more sophisticated understanding of economic phenomena and be able to employ economic theory in other upper level courses. The main issues considered are: consumer behavior, production theory and market structures, the role of the price system in determining consumption and production; efficiency of competitive markets and reasons for market failure; and the government's intervention in the market process.

After this course it is hoped that students will be better able to

- Define and explain important concepts in microeconomics (details on page 5 and in mini-schedules provided during the semester).
- “Translate” verbal descriptions of economic situations into formal mathematical assumptions or conditions.
- Describe the models we learn in consumer and producer theory and lessons learned from these models.
- Formally write and solve constrained optimization problems.
- Predict the effect of changes in economic environments (or in the parameters of the model) on the outcomes of the model (Comparative Statics analysis).

Pre-requisites

1. Calculus (MATH 1120, or 1125, or 1131, or 1151, or 2141.)
(in particular, derivatives and their use for solving optimization problems)
2. Introductory microeconomics (Econ 1200 or 1201)

Text book:

The text for this class is Varian, *Intermediate Microeconomic: a modern approach with Calculus*. [Or: is Nechyba, *Microeconomics: An intuitive approach with Calculus*] Occasionally notes to complement the text will be posted online. There is no need to get the work book. Students who need to save on costs are encouraged to get a used book, or an online version (available with the publisher <http://www.nortonebooks.com>), or even just look at the copy that will be on reserve in the library. The book will mostly be used as a reference book, I will not usually assign required readings or problems from the book, but I will refer students to relevant chapters for better understanding of the material covered in class. If you are unable to obtain a copy of the book due to its cost, please feel free to discuss this with me.

Students may choose a different text book if it better fits their personal learning style. Most Intermediate microeconomic text book cover similar material. For example, I also recommend David A. Besanko and Ronald R. Braeutigam, *Microeconomics* which contains more real world examples and nicer graphics; or a slightly more formal book by Nicholson, *Microeconomics: Theory and Applications with Calculus*, and Nechyba, *Microeconomics: An intuitive approach with Calculus*. [Or: Varian, *Intermediate Microeconomic: a modern approach with Calculus*]

Lectures, Sections

Class will be comprised of three lectures a week and one (out of three possible) discussion meetings. In lecture, new material will be introduced. While I will present material in lecture format most of the time, I will occasionally involve students in short in class activities. Most of the lectures will make use of chalk and board. Some lectures will be presented on slides. Students are responsible to take their own notes. In discussion, the teaching assistant will usually review material taught in lecture or present it from a new perspective, work-out problems, provide guidance for the next homework assignment and answer questions, go over mathematic tools and occasionally cover small portions of new material.

Academic Integrity

Students in this course are expected follow the code of Academic Integrity. Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism)." *Additionally note that in my course, collaboration on problem sets is allowed, but online quizzes must be answered by the student independently; collaboration on in class participation quizzes is allowed but only a student who is present for the entire lecture may submit a participation quiz. Submitting a quiz for a student who is not present is considered a violation of academic integrity. Absolutely no collaboration or outside help is permitted on midterms or the final exam.* The university policy can be found in the [Responsibilities of Community Life: The Student Code](#). The policy also details the procedures the University uses to resolve academic misconduct cases. Students are responsible to become familiar with its provisions.

Additional Conduct Expectations:

- Students are encouraged to attend class regularly.
- To make the most of the time we spend in this class, I encourage all students to take their own notes, be active participants, ask questions, express opinions, and listen to others. Please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Be polite and considerate.
 - To avoid disturbing others who are still taking a test, students are expected to remain seated quietly until the end of each midterm, even if they finish the test earlier. Leave the classroom before the end of exam time only if you absolutely must.
 - Students who miss class are responsible to make up the material they missed with the help of a class mate and/or the text book.
 - Every student will choose and/or be assigned 1-2 other students as "course buddies." Please provide contact information to your course buddy, help each other by passing announcements if your buddy missed class, lending notes or in any other way you can think. Your assigned course buddy can, but does not have to become part of your study group or a friend. Even if you chose another buddy already, you might be assigned an additional student as a buddy. Please be accepting and friendly.
- Students are encouraged to engage in the material in various ways, and experiment different learning styles to discussions. Practice, practice, practice. Problems sets, review exams and

quizzes offer plenty of opportunities to practice. Text book readings are helpful too. Students can choose if they prefer to read them ahead or after lecture, either way, I recommend reading regularly rather than attempting to read everything close to exam time.

- Check your schedule for exam conflicts and discuss conflicts with me before add/drop period ends and before you make travel arrangements or other conflicting plans.
- Students will not record or photograph the class without my knowledge and permission.

Requirements and Grading:

a. Prelim Exams

Two prelim exams held in class during lecture, tentative dates are:

1. TBA., and
2. TBA. in class.

There are no make-ups for prelims. If a student misses a prelim for an approved reason, the weight from this prelim will be shifted to the following exam/s.

b. Final exam: Will be held TBA.

Review exams will be posted on the course web site in the “assignments” folder.

All exams are closed books, however one sheet of notes (“cheat sheet”) and a calculator are permitted. Exams are cumulative, unless otherwise noted they can cover any material from start of the semester until and including the lecture held one week prior to the test. More details will be provided closer to exam time.

c. Quizzes

To encourage students to keep up with the material, work on problem sets, and actively participate in the course, in addition to the above examinations, there will be frequent short quizzes and assignment. It is understood that students will sometimes have to miss a quiz. A makeup will not be offered for each quiz, but 2 quiz grades will be dropped, and two makeup quizzes will be offered in the end of the semester. These allow you to miss up to 4 quizzes without losing points. Most quizzes will be unannounced in class quizzes (which will usually be graded for participation), but there will also be some other assignments to do at home and online quizzes. Each quiz will be graded on a 0-10 scale. All quizzes that count for the grade will have equal weight. On “participation” quizzes collaboration is allowed, on other quizzes it is not. You may only hand in your own participation quiz, handing in a quiz for a student who is absent is a violation of academic integrity. You must answer your own blackboard quizzes, having another student test for you is a violation of academic integrity.

d. Problem Sets

Problem sets will be assigned on most weeks. They are crucial for learning. Problem sets are intended improve student understanding of the material, demonstrate how the abstract concepts learned in lecture can be applied, allow students to learn methodology used by micro-economists and improve their analytical skills. Problem sets are also an important means to prepare for exams. I write my own problem sets which will be distributed in class and/or on line. Problem sets will be due

on Wednesdays in class. You are required to hand in problem sets on time. Collaboration among students in working out the exercises is encouraged.

Each problem set will be marked as V+ (if the solution to all questions appears to be complete and correct), V (if the problem set appears to be complete and mostly correct) or V- (if the problem set is incomplete or a substantial part of it is incorrect). Some problem sets will be accompanied by an online quiz, or an in section quiz (in these cases the grade will depend on the handed problem set as well as the quiz), some problem sets might not be graded (in this case all students who handed in on time will obtain the grade V+ for that problem set). A problem set that was not submitted will receive a grade of 0.

It is understood that an occasional need to submit late will occur. A problem set that was submitted late with the approval of the instructor or TA will be marked as recorded (R), it might or might not be graded. As long as the occurrence of a late submission is infrequent, the student will receive the mode of his problem set grades for an approved and recorded late submission. The lowest problem set grade will be dropped.

Problem sets and solutions will be posted on blackboard in the “assignments” folder.

Additional optional review is provided in review exams that are posted on blackboard. Problems in the text book and in other text books can be used for more practice. Students are *not* required to buy the work book that is sold for the text.

See more information and advice on problem sets in the course information folder.

Grading Scheme

Final exam: 40%

Prelim exams: 40% (20% each prelim unless otherwise announced).

Problem sets (and related quizzes) 10%

Quizzes (not including problem set quizzes) 10%

Disabilities and Accommodations

In compliance with the University of Connecticut policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students in need of accommodations should go to the center for students with disabilities (see <http://www.csd.uconn.edu/>) to verify their eligibility for appropriate accommodations.

If you are eligible for accommodations such as extra time during exams, please provide documentation and coordinate with me no later than a week prior to every exam, please verify that any needed arrangements were made.

Course Outline (Readings from Varian)

Chapter numbers may vary in the different editions.

I. Introduction (Chapter 1)

II. The Consumer

- 1) Budget Constraints and Preferences (Chapters 2, 3, and 4)
- 2) Utility maximization and Consumer Choice (Chapter 5)
- 3) Demand and Compensated demand (Chapter 6)
- 4) Slutsky Equation (Chapter 8)
- 5) Labor Supply (Chapter 9, pp.171-176)
- 6) Intertemporal Choice (Chapters 10 and 11)
- 7) Uncertainty (Chapter 12)
- 8) Consumer Surplus (Chapter 14)
- 9) Market Demand, Elasticity (Chapter 15)

III. The Firm

- 1) Technology (Chapter 18)
- 2) Cost Minimization (Chapters 20 and 21)
- 3) Theory of the Firm (lecture only)
- 4) Profit Maximization (Chapter 19)
- 5) Perfect Competition (Chapters 22 and 23)
- 6) Monopoly (Chapters 24, 25)
- 7) Game Theory (Chapter 28)
- 8) Oligopoly-Imperfect Competition (Chapters 27)

IV. General Equilibrium and Welfare Economics

- 1) Exchange (Chapters 29)
- 2). Welfare (Chapters 31)

V. Market Inefficiency (if time permits)

- 1) Externalities (Chapter 32)
- 2) Public Goods (Chapter 35)
- 3) Imperfect Information (Chapter 36)

More details about each topic covered and recommended readings will be provided in mini-schedules which will be posted on our course web page in the “course information folder”.

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

Proposal to Add a New Undergraduate Course

Last revised: May 6, 2015

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 15 October 2015
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Fall 2016

Final catalog Listing (see [Note A](#)):

Econ 2212Q. Quantitative Intermediate Macroeconomics

Four credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q. Not open for credit to students who have taken ECON 2202.

Intermediate macroeconomic theory using quantitative techniques. Definition and measurement of major economic variables; business cycles; economic growth; labor supply; savings and production decision; the effect of government policies; and general equilibrium.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ECON
2. Course Number (see [Note B](#)): 2212Q
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: Quantitative Intermediate Macroeconomics
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): 4
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Intermediate macroeconomic theory using quantitative techniques. Definition and measurement of major economic variables; business cycles; economic growth; labor supply; savings and production decision; the effect of government policies; and general equilibrium.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): ECON 1200 or both ECON 1201

- and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q or 2141Q.
9. Recommended Preparation, if applicable (see Note G): N/A
 10. Consent of Instructor, if applicable (see Note T) N/A
 11. Exclusions, if applicable (see Note H): Not open to students who have taken ECON 2202.
 12. Repetition for credit, if applicable (see Note I):N/A
 13. Instructor(s) names if they will appear in catalog copy (see Note J):
 14. Open to Sophomores (see Note U): Yes
 15. Skill Codes "W", "Q", or "C" (see Note T): Q
 16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: (see Note L)

This course provides a more rigorous treatment of intermediate macroeconomic theory than Econ 2202. It is designed primarily for honors students, students with an interest in mathematics (including the many double majors and minors we have), and students intending to pursue graduate work in economics.

Along with ECON 2211Q (Quantitative Intermediate Microeconomics), this course will form part of the core for the BS degree we are proposing.

Academic Merit (see Note L):

Macroeconomic theory is a core area of economics. By providing a more rigorous treatment of intermediate macroeconomic theory this course provides a more effective a bridge between introductory level macroeconomic theory and master's level macroeconomic theory.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 35
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
9. Dates approved by (see Note Q):
Department Curriculum Committee: September 4, 2015
Department Faculty: 9 October 2015
10. Name, Phone Number, and e-mail address of principal contact person:
Susan Randolph
(860) 906-8059
Susan.randolph@uconn.edu

Econ 2212Q
Quantitative Intermediate Macroeconomics

Instructor:
Office:
Office Hours:
Email:

Course Description

This course is primarily for students pursuing a Bachelor of Science degree in Economics. The main objective of this course is to provide a rigorous treatment of modern macroeconomic theory at the intermediate level. We will start by explaining how major economic variables (such as aggregate output, inflation rate, unemployment rate) are defined and measured. We then examine some important facts related to business cycles and long-term economic growth. The rest of this course focuses on developing a theoretical framework that can be used to explain these facts. The following topics will be discussed in detail: (i) consumer's labor supply decision and savings decision, (ii) firm's production and investment decisions, (iii) the effects of government policies, and (iv) the concept of general equilibrium.

Prerequisite

Students are expected to be familiar with the macroeconomic and microeconomic concepts covered at the Principles level. Working knowledge of differential calculus and linear algebra is also required.

Required Textbook

Macroeconomics 4th edition, by Stephen D. Williamson.
Publisher: Pearson Addison-Wesley (ISBN: 0-13-136873-7)

Requirements

Homeworks	10%
Quizzes	20%
Midterm	30%
Final Exam	40%

Topics

1. Introduction (Chapter 1)

2. National Income Accounting (Chapter 2)

Current U.S. Economic Conditions:

- *National Economic Trends*, published by the Federal Reserve Bank of St. Louis (<http://research.stlouisfed.org/publications/net/>)
- *National Economic Update*, published by the Federal Reserve Bank of Dallas (<http://www.dallasfed.org/research/update/us/index.cfm>)

3. Facts about Business Cycles (Chapter 3)

Supplementary Materials:

- Backus, D. K., and P. J. Kehoe, "International Evidence on the Historical Properties of Business Cycles," *American Economic Review*, vol. 82, 1992, p.864-888.
- Kydland, F., and E. C. Prescott, "Business Cycles: Real Facts and a Monetary Myth," *Federal Reserve Bank of Minneapolis Quarterly Review*, vol. 14, 1990, p.3-18.
- Romer, C., "Changes in Business Cycles: Evidence and Explanations," *Journal of Economic Perspectives*, vol. 13, 1999, p.23-44.

4. Facts about Economic Growth (Chapters 6 & 7)

5. Consumer and Firm Behavior in a One-Period Model (Chapter 4 and Appendix)

6. Consumption-Savings Decision (Chapter 8 and Appendix)

7. Competitive Equilibrium (Chapter 9 and Appendix)

8. Business Cycle Models (Chapter 11)

9. Economic Growth Models (Chapters 6 & 7)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 13 October 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Add exclusion.
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

2201. Intermediate Microeconomic Theory

Three credits. Prerequisite: [ECON 1200](#) or [1201](#); [MATH 1071Q](#) or [1110Q](#) or [1125Q](#) or [1131Q](#) or [1151Q](#), or [2141Q](#). Recommended preparation: [ECON 1202](#)

Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

Proposed Catalog Copy

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

2201. Intermediate Microeconomic Theory

Three credits. Prerequisite: [ECON 1200](#) or [1201](#); [MATH 1071Q](#) or [1110Q](#) or [1125Q](#) or [1131Q](#) or [1151Q](#), or [2141Q](#). Recommended preparation: [ECON 1202](#). **Not open for credit to students who have passed ECON 2211Q.**

Intermediate microeconomic theory, covering demand and supply, exchange and production, pricing, and welfare economics.

Justification

1. [Reasons for changing this course](#): We have introduced a new intermediate

microeconomics course at the undergraduate level (ECON 2211) that is a more quantitative version of ECON 2201. We don't want students who have taken the quantitative version to be able to take the less-quantitative version.

2. Effect on Department's curriculum: None.
3. Other departments consulted: N/A/
4. [Effects on other departments](#): N/A
5. Effects on regional campuses: N/A
6. [Staffing](#): No change

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: 4 September 2015
Department Faculty: 9 October 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois Richard.langlois@uconn.edu (860) 486-3472

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 13 October 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Add exclusion.
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

2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: [ECON 1200](#) or [1202](#). Recommended preparation: [ECON 1201](#) and one of [MATH 1071Q](#), [1110Q](#), [1131Q](#) or [1151Q](#).

Intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth.

Proposed Catalog Copy

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

2202. Intermediate Macroeconomic Theory

Three credits. Prerequisite: [ECON 1200](#) or [1202](#). Recommended preparation: [ECON 1201](#) and one of [MATH 1071Q](#), [1110Q](#), [1125Q](#), [1131Q](#), [1151Q](#), or [2141Q](#). **Not open for credit to students who have passed ECON 2212Q.**

Intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth.

Justification

1. [Reasons for changing this course](#): We have introduced a new intermediate microeconomics course at the undergraduate level (ECON 2212) that is a more quantitative version of ECON 2202. We don't want students who have taken the quantitative version to be able to take the less-quantitative version.

There is also a small change in the list of recommended MATH courses to make them parallel to our other prerequisites.

2. Effect on Department's curriculum: None.
3. Other departments consulted: N/A/
4. [Effects on other departments](#): N/A
5. Effects on regional campuses: N/A
6. [Staffing](#): No change

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: 4 September 2015
Department Faculty: 9 October 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois Richard.langlois@uconn.edu (860) 486-3472

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 13 October 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Add exclusion.
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

ECON 5201. Microeconomics
(ECON 308) 3 credits. Lecture.

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

Proposed Catalog Copy

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

ECON 5201. Microeconomics
(ECON 308) 3 credits. Lecture. **Not open for credit to students who have passed ECON 2211Q.**

Beginning graduate microeconomics covering consumer and producer theory, price determination, economic efficiency, and welfare analysis.

Justification

1. **Reasons for changing this course:** We have introduced a new quantitative intermediate microeconomics course at the undergraduate level (ECON 2211Q) that will be extremely similar to this course, and we want to be able to screen students who have taken that course before allowing them into this one. (Many Honors students would be in the position of possibly taking both courses, as taking two graduate courses is a requirement of our Honors program. This would also affect UConn undergraduates who stay on for a master's.)

2. Effect on Department's curriculum: Negligible
3. Other departments consulted: N/A
4. [Effects on other departments](#): N/A
5. Effects on regional campuses: N/A
6. [Staffing](#): no change.

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: 4 September 2015
Department Faculty: 9 October 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois Richard.langlois@uconn.edu (860) 486-3472

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 13 October 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Add exclusion.
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

ECON 5202. Macroeconomics
(ECON 309) 3 credits. Lecture.

Survey of the field: its historical foundations and development, conceptual framework, and application to current macroeconomic problems.

Proposed Catalog Copy

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

ECON 5202. Macroeconomics
(ECON 309) 3 credits. Lecture. **Not open for credit to students who have passed ECON 2212Q.**

Survey of the field: its historical foundations and development, conceptual framework, and application to current macroeconomic problems

Justification

1. [Reasons for changing this course](#): We have introduced a new quantitative intermediate macroeconomics course at the undergraduate level (ECON 2212Q) that will be extremely similar to this course, and we want to be able to screen students who have taken that course before allowing them into this one. (Many Honors students would be in the position of possibly taking both courses, as taking two graduate courses is a requirement of our Honors program. This would also affect UConn undergraduates who stay on for a master's.)

2. Effect on Department's curriculum: Negligible
3. Other departments consulted: N/A
4. [Effects on other departments](#): N/A
5. Effects on regional campuses: N/A
6. [Staffing](#): no change.

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: 4 September 2015
Department Faculty: 9 October 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois Richard.langlois@uconn.edu (860) 486-3472

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:
2. Department requesting this course:
3. Semester and year in which course will be first offered:

Final Catalog Listing

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

2312. Empirical Methods in Economics II

Three credits. Prerequisite: [ECON 2311](#).

Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ECON
2. Course Number: 2312
3. Course Title: Empirical Methods in Economics II
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ECON 2311
 - a. Consent of Instructor, if applicable: N/A
 - b. Open to sophomores/juniors or higher: Yes
8. Recommended Preparation, if applicable: N/A
9. Exclusions, if applicable: N/A
10. Repetition for credit, if applicable: N/A
11. Skill codes "W", "Q" or "C": No
12. S/U grading: No

Justification

1. Reasons for adding this course:
2. This is a proposal simply to add a non-W version of an existing course.
3. Academic merit:

This course is a requirement for the new BS in ECON we are proposing. We will want the flexibility to offer it as a non-W version in larger sections. The W-only version had been a kind of "boutique" course taught only occasionally, but the non-W version will become a regular offering.

4. Overlapping courses and departments consulted: N/A
5. Number of students expected: 35
6. Number and size of sections: 1 section of 25 per semester
7. Effects on other departments: N/A
8. Effects on regional campuses: Probably not offered at regional campuses initially.
9. Staffing: Part of the general staffing mix.

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: 4 September 2015
Department Faculty: 9 October 2015
2. Name, Phone Number, and e-mail address of principal contact person:

Syllabus

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

Syllabus

Econ 2312

Text: Jeffrey Wooldridge *Introductory Econometrics*,
4th edition
Prerequisite: ECON 2311: Empirical Methods in Economics I

Grading

First Exam	30%
Second Exam	30%
Comprehensive Final Exam	40%

Course Schedule

Week 1 (01/19 01/22)	<i>Course Intro</i>
	<i>Revisit OLS</i>
Week 2 (01/25 01/29)	<i>Revisit OLS</i>
Week 3 (02/01 02/05)	<i>Chapter 13: Simple Panel Model</i>
Week 4 (02/08 02/12)	<i>Chapter 13: Simple Panel Model</i>
Week 5 (02/15 02/19)	<i>Chapter 19: Carrying Out an Empirical Project</i>
	Exam 1
Week 6 (02/22 02/26)	<i>Chapter 14: Advanced Panel Data Model</i>
Week 7 (03/01 03/05)	<i>Chapter 14: Advanced Panel Data Model</i>
<hr/>	
Week 8 (03/08 03/12)	Spring recess
<hr/>	
Week 9 (03/15 03/19)	<i>Chapter 15: IV Estimation and 2-Stage Least Squares</i>
Week 10 (03/22 03/26)	<i>Chapter 15: IV Estimation and 2-Stage Least Squares</i>
Week 11 (03/29 04/02)	<i>Chapter 15: IV Estimation and 2-Stage Least Squares</i>
	Exam 2
Week 12 (04/05 04/09)	<i>Chapter 17: Probit and Logit Models</i>
Week 13 (04/12 04/16)	<i>Chapter 17: Probit and Logit Models</i>
Week 14 (04/19 04/23)	<i>Chapter 17: Probit and Logit Models</i>
Week 15 (04/26 04/30)	<i>Student Feedback / Review</i>
Week 16	Final Exam (TBA)

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 15 October 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Change prerequisites for 3000- and 4000- level ECON courses.
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

3128. Economic and Social Human Rights

Three credits. Prerequisite: [ECON 2201](#) or [2202](#).

Conceptual bases, types, measurement, and policy applications of economic and social human rights.

3208. Game Theory

Three credits. Prerequisite: [ECON 2201](#). Open to juniors or higher.

Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

3313. Elementary Economic Forecasting

Three credits. Prerequisites: [ECON 2202](#) and [STAT 1000Q](#) or [STAT 1100Q](#); open to juniors or higher. Recommended preparation: [ECON 2311](#).

Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

3416. Special Problems in Money and Banking

(Formerly offered as ECON 231.) Three credits. Prerequisites: [ECON 2202](#) and [2411](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Emphasis on public policy: commercial bank regulations; the relation of liquidity to economic fluctuations; government lending agencies; and central bank policies and credit control.

3421. International Trade

Three credits. Prerequisite: [ECON 2201](#). Recommended preparation: [ECON 1200](#) or [1202](#) and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Economic basis of international trade, trade policies, and international economic organizations.

3421W. International Trade

Prerequisite: [ECON 2201](#); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: [ECON 1200](#) or [1202](#) and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

3422. International Finance

Three credits. Prerequisite: [ECON 2202](#). Recommended preparation: [ECON 1200](#) or [1201](#) and one of: [MATH 1071Q](#), [1131Q](#), or [1151Q](#).

Payments and financing of international trade: foreign exchange markets, the balance of payments, capital flows, and international monetary arrangements.

3431. Public Finance

Three credits. Prerequisite: [ECON 2201](#); Recommended preparation: [ECON 1200](#) or [1202](#) and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

3431W. Public Finance

Prerequisite: [ECON 2201](#); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: [ECON 1200](#) or [1202](#) and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

3438. Contemporary Problems in Economics

Three credits. Prerequisites: [ECON 2201](#) and [2202](#) (one of which may be taken concurrently). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

3438W. Contemporary Problems in Economics

Three credits. Prerequisites: [ECON 2201](#) and [2202](#) (one of which may be taken concurrently); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

3439. Urban and Regional Economics

(Also offered as [URBN 3439](#).) Three credits. Prerequisite: [ECON 2201](#). Recommended preparation: [ECON 1200](#) or [1202](#) and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Economic problems of cities and regions: urban markets for land, labor, and housing; location decisions of businesses and households; metropolitan transportation problems; urban/suburban fiscal relations; urban and regional environmental quality; and the economics of crime.

3439W. Urban and Regional Economics

Prerequisite: [ECON 2201](#); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: [ECON 1200](#) or [1202](#) and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

3441. Theory of Labor Markets

Three credits. Prerequisite: [ECON 2201](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Theoretical analysis of labor markets: labor supply and demand; wage differentials; human capital; and the inflation-unemployment tradeoff.

3451. Health Economics

Three credits. Prerequisite: [ECON 2201](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Economic analysis of the health sector: organization and performance of health care delivery systems; economic behavior of patients and providers; markets for health services; health-care finance and insurance; health-care policy; and cost-benefit analysis of health-care programs.

3461. Organization of Industry

Three credits. Prerequisite: [ECON 2201](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

The nature of competition and economic organization. Competitive effects of business practices, and their influence on price, production, and technological change.

3466. Environmental Economics

Three credits. Prerequisite: [ECON 2201](#).

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

3468. Economics of the Law

Three credits. Prerequisite: [ECON 2201](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

3473. Economic Development

Three credits. Prerequisite: [ECON 1200](#) or [1202](#); [2201](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Economics of problems facing developing nations: theories of development, and strategies and policies to promote economic development.

3473W. Economic Development

Prerequisite: [ECON 1200](#) or [1202](#); [2201](#); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

3479. Economic Growth

Three credits. Prerequisite: [ECON 2202](#).

Causes and consequences of economic growth examined through theory, data, and economic history. Interactions between economic growth and population growth, technology, education, health and life expectancy, and social institutions. Public policies to promote growth.

3479W. Economic Growth

Three credits. Prerequisites: [ECON 2202](#); [ENGL 1010](#) or [1011](#) or [2011](#).

3493. Foreign Study

Credits and hours by arrangement. Prerequisite: [ECON 2201](#) and [2202](#) or equivalent; consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor. May be repeated for credit.

Special topics taken in a foreign study program.

3495. Special Topics

Credits and hours by arrangement. Prerequisite: [ECON 2201](#) and [2202](#). Recommended preparation varies. With a change in topic, this course may be repeated for credit.

3498. Variable Topics

Three credits. Prerequisite: [ECON 2201](#) and [2202](#). Recommended preparation varies. With a change in topic, may be repeated for credit.

3499. Independent Study

Credits and hours by arrangement. Prerequisite: [ECON 2201](#) and [2202](#); open only with consent of instructor. No more than 6 credits in [ECON 2499/3499](#) may be counted toward major requirements. With a change of topic, may be repeated for credit.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

4206. Mechanism Design

Three credits. Prerequisite: [ECON 2201](#).

Designing incentives to encourage an intended result. Applications may include public goods provision; two-sided matching, as in labor and marriage markets; and peer evaluation of performance.

4494W. Seminar in Economics

Three credits. Prerequisites: [ECON 2201](#) and [2202](#) (one of which may be concurrent); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).

Special topics in micro – and macroeconomic theory, applications, and testing. Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

Proposed Catalog Copy

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

3128. Economic and Social Human Rights

Three credits. Prerequisite: [ECON 2201](#), [2202](#), [2211Q](#), or [2212Q](#).

Conceptual bases, types, measurement, and policy applications of economic and social human rights.

3208. Game Theory

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#). Open to juniors or higher.

Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

3313. Elementary Economic Forecasting

Three credits. Prerequisites: [ECON 2202](#) or [2212Q](#) and [STAT 1000Q](#) or [STAT 1100Q](#). Open to juniors or higher. Recommended preparation: [ECON 2311](#).

Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

3416. Special Problems in Money and Banking

(Formerly offered as ECON 231.) Three credits. Prerequisites: [ECON 2202](#) or [2212Q](#); [ECON 2411](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Emphasis on public policy: commercial bank regulations; the relation of liquidity to economic fluctuations; government lending agencies; and central bank policies and credit control.

3421. International Trade

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#). Recommended preparation: [ECON 1200](#) or [1202](#) ~~and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Economic basis of international trade, trade policies, and international economic organizations.

3421W. International Trade

Prerequisite: [ECON 2201](#) or [2211Q](#); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: [ECON 1200](#) or [1202](#) ~~and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

3422. International Finance

Three credits. Prerequisite: [ECON 2202](#) or [2212Q](#). Recommended preparation: [ECON 1200](#) or [1201](#) ~~and one of: [MATH 1071Q](#), [1131Q](#), or [1151Q](#).~~

Payments and financing of international trade: foreign exchange markets, the balance of payments, capital flows, and international monetary arrangements.

3431. Public Finance

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#); Recommended preparation: [ECON 1200](#) or [1202](#) ~~and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.

3431W. Public Finance

Prerequisite: [ECON 2201](#) or [2211Q](#); [ENGL 1010](#) or [1011](#) or [2011](#). Recommended preparation: [ECON 1200](#) or [1202](#) ~~and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

3438. Contemporary Problems in Economics

Three credits. Prerequisites: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

3438W. Contemporary Problems in Economics

Three credits. Prerequisites: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#); [ENGL 1010](#) or [1011](#) or [2011](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

3439. Urban and Regional Economics

(Also offered as [URBN 3439](#).) Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#).
Recommended preparation: [ECON 1200](#) or [1202](#) ~~and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Economic problems of cities and regions: urban markets for land, labor, and housing; location decisions of businesses and households; metropolitan transportation problems; urban/suburban fiscal relations; urban and regional environmental quality; and the economics of crime.

3439W. Urban and Regional Economics

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#); [ENGL 1010](#) or [1011](#) or [2011](#).
Recommended preparation: [ECON 1200](#) or [1202](#) ~~and one of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

3441. Theory of Labor Markets

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Theoretical analysis of labor markets: labor supply and demand; wage differentials; human capital; and the inflation-unemployment tradeoff.

3451. Health Economics

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Economic analysis of the health sector: organization and performance of health care delivery systems; economic behavior of patients and providers; markets for health services; health-care finance and insurance; health-care policy; and cost-benefit analysis of health-care programs.

3461. Organization of Industry

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

The nature of competition and economic organization. Competitive effects of business practices, and their influence on price, production, and technological change.

3466. Environmental Economics

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#).

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

3468. Economics of the Law

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

3473. Economic Development

Three credits. Prerequisite: [ECON 1200](#) or [1202](#); [2201](#) or [2211Q](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Economics of problems facing developing nations: theories of development, and strategies and policies to promote economic development.

3473W. Economic Development

Prerequisite: [ECON 1200](#) or [1202](#); [2201](#) or [2211Q](#); [ENGL 1010](#) or [1011](#) or [2011](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

3479. Economic Growth

Three credits. Prerequisite: [ECON 2202](#) or [2212Q](#).

Causes and consequences of economic growth examined through theory, data, and economic history. Interactions between economic growth and population growth, technology, education, health and life expectancy, and social institutions. Public policies to promote growth.

3479W. Economic Growth

Three credits. Prerequisites: [ECON 2202](#) or [2212Q](#); [ENGL 1010](#) or [1011](#) or [2011](#).

3493. Foreign Study

Credits and hours by arrangement. Prerequisite: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#). Consent of Department Head required prior to the student's departure. May count toward the major with consent of the advisor. May be repeated for credit.

Special topics taken in a foreign study program.

3495. Special Topics

Credits and hours by arrangement. Prerequisite: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#). Recommended preparation varies. With a change in topic, this course may be repeated for credit.

3498. Variable Topics

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#). Recommended preparation varies. With a change in topic, may be repeated for credit.

3499. Independent Study

Credits and hours by arrangement. Prerequisite: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#). Open only with consent of instructor. No more than 6 credits in [ECON 2499/3499](#) may be counted toward major requirements. With a change of topic, may be repeated for credit.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

4206. Mechanism Design

Three credits. Prerequisite: [ECON 2201](#) or [2211Q](#).

Designing incentives to encourage an intended result. Applications may include public goods provision; two-sided matching, as in labor and marriage markets; and peer evaluation of performance.

4494W. Seminar in Economics

Three credits. Prerequisites: [ECON 2201](#) or [2211Q](#); [ECON 2202](#) or [2212Q](#); [ENGL 1010](#) or [1011](#) or [2011](#). ~~Recommended preparation: One of: [MATH 1071Q](#), [1110Q](#), [1131Q](#), or [1151Q](#).~~

Special topics in micro- and macroeconomic theory, applications, and testing. Recommended for capable students who are motivated to develop and extend their knowledge of economics in creative ways. Required for Honors Scholars in Economics and Economics Scholars.

Justification

1. Reasons for changing this course:

There are two changes to prerequisites for 3000- and 4000-level ECON courses.

- At least one intermediate theory course is required for most 3000- and 4000-level courses in ECON. (The only exceptions are new courses to be cross listed with Human Rights and El Instituto.) As we are introducing more-quantitative versions of the intermediate theory courses – ECON

2211Q and 2212Q – we have to include these as possible prerequisites.

- All four intermediate theory courses that are prerequisites for 3000- and 4000-level courses have calculus prerequisites (although only recommended preparation in one case). Students must take ECON 2201 in order to take most 3000+ level courses. So it is really unnecessary to repeat the same calculus prerequisites in the copy for the 3000- and 4000-level courses themselves. Removing the prerequisites from the individual courses will also simplify the catalog descriptions and make the courses appear less daunting. The Department is involved with an effort by the American Economic Association to attract more women into the field of economics. Members of the department involved in this effort feel that making the major course seem less mathematically daunting will be of benefit in attracting female majors.

2. Effect on Department's curriculum: Negligible.
3. Other departments consulted: N/A
4. [Effects on other departments](#): N/A
5. Effects on regional campuses: N/A
6. [Staffing](#): Unaffected.

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: 4 September 2015
Department Faculty: 9 October 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois Richard.langlois@uconn.edu (860) 486-3472

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Create a Major

Last revised: September 24, 2013

1. Date: 9 October 2015
2. Department or Program: ECON
3. Title of Major: Bachelor of Science in Economics
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.)

Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. [The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.](#)

[For an economics major that leads to a Bachelor of Arts degree students](#) must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 [or 2211Q](#) and ECON 2202 [or 2212Q](#)), plus at least nine credits in either quantitative skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements

Economics [BA](#) majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

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For an economics major that leads to a Bachelor of Science degree, students must earn twenty-nine credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); Mathematical Economics (ECON 2301); a sequence in econometrics (ECON 2311 and ECON 2312); at least three credits in one of the modeling and methods courses (ECON 2326, Econ 2327, ECON 3208, ECON 3313, ECON 4206); plus at least nine additional credits in either quantitative skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. Students may substitute equivalent graduate-level courses with consent of the advisor. [Question for C&C: Do we need a statement here that these requirements substitute for the physics, chemistry, and biology sequences in the standard College BS core?] No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 29 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

BS majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. BS majors are required to take STAT 1000Q or 1100Q (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: MATH 1120Q, 1121Q, and either 1122Q or 1132Q; MATH 1125Q, 1126Q, and 1132Q; MATH 1131Q (or 1151Q) and 1132Q (or 1152Q); or MATH 2141Q and 2142Q. Additionally, BS majors are required to take MATH 2110Q or MATH 2130Q and MATH 2210Q. Students may substitute more advanced MATH and STAT courses with consent of the advisor.

The intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 (required for the BS) and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Coursework in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics BS is recommended for students interested in professions that call for quantitative skills. The BS is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations. Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326,

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or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the "Minors" section.

Justification

1. Identify the core concepts and questions considered integral to the discipline:

This proposal would add a Bachelor of Science major to the existing Bachelor of Arts major in Economics. As such it would use the same central concepts (notably including supply-and-demand analysis) and address the same central questions (how are resources allocated in a decentralized way in a wide variety of market and non-market settings?). The BS major would differ in being substantially more quantitative in coverage, and this would add important techniques in theory (such as maximization subject to constraint using calculus) and in the statistical analysis of data (notably regression analysis). There is a significant demand for such a major from Honors students; from students who are interested in mathematics or statistics (often double majoring or minoring); from students who are thinking about graduate work in economics, public policy, or related fields; and from students seeking a stronger credential in the job market.

2. Explain how the courses required for the Major cover the core concepts identified in the previous question:

The BS major differs from the [BA](#) in several respects

- It requires students to complete the same MATH sequence requirements as the standard BS core.
- It requires more quantitative intermediate (core) theory courses newly created for the major (ECON 2211Q and 2212Q).
- It requires a two-course sequence in econometrics, which is the statistical analysis of data (ECON 2311 and 2312).
- It requires students to take one of a menu of "modeling and methods" courses that include things like game theory, operations research, and mechanism design.
- It requires students to complete a 2000-level MATH course in multivariable calculus and a 2000-level MATH course in applied linear algebra.
- It requires a total of 29 credits instead of the 24 required for the BA.

At its meeting of 24 April 2007, the Curriculum and Courses Committee of the College of Liberal Arts and Sciences approved the creation of alternative (or "Plan B") BS degrees that do not require the full suite of introductory sequences in Biology, Chemistry, and Physics so long as the proposed BS "attain[s] the same

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level of rigor, breadth and depth" as a standard core ("Plan A"] BS degree. The degree proposed here clearly meets that standard. The major requires students to take the most rigorous upper-division courses available, which is parallel to other BS majors in the college. The major does not require introductory sequences in biology, chemistry, and physics, since the synergies between these fields and economics (the economies of scope, economists would say) are not as strong as they are among the traditional "Plan A" BS majors. But the ECON BS substitutes 2000-level MATH courses. Moreover, the structure of the proposed BS is very much in keeping with the standard for BS programs around the country at our peer and aspirant peer institutions. [[Documentation and analysis of BS programs at peer institutions to follow for C&C BS subcommittee.](#)]

3. [Dates approved](#) by

Department Curriculum Committee: 4 September 2015

Department Faculty: 9 October 2015

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

Richard Langlois (860) 486-3472 richard.langlois@uconn.edu

Plan of Study

Attach a "Major Plan of Study" to your email submission as a separate document. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Major in <insert name>
(signed) _____ Dept. of <insert name>

Major Advisor

Department of Economics
Bachelor of Science Plan of Study

Preliminary Final

Bachelor of Science: Students in the B.S Program are required to take a minimum of 29 credits in Economics chosen from the following groups of courses:

Group I (17 credits) All of the following:

- ECON 2211Q (Quantitative Intermediate Microeconomics) 4 credits (grade) _____
- ECON 2212Q (Quantitative Intermediate Macroeconomics) 4 credits (grade) _____
- ECON 2301 (Mathematical Economics) 3 credits (grade) _____
- ECON 2311 3 credits (grade) _____
- ECON 2312 3 credits (grade) _____

Group II (3 credits) At least one of the following:

- ECON 2326 (Operations Research) 3 credits (grade) _____
- ECON 2327 (Information Technology for Economics) 3 credits (grade) _____
- ECON 3208 (Game Theory) 3 credits (grade) _____
- ECON 3313 (Elementary Economic Forecasting) 3 credits (grade) _____
- ECON 4206 (Mechanism Design) 3 credits (grade) _____

Group III (9 credits):

Nine credits of ECON courses at the 2000-level or higher. Economics 2201 and 2202 DO NOT fulfill this requirement. Not more than 6 credits in ECON 2499 or 3499 may be counted toward this requirement. ECON 2481 does not count toward fulfilling the major requirements.

Related Courses: Economics B.S. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics.

STAT Courses:

STAT 1000Q OR STAT 1100Q _____

MATH Courses: Economics B.S. majors must fulfill the B.S. Mathematics requirement of the College of Liberal Arts and Sciences: **ONE** of the following MATH sequences:

- MATH 1120Q, 1121Q, and either 1122Q or 1132Q
- MATH 1125Q, 1126Q, and 1132Q
- MATH 1131Q (or 1151Q) and 1132Q (or 1152Q)
- MATH 2141Q and 2142Q

In addition, B.S. majors in Economics must take:

- MATH 2110Q or MATH 2130 (Multivariable Calculus)
- MATH 2210Q (Applied Linear Algebra)

COLLEGE OF LIBERAL ARTS & SCIENCES – B.S – GENERAL EDUCATION REQUIREMENTS

In PeopleSoft, the Student Administration System, under Academics, you will find “View Your Advisement Requirements Report”. This form can be completely filled in from that report. Please note that in each Content Area, you must have courses from two different departments. For a list of eligible courses, please see <http://www.services.clas.uconn.edu/gened.html>

Second Language: Check completion of A, B, or C.

- A. 3 years high school level
- B. 2 years high school level PLUS the 2nd year (Intermediate) UConn level
- C. 1st year (Elementary) AND 2nd year (Intermediate) UConn levels

Writing:

- >English 1010 or 1011 or 91002 and 91003 (transferred)
- >A total of 2 “W” courses, one of which must be in the major at the 2000-level

_____ English _____ Major 2000-level W _____ 2nd W course

Quantitative: 3 “Q” courses, at least one of which must be MATH or STAT. Please see Major Requirements.

_____ MATH or STAT _____ 2nd Q course _____ 3rd Q course

Content Area One – Arts & Humanities:

>Two courses from two different subject areas _____ 1st course _____ 2nd course

Content Area Two – Social Sciences:

>Two courses from two different subject areas _____ 1st course _____ 2nd course

Content Area Three – Science & Technology:

>Two courses from two different subject areas _____ Laboratory course _____ 2nd course
 >At least one course must be a 4-credit lab

[NOTE: Students must take courses from six different subject areas in Content Areas One, Two and Three.]

Content Area Four – Diversity and Multiculturalism: NOTE: One course can also be used to fulfill another course in Content Areas One, Two or Three.

>Two courses from two different subject areas
 >One course must cover an international field of study _____ International _____ 2nd course

Areas A-E: (courses can be also used to fulfill Content Area One)

- A – Art; B – Literature; C – History; D- Philosophical/Ethical Analysis; E – World Cultures
- >Four courses from at least four different subject areas
- >At least one course from each of A-D.

_____ Area A _____ Area B _____ Area C _____ Area D

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Major in <insert name>

(signed) _____ Dept. of <insert name>

Major Advisor

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 10/7/15
2. Department requesting this course: Geography
3. Nature of Proposed Change: Title and description
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

4130. Transportation Geography

Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [GEOG 2100](#).

Transportation rate establishment, transportation models for predicting transportation flows, impact of transportation on location of economic activities, and planning of transportation facilities in cities.

Proposed Catalog Copy

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

4130. Geographical Analysis of Transportation

Three credits. Recommended preparation: [GEOG 2100](#).

Investigation of the role of transportation in global trade, spatial organization, economic development, and the natural and built environment. Application of GIS to the study of transport systems and modeling.

Justification

1. [Reasons for changing this course](#): the course description now reflects a focus on the use of GIS methods in transportation analysis.
2. Effect on Department's curriculum: n/a
3. Other departments consulted: n/a

4. [Effects on other departments](#): n/a
5. Effects on regional campuses: n/a
6. [Staffing](#): Scott Stephenson

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

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

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 10/12/2015
Department Faculty: 10/16/2015
2. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, x-2059, robert.cromley@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 15 Oct 2015
2. Department requesting this course: Anthropology
3. Nature of Proposed Change: Update course description for Anth 1500
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

Survey of important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology.

Proposed Catalog Copy

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

Survey of ancient societies and important discoveries in archaeology spanning the whole of human prehistory across the globe. Current issues, methods, and techniques in the field of archaeology.

Justification

1. **Reasons for changing this course:** The addition of "ancient societies" to the catalog copy better reflects the course content. This change communicates to students that the course places heavy emphasis on understanding the diversity of ancient societies as well as the societal changes that took place through time. Important discoveries are presented alongside discussion of ancient hunter gatherers, chiefdoms, and early state level societies.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. **Effects on other departments:** None
5. Effects on regional campuses: None
6. **Staffing:** Regularly taught by Alexia Smith and Gideon Hartman. No impact on staffing.

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: 15 Oct 2015
Department Faculty: 19 Oct 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 860 486-4264, alexia.smith@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. **Date:** 21 September 2015
2. **Department or Program:** Anthropology
3. **Title of Major:** Anthropology
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:** 1) Add Anth 1500 to the list of prerequisite choices for the major (requirement A); 2) Remove Anth 3002 from the list of required core courses (requirement B); 3) Add a requirement for one additional 2000–4000 level non-ethnographic course (requirement D) to replace 3002; 4) Remove recommendation to take Anth 4001W in the senior year to avoid scheduling difficulties and; 5) Clarify requirements through a list and revised language to avoid confusion regarding requirements.

Existing Catalog Description of Major

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective — which stresses writing, critical thinking, and social analysis — anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University's liberal arts program.

All must take the following major courses:

- A. [ANTH 1000](#) or [1006](#)
- B. [ANTH 2000](#), [2501](#) [2502](#) and [3002](#)
- C. At least one course in an ethnographic area ([ANTH 3021](#), [3025](#), [3026](#), [3027](#), [3028](#), [3029](#), [3030](#), [3038](#), [3041](#), [3042](#)).
- D. At least three additional anthropology courses at the 2000 to 4000-level, two of which may not be ethnographic area courses. We strongly recommend that majors take [ANTH 4001W](#) in the senior year, if possible.

To satisfy the writing in the major competency, all majors must pass at least one 2000 to 4000-level ANTH W course approved for the major. To fulfill the information literacy requirement, all majors must pass three credits of: [ANTH 3003](#), [3004](#), [3200](#) or [3506W](#).

Related courses must be approved by the major advisor.

Minors in [Anthropology](#) and [Native American and Indigenous Studies](#) are described in the “Minors” section.

Proposed Catalog Description of Major

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective—which stresses writing, critical thinking, and social analysis—anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University’s liberal arts program.

All must take the following major courses:

- A. [ANTH 1000](#) or [1006](#) or [1500](#)
- B. [ANTH 2000](#), [2501](#) and [2502](#)
- C. At least one course in an ethnographic area ([ANTH 3021](#), [3025](#), [3026](#), [3027](#), [3028](#), [3029](#), [3030](#), [3038](#), [3041](#), [3042](#)).
- D. At least one information literacy course ([ANTH 3003](#), [3004](#), [3200](#) or [3506W](#)).
- E. At least three additional anthropology courses at the 2000+ level, two of which may not be ethnographic area (Requirement C) courses.
- F. A minimum of 12 credits of related courses (2000+ level) must be approved by the major advisor.

To satisfy the writing in the major competency, one of the courses above must be a 2000+ level ANTH W course. At least 24 2000+ level Anthropology credits need to be completed with an average GPA of 2.0 or above.

Minors in [Anthropology](#), [Native American and Indigenous Studies](#), and [Religion](#) are described in the “Minors” section.

Justification

1. Reasons for changing the major:

- i. Add 1500: The department now offers 3 large introductory Anth 1000-level courses that are all offered each semester (Anth 1000, 1006, and 1500). This change better reflects the diversity of entry level courses now available within the department and allows students more flexibility to enter the major while still maintaining the integrity of knowledge required. This addition would remove the need for those who take Anth 1500 first to take either Anth 1000 or 1006 in order to complete the major.
- ii. Remove Anth 3002 and replace this requirement with one additional non-ethnographic course (i.e., any 2000+ level course not listed under the ethnographic course Requirement C): Anth 3002 was solely taught by a faculty member who is no longer at UConn. The department does not currently have a faculty member qualified to teach the course so it can no longer effectively serve as a regularly taught

core course. Additionally, the existing major did not offer students many options for elective courses. By removing Anth 3002 and adding the requirement for any 2000+ level non-ethnographic course, students have some flexibility to pursue their interests while, at the same time, fulfilling the core topics deemed essential by the department.

2. Effects on students:

- i. Add 1500: The change allows students to use any a wider range of courses to enter the major. This change removes the need for those who take Anth 1500 first to take either Anth 1000 or 1006 in order to complete the major (over the past few years we have observed this issue affecting students).

- ii. Remove Anth 3002 and replace this with one additional non-ethnographic course: Removing Anth 3002 will eliminate the problem that the department is facing in staffing this core course. By replacing the requirement with any non-ethnographic course (2000+), students: 1) would be able to fulfill the requirements for the major more easily; 2) would still be required to learn the core information deemed important by the department; and 3) would be afforded slightly more flexibility in course choice allowing them to pursue their personal interests within anthropology).

3. Effects on other departments: None

4. Effects on regional campuses: None

5. **Dates approved by**

Department Curriculum Committee: 12 Oct 2015

Department Faculty: 12 Oct 2015

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

Alexia Smith, 860 486-4264, alexia.smith@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.

Anthropology Major Plan of Study

Bachelor of Arts

Effective for students who enrolled or changed schools or colleges after fall 2016. Please submit an electronic Plan of Study through Peoplesoft by the fourth week of the semester in which you wish to graduate. The form will be routed to a faculty advisor for approval. Approved related courses will be manually added at that time by the faculty member.

Student name:	Peoplesoft ID:
A. Prerequisite to the major requirement. At least <u>one</u> of the following:	
ANTH 1000 or ANTH 1006 or ANTH 1500 (circle one)	
B. Core courses. Anthropology majors must take all of the following:	
ANTH 2501 ANTH 2000 ANTH 2502	
C. Ethnographic course. Choose <u>one</u> of the following:	
3021 3025 3026 3027 3028 3029 3030 3038 3041 3042 (circle one)	
D. Information Literacy. Choose one of the following:	
ANTH 3200 ANTH 3003 ANTH 3506W ANTH 3004 (circle one)	
E. Take at least 3 additional 2000+ level ANTH courses, 2 of which must be non-ethnographic:	
#1 ANTH _____ #2 ANTH _____ #3 ANTH _____	
F. Related courses. Only courses approved by your advisor may be included. A minimum of 12 credits (2000+ level) are required.	
#1 _____ #2 _____ #3 _____ #4 _____	
CHECKLIST <input type="checkbox"/> Writing requirement. At least one of the courses listed <u>above</u> should be a 2000+ level writing (W) Anthropology course: ANTH _____ W <input type="checkbox"/> Credit minimum met. At least 24 2000+ level Anthropology credits have been completed. <input type="checkbox"/> No pass/fail courses have been taken for the major. <input type="checkbox"/> GPA minimum of a 2.0 earned in the 24 2000+ Level Anthropology courses.	

Student intends to complete the requirements by _____
Month Year

I approve this plan of study which fulfills the requirements of the _____ - _____ catalog
(academic year)

MAJOR ADVISOR SIGNATURE: _____	DEPARTMENT HEAD SIGNATURE: _____
PLEASE PRINT NAME	PLEASE PRINT NAME

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 8 Oct 2015
2. Department or Program: Anthropology
3. Title of Minor: Anthropology
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: Remove Anth 3002 from a list of "Requirement 1" choices to fulfill the minor.

Existing Catalog Description of Minor

The requirements for this minor are at least 15 credits in Anthropology courses that include:

1. Two courses chosen from ANTH 2000, 2501, 2502, and 3002; and
2. Three additional courses at the 2000-level and above, with the exception that not more than three credits of ANTH 3090, 3093, 3095, 3098, 3099, 3521W, 3522W, 3990 may be counted toward the minor.

Students are encouraged to consult with advisors in Anthropology and in their major field to design a plan of study appropriate to their long-term goals.

The minor is offered by the Anthropology Department.

Proposed Catalog Description of Minor

The requirements for this minor are at least 15 credits in Anthropology courses that include:

1. Two courses chosen from ANTH 2000, 2501, and 2502; and
2. Three additional courses at the 2000-level and above, with the exception that not more than three credits of ANTH 3090, 3093, 3095, 3098, 3099, 3521W, 3522W, 3990 may be counted toward the minor.

Students are encouraged to consult with advisors in Anthropology and in their major field to design a plan of study appropriate to their long-term goals.

The minor is offered by the Anthropology Department.

Justification

1. Reasons for changing the minor:

Anth 3002 was solely taught by a faculty member who is no longer at UConn. The department does not have faculty qualified to teach the course so it can no longer

effectively serve as a regularly taught core course.

2. **Effects on students:** The effects on students will be negligible. They will now have a choice of three core courses to take to fulfill requirement 1 of the minor (ANTH 2000, 2501, and 2502) instead of four. These courses are all taught regularly and at least one from the list is offered each semester (and often during intersession).

3. **Effects on other departments:** There will be no effects on other departments.

4. **Effects on regional campuses:** There will be no effects on regional campuses.

5. **Dates approved by**

Department Curriculum Committee: 8 Oct 2015

Department Faculty: 12 Oct 2015

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

Alexia Smith, (860) 487-9471, alexia.smith@uconn.edu

Plan of Study

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

A. Near the top of the form:

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

B. At the bottom of the form:

Name of Student: _____

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

**Anthropology Minor Plan of Study
(Revised Oct 2015, effective fall 2016)**

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.

1. Please provide the semester that you completed (or intend to complete) TWO of the following courses (required):

ANTH 2501 _____

ANTH 2000 _____

ANTH 2502 _____

2. Please indicate 3 additional courses in Anthropology (2000+ level) that you wish to include in your minor course of study.

NOTE: No more than 3 credits may be counted for the minor from the following list: Anth 3090, 3093, 3095, 3098, 3099, 3521W, 3522W, and 3990

Course num	Course Title	Semester complete

Name of Student: _____ **Peoplesoft ID:**

Date of completion of minor requirements: _____

I approve the above program for the Minor in Anthropology:

Anth Faculty advisor: _____
Name
Signature
Date

Anth Dept. Head: _____

Name

Signature

Date

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: October 21, 2015
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

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

HEJS 3218 (Formerly offered as HEB and JUDS 3218.) (Also offered as CAMS 3256 and HIST 3330.) Three credits.
Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent; open to juniors or higher.
Taught in English. May not be used to meet the foreign language requirement. Miller

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: LCL, HEJS
2. Course Number: HEJS 3218W, CAMS 3256W, HIST 3330W
3. Course Title: Palestine under the Greeks and Romans
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

Optional Items

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

Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent; open to juniors or higher.

8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": **W**
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading:

Justification

1. and 2.

This course addresses the major political, historical and religious currents in Graeco-Roman Palestine. Special emphasis is placed on life within the major urban centers and on the relationship between the Jews and their Ptolemaic, Seleucid, and Roman rulers. The literary legacy of the rabbis and the emergence of Christian schools are also covered. Students learn to appreciate the challenges in studying ancient history and the challenges in utilizing archaeological and literary evidence in its reconstruction.

Reasons for introducing a W section at this time:

- a. The HEJS section in LCL is now applying for a major in "Judaic Studies." We have two tracks. Track A is "General Judaic Studies," for which we have an existing W possibility that will be required of all students in this track. Track B, "Classical Judaic Studies," which emphasizes the pre-modern experience of the Jews, requires and appropriate W course. "Palestine under the Greeks and Romans" is a course that bridges the ancient and medieval periods of Jewish civilization and is a fitting W possibility for this track. The existing *non-W* version of the course will still be available (same instructor) for students who are pursuing the Track A major; these students will fulfill their W requirement using a different W course that is more appropriate for that track.
- b. The W version of this course will provide majors in HEJS, CAMS and HIST as well as non-majors, with an opportunity to research and formulate a focused

historiographic argument pertaining to antiquity and to hone their writing expression and skills in this area. **(PLEASE NOTE ALL THREE PROGRAMS, LCL/HEJS, LCL/CAMS, AND HISTORY HAVE APPROVED THIS COURSE.)**

c. There are rather limited possibilities for students to fulfill their writing requirements with courses dealing with the ancient world, even fewer that deal with this particular period and none that deal specifically with the religion and history of ancient Palestine. Since this course is already cross-listed with CAMS 3256 and HIST 3330 its W version will reach a good number of students looking for such an opportunity.

3. Overlapping courses: NONE
4. Number of students expected: 8-19
5. Number and size of sections: one section 8-19
6. Effects on other departments: NONE
7. Effects on regional campuses: NONE
8. Staffing: NO problem. Existing faculty.

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

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

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: LCL: Oct. 13, 2015. HIST: Oct. 16, 2015
Department Faculty: LCL: Oct. 13, 2015 HIST: Oct. 16, 2015
2. Name, Phone Number, and e-mail address of principal contact person: Stuart S. Miller
stuart.miller@uconn.edu 860 486 3386

Syllabus

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

University of Connecticut
CAMS 3256W/ HEJS 3218W/HIST 3330W
Proposed, W section of CAMS 3256/ HEJS 3218/HIST 3330

PALESTINE UNDER THE GREEKS AND ROMANS

Professor Stuart S. Miller
Email: Stuart.Miller@UConn.edu
appointment

Office: 243 Oak Hall. Phone: 860 486-3386
Hours: Th 10:30–11:30 **and by**

This course addresses the major political, historical and religious currents in Graeco-Roman Palestine, or what the Jews have called since antiquity, *'Ereṣ Yisrael* ("The Land of Israel"). Among the central concerns will be the relationship of the Jews to the ruling powers (Ptolemies, Seleucids, Romans, Herodians etc.) and the emergence of sects and other groups such as the Pharisees, Sadducees, Dead Sea Sect, Samaritans, and early (Jewish) Christians.

Relations between the Jews, Christians and Romans will also be examined. Special emphasis will be placed on life within the major urban centers, for example, Jerusalem, Caesarea, Sepphoris, Tiberias, and Bet Shean. The literary legacy of the rabbis and the emergence of Christian schools will be given special attention. Relevant archeological evidence will be introduced via slide presentations.

This is a W course. Students will pursue an agreed upon topic that addresses the relevant historiographic challenges taken up in the course. Students in this course learn to appreciate scholarly assessments of diverse historical witnesses, including: literary and historical texts, and numismatic, epigraphic and other archaeological evidence. This project not only affords the student an opportunity to research and evaluate a specific topic of interest but also to turn their findings into a coherent argument and narration. Since the project will involve sustained input from the instructor, the student learns to refine their argument and to develop the skills necessary for writing on an ancient historical theme.

Requirements and other Relevant Information:

1. **Attendance at *all* class sessions and "special lectures." Unexcused absences will be noted and can affect your grade. Meaningful class participation will be taken into consideration when your grade is calculated.**
2. Completion of ***all*** reading assignments and film viewings in advance. Readings should be done in the order in which they appear on the syllabus and should be completed according to schedule. "Primary source readings" will often be placed on HuskyCT. These ***must*** be read ***in advance*** as they will enable you to follow and participate in the classroom discussion, which is very much encouraged. **DUE TO THE JEWISH FESTIVALS THERE WILL BE NO CLASS ON THE FOLLOWING TUESDAYS: 9/15, 9/22, 9/29, AND 10/6. I HAVE SCHEDULED TWO EVENING MAKE-UP SESSIONS ON THURSDAY 10/8, 6–7:45 PM, OAK 301 AND 10/29, 6-7:45 PM, OAK 301.**

3. There *may* be a need for one additional make-up session, especially if there are any inclement weather cancellations.
4. **Midterm and Final Examinations.** Exams cover the lectures and assigned readings (*not all of which will be discussed in class*). Exams may include essay questions, short discussion questions, and identifications. They are not cumulative; however, certain key concepts, ideas and historical events do recur throughout the course. **Students are expected to take the exams and hand in all assignments on the scheduled dates. PLEASE NOTE THE SPECIAL DATE, TIME AND VENUE OF THE MIDTERM EXAM: OCTOBER 14, 6PM, OAK 268.**
 - a. Midterm is worth 30%, the final will count 35%.
5. **“Historiographic Paper”** consisting of three 5-7 page installments, each of which will be extensively critiqued by the instructor both in writing and in individual meetings. Students will rework and rewrite each installment before moving on to the next (deadlines for completion of each installment will be provided). The project will culminate in a 15-21 page paper that will be similarly critiqued in its penultimate version.

The paper will address a topic of interest to the student that affords an opportunity to grapple with the same issues taken up in the course and in the readings. The student learns the challenges in reconstructing ancient history, particularly with relationship to the peoples and rulers of Graeco-Roman Palestine, and attempts to formulate and articulate their argument in the style of contemporary scholarship.

The paper is worth 35% of your grade. **Students must pass this assignment to pass the course.**

Required Texts (books are available at the UConn Co-op:

1. E. M. Meyers and M. A. Chancey, *Alexander to Constantine: Archaeology of the Land of the Bible*
2. L. H. Schiffman, *From Text to Tradition: A History of Second Temple and Rabbinic Judaism*
3. *Holy Bible, Revised Standard Version* (New American Library)
4. Recommended Volume: H. Shanks, ed., *Partings: How Judaism and Christianity became Two*

There are a number of required readings from journals, particularly the *Biblical Archaeology Review*. These will mostly be available on HuskyCT. Please be sure you can access them on HuskyCT.

SYLLABUS (based on Fall, 2015. Dates to be changed)

**First Lecture 9/1 Why Study the History of Ancient Palestine? An Overview
(Terms and Periodization: "Palestine;" "Torah;" "Hellenism;" The Temple)**

Schiffman, *From Text to Tradition*, 1-32

9/3 Return from Exile

Bible/"Tanakh:" Ezra chapt. 1 and Nehemiah chapters 1–8
 Schiffman, 33-59
 Meyers and Chancey, 1–10

9/8–9/10 Alexander the Great and the Jews; Ptolemies and Seleucids

Schiffman, 60-72
 HuskyCT: "Alexander the Great and the Jews" (From Prof. Schiffman's source book: *Texts and Traditions*. Read in advance, bring to class.)
 Meyers and Chancey, 11–25

9/15–9/24 No classes on 9/15, Rosh HaShanah and 9/22 eve of Yom Kippur). The Maccabean Revolt and Subsequent Developments; Politics and Religion under the Later Maccabees

Schiffman, *From Text to Tradition*, 80-119
 Meyers and Chancey, 26–49
VIDEO (on reserve at library): "Emperors and Rebels: the story of Hannukah" DS121.7 .E47 2004

9/29–10/6 No Class 9/29 and 10/6 Feast of Booths ("Tabernacles"). Sectarianism: Pharisees, Sadducees and Essenes; The Dead Sea Sect.

Schiffman, *From Text to Tradition*, 120-138
 Primary Sources on Sectarian Groups, HuskyCT (from Feldman and Reinhold, *Jewish Life and Thought among Greeks and Romans*, 240-262)
 Meyers and Chancey, 83–112

HuskyCT articles:

- L. H. Schiffman, "The Significance of the Dead Sea Scrolls,"
- L. H. Schiffman, "The Sadducean Origins of the Dead Sea Scrolls Sect"
- J. C. Vanderkam, "The People of the Dead Sea Scrolls: Essenes or Sadducees?" (Response to Prof. Schiffman)
- Mason, S., "Did the Essenes Write the Dead Sea Scrolls?"

For those interested in additional information on the Dead Sea Sect, see:
<http://www.bib-arch.org/online-exclusives/dead-sea-scrolls-01.asp>

Thursday 10/8 MAKE-UP CLASS 6-7:45 PM, Oak 301

10/8–10/13 The Romans and the Jews. Herod the Client King. Herod's Cities: Caesarea and Jerusalem

Schiffman, *From Text to Tradition*, 139-148
 HuskyCT: Primary Sources on the reign of Herod the Great (from Feldman and Reinhold, *Jewish Life and Thought*, 167–180)

Meyers and Chancey, 50–83

MIDTERM EXAMINATION, WEDNESDAY, OCTOBER 14, 6PM, OAK 268

10/15–10/20 First Century Palestine: Rabbis, Revolutionaries and Charismatics; Early “Christianity”

Schiffman, *From Text to Tradition*, 149-156
 Matthew, Gospel of (Bible)
 Meyers and Chancey, 113–138
 HuskyCT “Library Resources:” Geza Vermes, “The Jewish Jesus Movement” (From H. Shanks, ed., *Partings: How Judaism and Christianity Became Two*, 1-26)

10/22–10/27 Jesus and His Fellow Jews; The Jerusalem “Church”

10/22 Acts of the Apostles, chapter 1–15

HuskyCT:

- R. Batey, “Sepphoris, the Urban World of Jesus”
- S. S. Miller, “Sepphoris, The Well Remembered City”

Compare Batey and Miller’s views with: “In the Footsteps of Jesus:”
<https://www.youtube.com/watch?v=KefKwZp-6ZY>

10/27 Please read the following in advance of class so we can discuss the main points:

- Stuart S. Miller, “The Question, Not the Answer, is the Problem,” (<http://www.sbl-site.org/assets/pdfs/MillerLetter.pdf>)
- Stuart S. Miller, “The First True Religion?” (HuskyCt)

Video: “From Jesus to Christ” **Part One** (first two hours. On reserve at the library, BR129 .F76. Also available at:
<http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/>

Thursday, 10/29 MAKE-UP CLASS 6–7:45 PM, Oak 301

10/29–11/3 First Revolt and its Aftermath; Masada and Yavneh

Schiffman, *From Text to Tradition*, 157-170
 HuskyCT: Masada (Feldman and Reinhold, *Jewish Life and Thought*, 265–290)
 HuskyCt: James D. G. Dunn, “From the Crucifixion to the End of the First Century,” (From Shanks, *Partings*, 27–54)
 Meyers and Chancey, 139–164

HuskyCT: S. S. Miller, “Josephus on the Cities of Galilee”

Video: “The Last Revolt” (on reserve, Library, DS 122.8 S59)

11/5–11/10 Renewed Hopes: Bar Kokhba; Jews and "Christians" after Revolt

Schiffman, *From Text to Tradition*, 171-176

HuskyCT: Bar Kokhba Revolt: (From Feldman and Reinhold, *Jewish Life and Thought*, 295–302, please read in advance of class and bring to class!)

Meyers and Chancey, 165–202

11/12–11/17 The Mishnah: From Yavneh to Sepphoris. The Early Rabbis

Meyers and Chancey, 203–238

Schiffman, *From Text to Tradition*, 177-200 and 240-269

Primary Readings from the Mishnah (provided)

11/19 Third Century Palestine; The Rabbinic Schools; Where are all the Christians?

Schiffman, *From Text to Tradition*, 220-239

Meyers and Chancey, 239–284

HuskyCT Joan Taylor, “Parting in Palestine” (From Shanks, *Partings*, 87–104)

***Video**, “From Jesus To Christ” **Part Two** (last two hours, on reserve at library, or: <http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/>)

THANKSGIVING BREAK NOVEMBER 23–27

12/1–12/8 The Legacy of Late Roman and Early Byzantine Palestine/’Erets Israel: Christians and Jews

HuskyCT: Neusner, J., “Parallel Histories of Christianity and Judaism”

Meyers and Chancey, 285–293

Schiffman, *From Text to Tradition*, 201-219

12/11 Wrap up Session. Beyond the Fourth Century —The Legacy of Graeco-Roman Palestine. Late Antiquity.

*****FINAL EXAM, TENTATIVE DATE: DECEMBER 18, 1–3 PM, REGULAR CLASSROOM*****

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Create a Major

Last revised: September 24, 2013

1. Date: October 19, 2015
2. Department or Program: Literatures, Cultures, and Languages
3. Title of Major: Judaic Studies
4. **Effective** Date (semester, year): Summer, 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

Based in the Department of Literatures, Cultures, and Languages and sponsored by the department's Hebrew and Judaic Studies section, UConn's major in Judaic Studies offers a unique interdisciplinary approach to the study of the languages, literatures, culture, history and religion of the Jews. Students are especially encouraged to pursue their interests in Jewish civilization by learning about the experience of the Jewish people within other cultures from ancient to modern times. This truly interdisciplinary approach, which allows students to include relevant courses offered by other sections of the department, is further enhanced by the many courses that are cross-listed with other departments and programs at the university.

All students are required to study Hebrew language. Fulfillment of this requirement depends upon the student's area of interest. There are two Tracks, each with a distinct orientation: Track A, General Judaic Studies and Track B, Classical Judaic Studies. While both tracks provide grounding in all periods of Jewish civilization, Track B emphasizes the pre-modern experience and "classical" texts of the Jews.

Students in Track A are required to have two years of Modern Hebrew (or the equivalent, which would include credits from Israeli or other "ulpan" programs).

Students in Track B are required to complete the single year sequence of courses in Biblical Hebrew, which prepares the student to read Hebrew scripture in the original.

Students in Track A and B are required to take 24 credits beyond the required language preparation in their track as specified below.

Students who are majoring in other disciplines and may not be able to pursue Hebrew language proficiency but wish to obtain a solid grounding in Judaic civilization are encouraged to pursue a minor in Judaic Studies.

Track A General Judaic Studies

Prerequisites (not included in 24 required credits):

HEJS 1151–1152 Elementary Modern Hebrew I and II (8 credits)

HEJS 1153-1154 Intermediate Modern Hebrew I and II (8 credits)

HEJS 1103 Literature and Civilization of the Jewish People (3 credits)

W Requirement (included in 24 required credits): All students must take HEJS 3401W Jewish American Literature and Culture. SOCI 2509W Sociology of Anti-Semitism may be substituted for HEJS 3401W with the approval of the student's HEJS advisor.

Four courses (12 credits) from Group A including one each from the (1) biblical (2) ancient/rabbinic (3) medieval (4) and modern periods, and three additional courses (9 credits) drawn from either Group A or Group B.

GROUP A

(1) Biblical Israel

INTD 3260 The Bible

CAMS 3253/HIST 3301 The Ancient Near East

HEJS 3201 Selected Books of the Hebrew Bible

(2) Ancient/Rabbinic:

HEJS 3218/CAMS 3256/HIST 3330 Palestine under the Greeks and Romans

(3) Medieval:

HEJS 3301 Jewish Middle Ages

(4) Modern:

HEJS 2104 Modern Jewish Thought

HEJS 3511 American Jewry

HEJS 3279 Literature of Modern Israel *or either* HEJS 3251 or 3252 Advanced Modern Hebrew I and II

SOCI 2509W Sociology of Anti-Semitism

GROUP B

HEJS 3202 Sects and Movements in Judaism
 HEJS 3203/HIST 3418 The Holocaust
 HEJS 3241 Jewish Magic from Late Antiquity through the Early Modern Period
 CAMS 3244 Ancient Fictions
 HIST 3243 World of Late Antiquity

One of the following: HIST 3705 The Modern Middle East from 1700 to the Present or HIST 3712 Middle East Crucible

The following courses may be included in Group B with the approval of the student's HEJS advisor:

HEJS 3293 Foreign Study (includes relevant courses taken on UConn's study abroad programs in Israel, its Jewish Latin America and Prague programs, and others of Judaic content sponsored by other sections in LCL)
 HEJS 3299 Independent Study
 HEJS 3298 Variable Topics

Some HEJS Graduate courses that are open to undergraduates may also be substituted with the permission of the student's HEJS advisor. In addition, students may also take upper-level undergraduate and graduate courses in other sections of LCL that have significant Judaic content provided they have been approved by their HEJS advisor.

Track B Classical Judaic Studies

Prerequisites (not included in 24 required credits):
 HEJS 1149–1150 Elementary Biblical Hebrew (8 credits)
 HEJS 1103 Literature and Civilization of the Jewish People (3 credits)

W Requirement (included in 24 required credits): HEJS 3218W/CAMS 3256W/HIST 3330W Palestine under the Greeks and Romans

Seven courses amounting to 21 credits chosen from Groups A (Core Courses) and B (Specialized Courses). The selection of Group B courses depends upon the student's specific interests in the pre-Modern experience of the Jews and should be chosen with the approval of the student's HEJS advisor:

GROUP A (Core Courses)

INTD 3260 The Bible
 CAMS 3253/HIST 3301 The Ancient Near East

HEJS 3201 Selected Books of the Hebrew Bible (may be repeated with change in content)

CAMS 3244 Ancient Fictions

HIST 3243 World of Late Antiquity

HEJS 3301 Jewish Middle Ages

HEJS 3241 Jewish Magic from Late Antiquity through the Early Modern Period

GROUP B (Specialized Courses)

HEJS 5326 Translating Scripture

HEJS 5316 Jewish Martyrdom in the Middle Ages.

One of the following courses may also be included in the 24 credits, depending upon the student's pre-modern period of interest. Approval of the student's HEJS advisor is required:

CAMS 3246 Hellenistic World

CAMS 3250/HIST 3335 The Early Christian Church

CAMS 3251/ARTH 3140 Greek Art

CAMS 3252/ARTH 3150 Roman Art

CAMS 3254/HIST 3320 Ancient Greece

CAMS 3255/HIST 3325 Ancient Rome

The following courses may also be included in the required 24 credits with the approval of the student's HEJS advisor:

HEJS 3293 (Foreign Study)

HEJS 3299 (Independent Study).

HEJS 3298 and CAMS 3298, both "Variable Topics"

Justification

Core concepts and questions integral to the discipline; Course work addressing both

The General Judaic Studies and Classical Judaic Studies tracks share some key characteristics but otherwise have different emphases and goals and are distinct. Both provide the student with a broad, general, background in Jewish Civilization and familiarize them with the key texts that inform Jewish culture, religion, and history. Both tracks emphasize the experiences of the Jews among other peoples and enable the student to appreciate the diversity and complexity of Jewish life.

The General Judaic Studies major provides a broader perspective and includes a course concentration in the modern period. The broader perspective is achieved

through the requirement to take courses in Biblical Israel, the Ancient/Rabbinic period, and the Medieval and Modern periods. The student thereby gains an appreciation for the origins of the Jewish people and the experiences that inform its existence in the modern world.

The Classical Judaic Studies track focuses on the pre-modern experience of the Jews, especially in the Biblical and Rabbinic periods. Here students are more engaged with the origins of the ancient Israelites, the emergence of the Jews and "Judaism," and literary and historical developments that bring the Jews into Late Antiquity and the medieval period, when Rabbinic Judaism becomes normative and Jews find themselves living among Christian and Islamic majority cultures. To this end, students are especially encouraged to take crosslisted and other relevant courses in Ancient History, Classics and Ancient Mediterranean Studies, and Medieval Studies.

Dates approved by

Department Curriculum Committee: 10/13/2015
 Department Faculty:10/13/2015

Name, Phone Number, and e-mail address of principal contact person: Stuart S. Miller, 860 486-3386. stuart.miller@uconn.edu

Plan of Study

Attach a "Major Plan of Study" to your email submission as a separate document. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Major in <insert name>
 (signed) _____ Dept. of <insert name>

Major Advisor

Judaic Studies Major Plan of Study Form Catalog Years 2016-2017

STUDENT AND DEGREE INFORMATION

Must be filled out completely.

Name: (first)	(middle initial)	(last)	Student ID	
Phone:		Email:		@uconn.edu
Current address:		City:	State:	Zip:
Month / Year of Anticipated Graduation:				

PART I: GENERAL EDUCATION REQUIREMENTS

To graduate a student must earn a minimum of 120 credits, earn at least 45 credits in classes numbered 2000 and above, meet the CLAS General Education and Concentration requirements, and have an overall grade point average of at least a 2.0. The field of concentration includes both the major and related groups. At least 24 credits in one department, or with permission of the major department, in accordance with the rest of this worksheet. Students shall submit their plan of study for approval with HEJS advisor, and upon approval, with the Registrar by the end of the 4th week of the semester in which they expect to graduate. Students completing a double major must file a plan of study for each major.

PART II: MAJOR REQUIREMENTS – TRACK A – GENERAL JUDAIC STUDIES

Dept.	Course	Course Title	Credits	Semester	Year	Grade
HEJS	1151	Elementary Modern Hebrew I (*)	4.0			
HEJS	1152	Elementary Modern Hebrew II (*)	4.0			
HEJS	1153	Intermediate Hebrew I (*)	4.0			
HEJS	1154	Intermediate Modern Hebrew II (*)	4.0			
HEJS	3251	Advanced Hebrew (*)	4.0			
HEJS	3252	Advanced Hebrew II (*)	4.0			
<i>* Two years of Modern Hebrew from these selections, or substitution approved by Advisor.</i>						
HEJS	1103	Literature and Civilization of Jewish People	3.0			
HEJS	3401W	Jewish American Literature and Culture (**)	3.0			
<small>*requires 2 years of Modern Hebrew (or the equivalent) which would also include credits from Israeli or other "ulpan" programs ** HEJS 3401W meets the writing requirement (W) for Track A. SOCI 2509W may be substituted for HEJS 3401W with the approval of the student's HEJS advisor. The W course is included in the 24 credits required beyond the language preparation and HEJS 1103.</small>						

Group A				
Four required (12 credits), including one from each section.				
	Dept	Course	Title	Credits
Biblical Israel:				
<input type="checkbox"/>	INTD	3260	The Bible	3.0
<input type="checkbox"/>	CAMS HIST	3253 3301	The Ancient Near East	3.0
<input type="checkbox"/>	HEJS	3201	Selected Books of the Hebrew Bible	3.0
Ancient / Rabbinic:				
<input type="checkbox"/>	HEJS CAMS HIST	3218 3256 3330	Palestine under the Greeks and Romans	3.0
Medieval:				
<input type="checkbox"/>	HEJS	3301	Jewish Middle Ages	3.0
Modern:				
<input type="checkbox"/>	HEJS	2104	Modern Jewish Thought	3.0
<input type="checkbox"/>	SOCI	2509W	Sociology of Anti-Semitism	3.0
<input type="checkbox"/>	HEJS	3511	American Jewry	3.0
<input type="checkbox"/>	HEJS	3279	Literature of Modern Israel	3.0
<input type="checkbox"/>	HEJS (or) HEJS	3251 3252	Advanced Modern Hebrew I Advanced Modern Hebrew II	3.0

Group B				
Three additional courses (9 credits) from Group A or B.				
	Dept	Course	Title	Credits
<input type="checkbox"/>	HEJS	3202	Sections and Movements in Judaism	3.0
<input type="checkbox"/>	HEJS HIST	3203 3418	The Holocaust	3.0
<input type="checkbox"/>	HEJS	3241	Jewish Magic from Late Antiquity through the Early Modern Period	3.0
<input type="checkbox"/>	CAMS	3244	Ancient Fictions	3.0
<input type="checkbox"/>	HIST	3243	World of Late Antiquity	3.0
<input type="checkbox"/>	HIST (or) HIST	3705 3712	The Modern Middle East from 1700 to Present Middle East Crucible	3.0
<input type="checkbox"/>	<i>The following with approval of HEJS advisor:</i>			
<input type="checkbox"/>	HEJS	3293	Foreign Study	3.0
<input type="checkbox"/>	HEJS	3299	Independent Study	3.0
<input type="checkbox"/>	HEJS	3298	Variable Topics	3.0
<input type="checkbox"/>				

*Some HEJS Graduate courses are open to undergraduates and may be substituted, with permission. In addition, students may also take upper-level undergraduate or graduate courses in other sections of LCL that have significant Judaic content provided they have been approved by their HEJS advisor.

PART II: MAJOR REQUIREMENTS – TRACK B – CLASSICAL JUDAIC STUDIES

Emphasizes the pre-modern experience and "classical" texts of the Jews

Dept.	Course	Course Title	Credits	Semester	Year	Grade
HEJS	1149	Elementary Biblical Hebrew I (*)	4.0			
HEJS	1150	Elementary Biblical Hebrew II (*)	4.0			
HEJS CAMS HIST	3218W 3256W 3330W	Palestine under the Greeks and Romans	3.0			

* This track requires one year of Biblical Hebrew (which prepares the student to read Hebrew scripture in the original) and 24 credits beyond the required language preparation, which includes HEJS 3218W / CAMS 3256W / HIST 3330W.

Group A				
Four required (12 credits), including one from each section.				
	Dept	Course	Title	Credits
<input type="checkbox"/>	INTD	3260	The Bible	3.0
<input type="checkbox"/>	CAMS HIST	3253 3301	The Ancient Near East	3.0
<input type="checkbox"/>	HEJS	3201	Selected Books of the Hebrew Bible	3.0
<input type="checkbox"/>	CAMS	3244	Ancient Fictions	3.0
<input type="checkbox"/>	HEJS	3243	World of Late Antiquity	3.0
<input type="checkbox"/>	HEJS	3301	Jewish Middle Ages	3.0
<input type="checkbox"/>	HEJS	3241	Jewish Magic from Late Antiquity through Early Modern Period	3.0

Group B				
Three additional courses (9 credits) from Group A or B.				
	Dept	Course	Title	Credits
<input type="checkbox"/>	HEJS	5326	Translating Scriptures	3.0
<input type="checkbox"/>	HEJS	5316	Jewish Martyrdom in Middle Ages	3.0
<i>One of the following courses may also be included in the 24 credits, depending upon the student's pre-modern period of interest. Approval of HEJS advisor is required.</i>				
<input type="checkbox"/>	CAMS HIST	3250 3335	The Early Christian Church	3.0
<input type="checkbox"/>	CAMS	3246	Hellenistic World	3.0
<input type="checkbox"/>	CAMS ARTH	3251 3140	Greek Art	3.0
<input type="checkbox"/>	CAMS ARTH	3252 3150	Roman Art	3.0
<input type="checkbox"/>	CAMS HIST	3254 3320	Ancient Greece	3.0
<input type="checkbox"/>	CAMS HIST	3255 3325	Ancient Rome	3.0
<i>The following courses may also be included in the required 24 credits with approval of HEJS advisor.</i>				
<input type="checkbox"/>	HEJS	3293	Foreign Study	3.0
<input type="checkbox"/>	HEJS	3299	Independent Study	3.0
<input type="checkbox"/>	HEJS	3298	Variable Topics	3.0
<input type="checkbox"/>	CAMS	3298	Variable Topics	3.0

Plan of Study – Acknowledgement of Intent

- Student acknowledgement (initials): I hereby submit this plan of study as my working document showing my intent on pursuing a major in Hebrew & Judaic Studies.
- Advisor acknowledgement (initials): I approve the program for the BA in Hebrew & Judaic Studies, as stated in the above plan.

Student's Signature

Students Printed Name

Date

Advisor's Signature

Advisor's Printed Name

Date

The General Judaic Studies and Classical Judaic Studies tracks share some key characteristics, but otherwise have different emphases and goals and are distinct. Both provide the student with a broad, general background in Jewish Civilization and familiarize them with key texts that inform Jewish culture, religion, and history. Both tracks emphasize the experiences of the Jews among people and enable the student to appreciate the diversity and complexity of Jewish Life. The General Judaic Studies Major provides a broader perspective and includes a course concentration in the modern period. This is achieved through the requirement to take courses in Biblical Israel, the Ancient/Rabbinic period, and the Medieval and Modern periods. The student gains an appreciation for the origins of the Jewish people and the experiences that inform its existence in the modern world. The Classical track focuses on the pre-modern experience, especially in the Biblical and Rabbinic periods. Students are more engaged with the origins of the ancient Israelites, the emergence of the Jews and "Judaism", and literary and historical developments that bring the Jews into Late Antiquity and the medieval period, when Rabbinic Judaism becomes normative and Jews find themselves living among Christian and Islamic majority cultures. Students are especially encouraged to take cross-listed and other relevant courses in Ancient History, Classics and Ancient Mediterranean Studies and Medieval Studies.

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. September 26, 2015
2. History
3. Spring 2017

Final Catalog Listing

1250. Sports in History

Three credits. Prerequisite: none

The sports peoples around the globe have played and watched from ancient Greece to the present and the meanings of athletic performance and spectacle.

Items Included in Catalog Listing

Obligatory Items

1. HIST
2. 1250
3. Sports in History
4. 3 credits
5. The sports peoples around the globe have played and watched from ancient Greece to the present and the meanings of athletic performance and spectacle.

Optional Items

6. Standard pattern of instruction: lecture and discussion
7. No prerequisites
8. No recommended preparation
9. No exclusions
10. Not repeatable for credit
11. Skill codes not applicable
12. S/U grading: no

Justification

1. The course will add a major component of life in the past--sports as pastime, performance, and spectacle--to a History curriculum that currently has no courses devoted to it.
2. The course will through historical analysis of an ubiquitous feature of human

communities introduce students to how various peoples in different times and places have reckoned with the fundamental questions of who human beings are and the nature of the universe they inhabit.

3. SOC 2101 and Sociology; and WGSS 3042 and Women's, Gender, and Sexuality Studies.

4. 150-225.

5. 6-9 sections of 25 students each.

6. None

7. None

8. Prof. Michael Dintenfass and other History Department faculty.

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 course will introduce students to and engage them in the historical analysis of the human experience of sports. It will do so in an interdisciplinary fashion by bringing the literary technique of close reading and the practice of philosophical analysis to bear on primary sources that are the raw materials by which historians document and interpret the past.

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

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

This course will set the games peoples have played and the sports they have watched in the flow of historical time. It will explore transformations in cultures of sports across the centuries since the 8th century B.C. and the aspects of sports that have persisted despite the passage of time.

Proposer Information

1. Dates approved by
Department Curriculum Committee:
Department Faculty:
2. Prof. Michael Dintenfass
860-486-2711
michael.dintenfass@uconn.edu

Syllabus

University of Connecticut
Department of History

History 1250
Sports in History

Spring 2017
Section 001
Mondays and Wednesdays, 9:05-9:55

Prof. Michael Dintenfass
324 Wood Hall
email: michael.dintenfass@uconn.edu
phone: 860-486-2711
office hours: Tuesdays and Thursdays, 10:30-11:30
or by appointment

Introduction

Everything I know about morals I owe to soccer.

Albert Camus

This course will examine play, performance, and spectacle from ancient Greece to the present. It will ask what sports did peoples across time and space play; who played, who didn't play, and why; by what rules and in what spirits were sports played; for and before whom were they played; and for what honors, prizes, and rewards were sports played. It will consider sports as an integral aspect of the history of humankind.

Our study of sports in history, viewed chronologically, will begin with the funeral games that Homer depicts in the Iliad and end with the mass-audience professional sports of today. It shall take in along the way the Olympic Games as Pindar represents them, a version of soccer from a thousand years ago, medieval tournaments, and Victorian mountaineering. The sports at which we shall look will include, among others, fishing, martial arts, surfing, and auto racing as well as baseball, football, cricket, and basketball. And the sites to which our inquiry will lead us will be as various as 11th-century Japan, 14th-century France, late 19th-century Mudville, 20th-century Brazil, and 21st-century Sri Lanka.

Learning Objectives

The primary objective of this course is that you learn to think about sports in history from the perspective of the humanistic project of reflecting on what it means to be human. To that end, you will have to become proficient in reading the original sources that document the history of sports. You will have to attain a working knowledge of the sports that peoples in different places have played over the last 2500 years and a basic understanding of how they played these sports and what they played them for. And you will have to develop the capacity of distinguishing what has changed in sports over time and what has remained true of sports throughout their history.

Grading

You will be graded in this course in terms of your development as a humanistic student of sports in history. Your opportunities to display your development as a humanistic student of sports in history will be of four kinds. They are as follows:

(1) Quizzes (40%)

There will be four quizzes in this course. Each one will account for 10% of your final grade. These quizzes will test your comprehension of the assigned readings. They will be closed book. The quizzes will be administered at the beginning of discussion-section meetings, but you will not be notified in advance of the days on which they will be given. It will be your responsibility to arrange to make up any quiz you miss.

(2) Midterm Exam (25%)

The midterm exam for this class will be based on the course readings and the lectures. It will be part short-answer questions and part essay; and it will be closed book. The date scheduled for the midterm exam is Wednesday, March YY. There will be a midterm exam review session on Monday, March XX.

(3) Final Exam (25%)

The final exam for this class will be similar to the midterm exam in three respects. It will be based on the course readings and the lectures. It will be part short-answer questions and part essay; and it will be closed book. However, the final exam will be cumulative. It will cover the entire course from the first lecture to the last, including all reading assignments. The final exam will take place on the day and at the time the university schedules it.

(4) Participation (10%)

The final requirement of this course is that you participate actively in the discussion of the readings and the lectures. This you may do in a variety of ways: by posing questions, suggesting interpretations, raising objections, confessing confusions, and making jokes. The necessary preconditions of all these ways of participating are that you complete the assigned readings attentively and that you are present in class regularly.

Course Policies

If our study of Sports in History is to prove fruitful for all concerned, it is necessary that each of you adhere to a code of good conduct. Your failure to abide by the rules of the class may lower your grade. In the worst case, disregard for course policies may cause you to fail the course. The following rules comprise the History 1250 code of conduct:

(1) Academic Honesty

Each of you individually is fully and solely responsible for your work in this class. You may of course make legitimate use of the labor of others (for example, in quoting directly from the readings), but when you do so, you must give formal and appropriate credit. I will consider any unacknowledged or illegitimate use of the work of anyone other than yourself to be cheating.

(2) Classroom Civility

You are responsible for behaving respectfully toward your classmates and the instructor. I understand respectful behavior to include arriving punctually, maintaining silence while others are speaking, and putting your cell phone away during class. If it is necessary for you to leave class before it is over, you must depart with a minimum of disruption to the proceedings. Please note that the quizzes will be given at the beginning of discussion sections. Should you be more than five minutes late you will have to take a make-up.

(3) Missed Assignments

It is your responsibility to arrange with the instructor to make up quizzes and examinations that you have missed. You should do so in as timely a manner as your circumstances allow. I understand that illness or personal affairs may cause you to miss class unexpectedly and may prevent you from notifying me in advance. It is up to you, however, to initiate the process of getting caught up with the work of the course as soon as you are able.

(4) Communication with the Instructor

I am available to see you in person during my office hours and to talk to you by email and phone. You should feel free to communicate with me in any of these ways. If you wish to meet with me face-to-face, and you have another class during my office hours, I will find an alternative time to see you. Please keep in mind that in communicating with me you are treating as one adult with another and that you should act accordingly. Please keep in mind also that my work makes many demands on me and that I may not be able to reply to your email or call immediately. Unless it is an emergency, you should plan ahead in communicating with me.

Course Materials

The following three works are required for this course:

Pindar, The Complete Odes
David Remnick, ed., The Only Game in Town
History 1250 course pack

Each of these volumes is available for purchase at the UConn Co-op. Whether you buy any or all three of them is up to you. You may borrow Pindar's Complete Odes and The Only Game in Town from a library. You may access the readings collected in the History 1250 course pack online. What is essential is that you always have a copy of the day's assigned reading with you each day in class. The assigned readings will be the focus of all lectures and discussions. They will be the basis of all quizzes and examinations. If you do not have the assigned reading in front of you in class to refer to, and have not read it before class carefully with the aid of a good dictionary, you will be at a serious disadvantage in doing the work of the course.

Course Schedule

Week #1

Day #1 Introduction to Sports in History

Day #2 Henry Louis Gates, Jr., "Net Worth," in Remnick, Only Game, and Pindar, Olympian 3, in Odes.

Week #2

Day #1 Homer, Iliad, book 23, in course pack.

Day #2 Vince Lombardi with W.C. Heinz, Run to Daylight, "Monday," in course pack.

Week #3

Day #1 Virgil, Aeneid, book 5, in course pack.

Day #2 John Cheever, "The National Pastime," in Only Game.

Week #4

Day #1 John Updike, "Hub Fans Bid Kid Adieu," in Only Game and Pindar, Nemean 3, in Odes.

Day #2 Lady Murasaki, The Tale of Genji, part four, chapter 34, in course pack.

Week #5

Day #1 Luiz Valela, "Escaping with the Ball" and Uroš Zupan, "Beauty is Nothing but the Beginning of a Terror We Can Hardly Bear," both in course pack.

Day #2 Jean Froissart, Chronicles, "Tournament at Saint-Inglevert," in course pack.

Week #6

Day #1 Tom Wolfe, "The Last American Hero," in course pack.

Day #2 A. J. Liebling, "Ahab and Nemesis," in Only Game and Pindar, Olympian 7, in Odes.

Week #7

Day #1 Midterm Exam Review

Day #2 Midterm Exam

Week #8

Day #1 Miyamoto Musashi, The Book of Five Rings, "The Water Book," in course pack.

Day #2 Shehan Karunatilaka, The Legend of Pradeep Mathew, pp. 3-24, in course pack.

Week #9

Day #1 Izaak Walton, The Compleat Angler, "The First Day," in course pack.

Day #2 Lillian Ross, "El Único Matador," in Only Game.

Week #10

Day #1 John McPhee, "A Sense of Where You Are," in Only Game and Pindar, Nemean 7, in Odes.

Day #2 Leo Tolstoy, War and Peace, vol. II, part IV, chapters 3-7, in course pack.

Week #11

Day #1 William Finnegan, "Playing Doc's Game," in Only Game.

Day #2 George Santyana, "Philosophy on the Bleachers," in course pack.

Week #12

Day #1 Malcolm Gladwell, "The Art of Failure," in Only Game.

Day #2 Bill Barich, "Race Track," in Only Game and Pindar, Olympic 1, in Odes.

Week #13

Day #1 Leslie Stephen, The Playground of Europe, chapter the thirteenth," in course pack.

Day #2 Charles Sprawson, "Swimming with Sharks," in Only Game.

Week #14

Day #1 Haruki Murakami, "The Running Novelist," in Only Game and Pindar, Olympian 12, in Odes.

Day #2 Final Exam Review

TBA Final Exam