UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for meeting of April 12, 2016

ⓖ 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

Report of the General Education Assessment Task Force.

The chair will make the report of the General Education Assessment Task Force available when accepted by Senate Exec.

Subcommittee business

B.S. Subcommittee report

Leadership of the committee

The Dean's Office is conducting a search for chair of this committee. Applications are due to the Dean's Office by May 2, 2016. One more volunteer is needed for the search committee. Volunteers and applicants should contact Associate Dean Davita Silfen Glasberg at

davita.glasberg@uconn.edu

2 Approvals by the chair

3 Old Proposals

2015-193 Change STAT 3494W. Undergraduate Seminar [REVISED] ⓖⓢ

Full Materials

Previously Approved Catalog Copy:

STAT 3494W. Undergraduate Seminar
One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; ENGL 1010 or 1011 or 2011.
The student will attend 6-8 presentations, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

Senate C&C Proposed Catalog Copy:

STAT 3494W. Undergraduate Seminar
One credit. Prerequisite:STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q;ENGL 1010 or 1011 or 2011. Open only to majors.
Preparation of a paper on a statistical topic based on attendance of departmental seminars.

2016-026 Add MAST 1300. Maritime Communities ⓖⓢ

Full Materials

Proposed Catalog Copy:

MAST 1300. Maritime Communities
Three credits.
Study of maritime communities and environment in an interdisciplinary and international context from economic, geographic, historical, and other social science perspectives. CA2 and CA4.

2015-036 Change Biological Sciences major

Full Materials

Current Catalog Copy:

Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in

biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level courses from EEB, MCB, and PNB. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
B. EEB 2244/W or 2245/W.
C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "Minors" section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

Proposed Catalog Copy:

Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level or higher courses from EEB, MCB, and PNB, of which at least 9 credits must be at the 3000-level or above. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
B. EEB 2244/W or 2245/W.
C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "Minors" section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

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Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level or higher courses from EEB, MCB, and PNB, of which at least 9 credits must be at the 3000-level or above. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
B. EEB 2244/W or 2245/W.
C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "Minors" section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

2016-046 Add MCB 5430. Analysis of eukaryotic functional genomic data

Full Materials

Proposed Catalog Copy:

MCB 5430. Analysis of eukaryotic functional genomic data
3 credits. Lecture/Practicum. Consent of instructor required.
Construction and implementation of computational pipelines that integrate available bioinformatics tools to perform processing, analysis and quality control of eukaryotic functional genomics datasets from ChIP-seq, RNA-seq and other high throughput sequencing approaches.No programming experience required.

2016-047 Add MCB 5801. Scientific Writing and Project Development for MCB Graduate Students.

Full Materials

Proposed Catalog Copy:

MCB 5801 Scientific Writing and Project Development for MCB Graduate Students.
2 credits. Seminar. Open to PhD students in Molecular and Cell Biology, others with permission.
Instruction in the practice of scientific writing through group discussions and peer review during preparation of an application to the NSF Graduate Research Fellowship Program. Group discussions in related aspects of graduate student project development.

4 New proposals

2016-052 Change Communication major

Full Materials

Current Catalog Copy:

The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human

communication, stressing developments in communication theory and research. The major emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational, intercultural and international communication. Training in the basic theories, principles, practices and research methods of Communication can qualify students for a variety of positions in the communication and media industries, such as: business, advertising, public relations, marketing, electronic media, government/politics, and promotion. Students must apply to the Department of Communication to become a Communication major. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained from any communication advisor, or from the department website http://communication.uconn.edu/undergrad/undergrad-program-info/comm-major/, and from Communication faculty members at the Stamford Regional Campus. The decision to admit students to the major will depend on several criteria: • Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester. • Cumulative GPA • Completion of COMM 1000 with a grade of "C" or better. • The applicant's academic record and space availability are also considered. Prior to acceptance into the Communication major, students with fewer than 70 credits may declare themselves a Pre-Communication major online at www.ppc.uconn.edu or at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication majors by following the process described above.

Students interested in the Communication major should complete COMM 1100 and COMM 1300 before junior year, if possible. COMM 1300 is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising. Successful completion of a BA degree in Communication requires the following: 1. Acceptance as a Communication major. 2. COMM 1000, 1100, 3000Q. 3. At least two (2) of the following Core courses: COMM 3100, 3200, 3300. Students are welcome to take all 3 Core courses. 4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses). 5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses: a. Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992. i. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major. b. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses. 6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor Note: All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible for internship credit. To satisfy the information literacy competency, all

students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 3100, 3103, 3200, 3300, 3321, 3400, 3450, 3600, 4089, 4100, 4120, 4220W, 4230, 4320, 4330, 4410W, 4420, 4450W, 4451W, 4460, 4500, 4551W, and 4620. To satisfy the writing in the major requirement, students must pass at least one course from COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4660W, 4930W, 4996W, or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency. A minor in Communication is described in the "Minors" section

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The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The major emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational, intercultural and international communication. Training in the basic theories, principles, practices and research methods of Communication can qualify students for a variety of positions in the communication and media industries, such as: business, advertising, public relations, marketing, electronic media, government/politics, and promotion. Students must apply to the Department of Communication to become a Communication major. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained from any communication advisor, or from the department website http://communication.uconn.edu/undergrad/undergrad-program-info/comm-major/, and from Communication faculty members at the Stamford Regional Campus. The decision to admit students to the major will depend on several criteria: • Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester. • Cumulative GPA • Completion of COMM 1000 with a grade of "C" or better. • The applicant's academic record and space availability are also considered. Prior to acceptance into the Communication major, students with fewer than 70 credits may declare themselves a Pre-Communication major online at www.ppc.uconn.edu or at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication majors by following the process described above.

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COMM 3100, 3200, 3300. Students are welcome to take all 3 Core courses. 4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses). 5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses: a. Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992. i. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major. b. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses. 6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor Note: All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible for internship credit. To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 3100, 3103, 3200, 3300, 3321, 3400, 3450, 3600, 4089, 4100, 4120, 4220W, 4230, 4320, 4330, 4410W, 4420, 4450W, 4451W, 4460, 4500, 4551W, and 4620. To satisfy the writing in the major requirement, students must pass at least one course from COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4660W, 4930W, 4996W, or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency. A minor in Communication is described in the "Minors" section

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2016-053 Add COMM 5640 Social Media Use and Effects

Full Materials

Proposed Catalog Copy:

COMM 5640. Social Media Use and Effects
3 credits. Seminar. Open to graduate students in Communication, others with permission. Research and theory on the social and psychological predictors and effects of social media use as well as social media platforms: their technology, functions, and analysis of collected data.

2016-054 Add Human Development and Family Studies minor

Full Materials

Proposed Catalog Copy:

Human Development and Family Studies

Specialized training in Human Development and Family Studies is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

Course Requirements
1. HDFS 1070 Individual and Family Development
2. 15 credits of HDFS courses 2000-level or above*

∗Only 3 credits of the following options may count toward the 15 elective credits: HDFS 3092: Research Practicum in HDFS; HDFS 3080: Supervised Field Experience: HDFS 3180: Programs for Young Children: Introductory Laboratory, and HDFS 3181: Observing Infant and Toddler Development or HDFS 3182: Observing Early Childhood Development; HDFS 4099: Independent Study for Undergraduates.

The minor is administered by the Department of Human Development and Family Studies.

2016-055 Add POLS/PP 3203. Environmental Policy and Institutions

Full Materials

Proposed Catalog Copy:

POLS 3203. Environmental Policy and Institutions
Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: None.
Development of environmental policies and institutions and their effects on the motivations and the actions of individuals and groups with implications for questions of equity, justice, and sustainability. Draws on approaches from comparative politics, public policy, and international relations.

PP 3203. Environmental Policy and Institutions

Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: None.
Development of environmental policies and institutions and their effects on the motivations and the actions of individuals and groups with implications for questions of equity, justice, and sustainability. Draws on approaches from comparative politics, public policy, and international relations.

2016-056 Cross list POLS and PP 3203

Full Materials

Proposed Catalog Copy:

POLS 3203. Environmental Policy and Institutions
(Also offered as PP 3203) Three credits. Open to Juniors and higher. Freshmen and sophomores by permission.
Development of environmental policies and institutions and their effects on the motivations and the actions of individuals and groups with implications for questions of equity, justice, and sustainability. Draws on approaches from comparative politics, public policy, and international relations.

PP 3203. Environmental Policy and Institutions
(Also offered as POLS 3203) Three credits. Open to Juniors and higher. Freshmen and sophomores by permission.
Development of environmental policies and institutions and their effects on the motivations and the actions of individuals and groups with implications for questions of equity, justice, and sustainability. Draws on approaches from comparative politics, public policy, and international relations.

2016-057 Change POLS/HRTS 3042 The Theory of Human Rights

Full Materials

Current Catalog Copy:

POLS 3042. The Theory of Human Rights
(Also offered as HRTS 3042) Prerequisite: Open to juniors or higher.
Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

HRTS 3042. The Theory of Human Rights
(Also offered as POLS 3042) Prerequisite: Open to juniors or higher.
Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

Proposed Catalog Copy:

POLS 3042. Theories of Human Rights
(Also offered as HRTS 3042) Prerequisite: Open to juniors or higher.
Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

HRTS 3042. Theories of Human Rights
(Also offered as POLS 3042) Prerequisite: Open to juniors or higher.
Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

Changes Highlighted:

POLS 3042. ~~The Theory~~ Theories of Human Rights
(Also offered as HRTS 3042) Prerequisite: Open to juniors or higher.
Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

HRTS 3042. ~~The Theory~~ Theories of Human Rights
(Also offered as POLS 3042) Prerequisite: Open to juniors or higher.
Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

2016-058a Change PP 5340. Introduction to Public Policy

Full Materials

Current Catalog Copy:

PP 5340. Introduction to Public Policy
3 credits. Seminar.
Introduction to the fundamentals of public policy making in the United States with a focus on developing the communication skills required in a professional workplace.

Proposed Catalog Copy:

PP 5340. Introduction to Public Policy and Management
3 credits. Seminar.
Introduction to the fundamentals of public policy and public management in the United States with a focus on developing the communication skills required in a professional workplace.

Changes Highlighted:

PP 5340. Introduction to Public Policy and Management
3 credits. Seminar.
Introduction to the fundamentals of public policy ~~making in the United States~~ and public management in the United States with a focus on developing the communication skills ~~required in a~~ required in a professional workplace.

2016-058b Change PP 5331. Quantitative Methods for Public Administration.

Full Materials

Current Catalog Copy:

PP 5331. Quantitative Methods for Public Administration.
3 credits. Seminar.
Quantitative tools necessary to manage and evaluate public programs.

Proposed Catalog Copy:

PP 5331. Quantitative Methods for Public Policy.
3 credits. Seminar.
Quantitative tools necessary to manage and evaluate public programs.

Changes Highlighted:

PP 5331. Quantitative Methods for Public Policy. 3 credits. Seminar.
Quantitative tools necessary to manage and evaluate public programs.

2016-058c Change PP 5325. Labor Relations and Public Financial Management.

Full Materials

Current Catalog Copy:

PP 5325. Labor Relations and Public Financial Management. Overview of the interrelation of two key fields of public administration: finance and labor relations.

Proposed Catalog Copy:

PP 5325. Labor-Management Relations, Negotiation, and Contract Management.
3 credits. Seminar.
Overview of the fundamentals associated with collective bargaining in the public sector.

Changes Highlighted:

PP 5325. Labor-ManagementRelations, Negotiation, and Contract Management.
3 credits. Seminar.
Overview of the fundamentals associated with collective bargaining in the public sector.

2016-058d Change PP 5372. Introduction to Public Administration Skills

Full Materials

Current Catalog Copy:

PP 5372. Introduction to Public Administration Skills
Provides basic skills and competencies important to completing the MPA program and for future professionals in the public service.

Proposed Catalog Copy:

PP 5372. Capstone Portfolio.
1 credit. S/U graded. Open to MPA and MPP students only.
Provides a synthesis of basic skills and competencies important for future professionals in the public service. This is a required MPA and MPP course.

2016-058e Add PP 5345. Project Management in the Public Sector

Full Materials

Proposed Catalog Copy:

PP 5345. Project Management in the Public Sector
3 credits. Seminar.
Theory and techniques for successful management of public sector projects. This is a required MPA course.

2016-058f Add PP 5347. Applied Policy Issues

Full Materials

Proposed Catalog Copy:

PP 5347. Applied Policy Issues
3 credits. Seminar.
This course provides an overview of important policy issues in the United States and integrates a variety of analytical techniques used in the evaluation of public policies.

2016-059 Add MATH 3165. Honors Probability

Full Materials

Proposed Catalog Copy:

MATH 3165. Honors Probability
Three credits. Prerequisite: MATH 2130Q or 2143Q. Not open to students who have passed MATH 3160. May be used in place of MATH 3160 to satisfy any requirement satisfied by MATH 3160.
The subject matter of MATH 3160 in greater depth, with emphasis on the underlying mathematical concepts.

2016-061 Change Classics and Ancient Mediterranean Studies minor

Full Materials

Current Catalog Copy:

Classics and Ancient Mediterranean Studies

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

At least two courses on Classical or Biblical literature
Courses in English: CAMS 3241W, 3242W; INTD 3260; CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3293, 3295, 3298, 3299;
Courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293, 3298, 3299.

At least one course dealing with the ancient world more generally
CAMS 3243, 3244, 3245, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293, 3295, 3298, 3299 (These may be cross-listed under Art History, History, Hebrew and Judaic Studies, and Philosophy.);
HEJS 3201.
May count toward minor only with consent of advisor.

The minor is offered by the Literatures, Cultures, and Languages Department.

Proposed Catalog Copy:

Classics and Ancient Mediterranean Studies

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

At least two courses on Classical or Biblical literature
Courses in English: CAMS 3241W, 3242W; INTD 3260; CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3293, 3295, 3298, 3299;

Courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293, 3298, 3299.

At least one course dealing with the ancient world more generally
CAMS 3243, 3244, 3245, 3246, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293, 3295, 3298, 3299 (These may be cross-listed under Art History, History, Hebrew and Judaic Studies, and Philosophy.);
HEJS 3201.
May count toward minor only with consent of advisor.

The minor is offered by the Literatures, Cultures, and Languages Department.

Changes Highlighted:

Classics and Ancient Mediterranean Studies

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

At least two courses on Classical or Biblical literature
Courses in English: CAMS 3241W, 3242W; INTD 3260; CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3293, 3295, 3298, 3299;
Courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293, 3298, 3299.

At least one course dealing with the ancient world more generally
CAMS 3243, 3244, 3245, 3246, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293, 3295, 3298, 3299 (These may be cross-listed under Art History, History, Hebrew and Judaic Studies, and Philosophy.);
HEJS 3201.
May count toward minor only with consent of advisor.

The minor is offered by the Literatures, Cultures, and Languages Department.

2016-065 Add LCL 5020. Digital Humanities, Media Studies, and the Multimodal Scholar

Full Materials

Proposed Catalog Copy:

LCL 5020. Digital Humanities, Media Studies, and the Multimodal Scholar
3 credits. Seminar.
An introduction to digital methods and media theory in the humanities. Research, debate and practice of multimodal forms of scholarship in literary studies.

2016-066 Add MARN 5067. Synoptic Meteorology

Full Materials

Proposed Catalog Copy:

MARN 5067. Synoptic Meteorology
3 credits.
Fundamental processes of atmospheric synoptic meteorology, including the governing equations of motion, atmospheric stability, quasi-geostrophic theory, extratropical cyclogenesis, and frontogenesis.

2016-067 Add MARN 5200. Oceanographic Data Analysis

Full Materials

Proposed Catalog Copy:

MARN 5200. Oceanographic Data Analysis
3 credits.
Programming, data input/output, and graphing with advanced scientific analysis software. Analysis of temporal and spatial patterns in oceanographic datasets using multivariate regression, harmonic analysis, Fourier and wavelet transforms, empirical orthogonal functions, and three-dimensional mapping.

5 Tabled

2016-058g Change PP 5379. Principles and Methods of Survey Research

Full Materials

Current Catalog Copy:

PP 5379. Principles and Methods of Survey Research
3 credits. Seminar
Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

Proposed Catalog Copy:

PP 5379. Principles and Methods of Survey Research I
3 credits. Seminar.
Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

Changes Highlighted:

PP 5379. Principles and Methods of Survey Research I
3 credits. Seminar.
Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

2016-058h Change PP 5383. Advanced Questionnaire Design

Full Materials

Current Catalog Copy:

PP 5383. Advanced Questionnaire Design
3 credits. Seminar
The art and science of designing survey questionnaires. Psychological and social processes that may influence the survey response in unanticipated ways.

Proposed Catalog Copy:

PP 5383. Principles and Methods of Survey Research II
3 credits. Seminar.
Advanced exploration of the practice of survey research and questionnaire design.

2016-058i Add PP 5335 Industry Applications of Survey Research

Full Materials

Proposed Catalog Copy:

PP 5335 Industry Applications of Survey Research
3 credits. Seminar.
An exploration of survey research methods and the industry-specific applications of those methods has in marketing research, politics and public policy.

2016-058j Add PP 5336: Applied Survey Analysis with SPSS

Full Materials

Proposed Catalog Copy:

PP 5336: Applied Survey Analysis with SPSS
1 credits. Seminar.
This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to SPSS, the most common statistics software package in the survey research industry.

2016-058k Add PP 5337: Applied Survey Analysis with STATA

Full Materials

Proposed Catalog Copy:

PP 5337: Applied Survey Analysis with STATA
1 credits. Seminar.
This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to STATA, a statistics package common among political scientists and economists, and useful for all survey analysis.

2016-058l Add PP 5338: Applied Survey Analysis with R

Full Materials

Proposed Catalog Copy:

PP 5338: Applied Survey Analysis with R
1 credits. Seminar.
This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to R, a free open access statistical package.

2016-062 Add SPAN 3291. Spanish Internship (S)

Full Materials

Proposed Catalog Copy:

SPAN 3291. Spanish Internship
Up to six credits. Only with program advisor's consent.
Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country.

2016-063 Add new subject area: Translation Studies (TRST)

Full Materials

2016-064 Add TRST 3010. Translating Literature: Practice and Theory

Full Materials

Proposed Catalog Copy:

TRST 3010. Translating Literature: Practice and Theory
Three credits. Working knowledge of a language other than English required.
Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English.

Appendix: Proposal Forms

Revise Course Request

Directions: Use this form to propose changes to existing courses that require edits to the catalog copy. This includes adding general education content areas to an existing course. Please note, even if the change you propose appears to be "minor," all fields of the form, including those for general education, MUST be fully completed. Failure to provide sufficient information or explanation may hold up the approval of your course. When completed, email this form **with a syllabus** to geoc@uconn.edu.

1. **CURRENT COURSE SUBJECT**	STAT
2. **CURRENT COURSE NUMBER**	3494W
3. **CURRENT COURSE TITLE**	Undergraduate Seminar II
4. **INITIATING DEPARTMENT or UNIT**	Statistics
5. **NAME OF SUBMITTER**	Nalini Ravishanker
6. **PHONE of SUBMITTER**	486-4760
7. **EMAIL of SUBMITTER**	Nalini.ravishanker@uconn.edu
8. **CONTACT PERSON**	Nalini Ravishanker
9.**U-Box of CONTACT PERSON**	U-4120
10. **PHONE of contact person**	486-4760
11. **EMAIL of of contact person**	Nalini.ravishanker@uconn.edu
12. Departmental Approval Date	April 8 2015
13. School/College Approval Date	December 8 2015
14. Names and Dates of additional Department and School/College approvals	NA
15. Proposed Implementation Term	Fall 2016
16. Offered before next printed catalog is distributed?	No
17. **General Education Content Area(s)** if applicable. (Put an X next to all that apply)	CA1 Arts and Humanities: CA2 Social Sciences: CA3 Science & Technology: CA3 Science & Technology, Lab: CA4 Diversity & Multiculturalism: CA4 Diversity & Multiculturalism,: International
18. **General Education Skill Code(s)** if applicable. (Put an X next to all that apply)	W: X Q: QW:

If W, will there be non-W sections?	Yes: No: X
19. Term(s) Offered (Put an X next to all that apply) NOTE: If you wish to offer this course in Intensive Sessions of 4 weeks or less, please complete the Intensive Session/Intersession Curricular Action Request Form located on the GEOC website: http://geoc.uconn.edu/faculty-forms/	Fall: X Spring: X Summer (over 4 weeks): X Every year: X Odd years: Even Years:
20. Sections to be taught per semester	Non-W sections, if any: NA W sections, if any: 1
21. Enrollment cap per section, per semester (Note: W sections are limited to 19 per section)	Non-W sections, if any: NA W sections, if any: 19
22. Clarification of section, semester, and/or student information if necessary (optional)	
23. **Number of Credits**	Credits: 1 If variable: Min: Max:
24. **INSTRUCTIONAL PATTERN** - Specify number of class periods per week, or describe weekly pattern of time given to lectures, labs, discussions, etc: 1 Class period per week for face-to-face meetings/seminars. Work with instructor for selection of topic, and help with writing/editing.	
25. Will this course be taught in a language other than English?	No: X If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: (Note: This information should also appear in the catalog copy requested below in #36) Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; ENGL 1010 or 1011 or 2011.	
27. Is Instructor, Dept. Head or Unit **Consent Required**? (Put an X next to all that apply)	No consent required: X Instructor consent required: Dept or Unit consent required:
28. Permissions and Exclusions: (Put an X next to all that apply)	

Open only to Juniors or higher:
Not open for credit to students who have passed {Insert Course #(s) here}:
Open only to students in the Honors Program:
Open only to Majors: X
May not be taken concurrently with{Insert Course #(s) here}:
A reading knowledge of {Insert} is required:
Other:
Specify other:

29. Is this course **repeatable for credit**? Are multiple enrollments allowed in same term?	No: X If yes, total credits allowed: No: X If yes, total allowed:
30. **Grading Basis**	Letter graded: X S/U graded: Other (specify):

31. If satisfactory/unsatisfactory (S/U) grading is proposed, please provide **rationale**:

32. Will the course or any sections of the course be taught as Honors?

No

33. Additional Details: (Put an X next to all that apply and {insert} any relevant information)
May not be used to meet the {insert} requirement:
May not be used as a prerequisite for {insert}:
Offered only at the {insert} campus(es): Storrs campus
Other (specify):

34. Special Attributes: Please explain if the course is…

Taught off campus: NA

A year-long course: NA

35. **REGIONAL CAMPUS AVAILABILITY -** Describe the availability of the proposed course at each Regional Campus. If not generally available, please explain why:

The course is only available at the Storrs campus. Prerequisite Stat classes are those students only take at Storrs.

36a. PROVIDE THE **CURRENT** TITLE AND COMPLETE CATALOG COPY (Include standard abbreviation for department or program, course number, skill code (as applicable), course title, term offered, number of credits, instructional patterns, course language if other than English, prerequisites or recommended preparation (as applicable), consent of instructor (as applicable), additional permissions and

details, exclusions (as applicable), repetition for credit (as applicable), grading (as applicable), instructor(s) name(s) (if in catalog copy), and complete course description.

STAT 3494W. Undergraduate Seminar II

One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; and STAT 3484; ENGL 1010 or 1011 or2011.

The student will attend 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in STAT 3484.

36b. PROVIDE THE **REVISED** TITLE AND COMPLETE CATALOG COPY (Include standard abbreviation for department or program, course number, skill code (as applicable), course title, term offered, number of credits, instructional patterns, course language if other than English, prerequisites or recommended preparation (as applicable), consent of instructor (as applicable), additional permissions and details, exclusions (as applicable), repetition for credit (as applicable), grading (as applicable), instructor(s) name(s) (if in catalog copy), and complete course description.

STAT 3494W. Undergraduate Seminar

One credit. Prerequisite: STAT 2215Q or 3115Q; and STAT 3025Q or 3375Q; ENGL 1010 or 1011 or 2011. Open only to majors.

Preparation of a paper on a statistical topic based on attendance of departmental seminars.

37. **RATIONALE** FOR ACTION REQUESTED
This should include the following as applicable:
a) reason for revising the course,
b) why course is appropriate for inclusion at 1000 or 2000 level,

c) justification for enrollment restrictions,
d) effect on other departments,
e) amount of overlap with existing courses,
f) other departments consulted,
g) effects on regional campuses,
h) specific costs approved by dean,
i) if course is to be cross listed supply reason for cross-listing,
j) if course is to be offered as an experimental course provide reason.

Stat 3494W is currently the second of a two course sequence of one credit courses (Stat 3484 and Stat 3494W), and Statistics and Mathematics-Statistics majors fulfill the information literacy competency and writing in the major requirement by taking this sequence. Stat3484 is currently a prerequisite for Stat3494W. To ease a frequently occurring enrollment burden for students, we propose that students will satisfy the information literacy competency and writing in the major requirement with only Stat 3494W, by writing 15 edited pages, instead of 7 ½ edited pages in each of Stat 3484 and Stat 3494W (current practice). We ask that the prerequisite of Stat 3484 be dropped from the catalog description of Stat 3494W.

38. ***SYLLABUS:** Please attach a syllabus when you email this form, or copy and paste the syllabus into this document at the END of the form.*

39. **Course Information: ALL General Education courses, including W and Q courses, MUST answer this question. Provide the following information:** (If this course is not currently and is not being proposed for a content area or competency, please skip this question and proceed to the next section.)
a. A brief (2-3 sentences) course description that includes course goals and learning objectives.
b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.
c. List the major themes, issues, topics, etc., to be covered.

a. The objective of this course is to allow Statistics majors to gain writing competency in the context of our discipline. They will attend 6-8 seminars during the semester, select a topic they would like to explore, and write a 15 page well edited document on this topic. The first several lectures of the semester will be devoted to writing instruction and the art of writing a statistical paper. This will involve reading examples of high-quality statistical writing and reviewing the necessary components and organization of a statistical paper. Each class will be supplemented by reading material on statistical and scientific writing written by the instructor and others (for example, see appendices 1 & 2). Further writing instruction will be provided in the form of comments on drafts and/or individual conferences with students to help them explore and shape their ideas, analyze their thought process, frame their arguments, gather evidence effectively and ethically, understand genre conventions, attend to style, and present statistical models and results effectively and clearly. Focus will be on integrating how students think about solving statistical problems and communicate the ideas and results effectively in words. They will learn how to introduce the topic, provide background, provide sources for data, provide a literature survey, write the methods and results section, and provide a comprehensive summary and discussion section. This will guide them to be able to create

presentations when they enter the job market and/or write technical manuscripts should they go to graduate school and into academia.

b. The students will attend 6-8 seminars (offered once weekly at set times) over the semester. They will meet with the instructor to select a suitable topic for the report. Students will submit a written proposal of a topic which is due around the 5th week of the semester, and upon instructor approval will submit a first draft of the paper around the 10th week of the semester. They will work with the instructor to write a 15 page (minimum) document, for which they may read technical articles, watch videos, or use other resources that they discuss with the instructor. Both the proposal and the first draft will be reviewed and edited by a teaching assistant first and by the instructor later in a timely fashion. The teaching assistant and instructor will provide individual feedback to each student on his/her paper through email (or HuskyCT), individual in-person meetings, and/or during class time. Feedback will focus on suggestions for conceptual clarity, development of ideas, presentation of statistical models, interpretations of results, and grammatical, mechanical, and statistical correctness. Each student's final version is due at the end of the semester. To summarize, the time table consists of (a) attending seminars at least 6-8 times during the semester, (b) submitting a proposal around the 5th week, (c) submitting a first draft of the final paper around the 10th week, and (d) submitting the final report at the end of the semester. The final grade will depend on how well the student presented the material and how well he/she incorporated the revisions suggested by the teaching assistant and the instructor. The only requirement is the 15 page edited report, no other exams or assessments.

c. Major themes will include interesting topics on statistical methods and analysis, and can vary across many application disciplines.

40. **Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**. How does the proposed course meet the overall GOALS of General Education? Please note the overall goals of general education are different from the goals of specific content areas. For more information, please see http://geoc.uconn.edu/criteria/. (If this course is not currently and is not being proposed for a content area, please skip this question and proceed to the next section.)

41. **Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer appropriate parts of this question.:** Describe how the proposed course meets the Specific Criteria for the particular content area and/or competency chosen. For more information, please see content area and competency links at http://geoc.uconn.edu/geoc-guidelines/. NOTE: Please do not simply copy and paste guidelines. Provide explanation as to HOW the course addresses the specific criteria.

a. **Arts and Humanities:**

b. **Social Sciences:**

c. **Science and Technology:**

i. **Laboratory:** (describe how the laboratory session will be conducted.)

d. **Diversity and Multiculturalism:**

i. **International:** (describe how the international component will be part of the course.)

e. **Q course:**

f. **W course:** Students will integrate thinking about and solving statistical problems with being able to communicate the ideas and results effectively in words. They will learn how to introduce the topic, provide background, provide sources for data, provide a literature survey, write the methods and results section, and provide a comprehensive summary and discussion section. The final 15-page minimum document will include each of these elements. Feedback from the instructor and teaching assistant on the proposal and first draft is designed to lead the student towards a revised document with clear idea development, proper statistical development and inference, and correct grammar, language mechanics and style. Students will work with the instructor through individual meetings and email correspondences to edit and revise their 15-page minimum document, perhaps using published articles in leading statistics journals as guidance The students must earn a passing grade on their final revised paper in order to pass the course.

42. **RESOURCES:**
a. Does the department/school/program currently have resources to offer the course as proposed?
Yes: X
No:
If NO, please explain why and what resources are required to offer the course.

b. Do the UConn LIBRARIES currently have resources to support the course as proposed?
Yes: X
No:
If NO, please explain what resources are required to support the course.

43. **SUPPLEMENTARY INFORMATION**: (e.g., other information that you believe will be useful in evaluating the proposal, such as why this course is appropriate for inclusion at the 1000 or 2000 level or as a General Education Content Area or Competency (Q or W) course).

As the number of UConn students seeking to major in Statistics is increasing, it will ease their scheduling if they could get their W requirement in one semester instead of over 2 semesters. The strength of their learning will not be compromised, and they will write 15 pages in one semester instead of 71/2 pages over two semesters.

Syllabus for Stat 3494W. Undergraduate Seminar

Class Time: Monday 4:40-5:30 pm

Class Room: AUST 344

Instructor: Professor Lynn Kuo

Email: lynn.kuo@uconn.edu

Phone: (860) 486-2951

URL: http://www.stat.uconn.edu/~lynn

Office: AUST 330

Office Hours: Monday 5:30-6:30 pm, Thursday 3:30 to 4:30 pm or by appointment

Teaching Assistant/Grader for Stat3494W: TBD

Description:

(A) 3494W. Undergraduate Seminar. Either Semester. One credit.

Prerequisite: STAT2215 (201) or STAT3115Q (242) and STAT3025Q (220) or STAT3375Q (230).

The student should attend at least 6-8 seminars per semester, and choose one statistical topic to investigate in detail. The student will write a well revised comprehensive paper on this topic, including an abstract followed by the paper including a literature review, description of technical details, results and a conclusion section on discussions. A well-presented scientific project with valid results using real data and appropriate statistical methods is highly recommended. The entire writing component of the course must be passed in order to pass the course.

The paper will be at least 15 pages long and will be evaluated and corrected along its development, based on which the student should revise the paper for final submission. The student is expected to maintain a portfolio with material detailing his/her writing progress in order to ensure continuity and assessment of improvement in writing skills. The student is expected to do a considerable amount of literature search on the selected topic and use library and web resources. As such, it is expected that STAT3494W will satisfy the Information Literacy Competency requirement as well. Note that students must pass the writing component in order to pass the course.

Time table:
Please upload your proposal for the paper to HuskyCT by <date to be entered>. Talk to your TA and me beforehand if you need suggestions on the proposal. Please submit the first draft to HuskyCT by<date to be

entered>, and our TA will make comments and edit your draft by<date to be entered>, and then the final version is due back to HuskyCT by<date to be entered>. Presentation in class is not required.

On <date to be entered>in class, I will also hand out a feedback form for you to comment on all the presentations we have for this semester. The first question is on the clarity of each presentation, and the second question is on the usefulness of each presentation. You may prefer to take notes throughout the semester to make this task easier.

The key is to talk to your TA or me as soon as possible to discuss a topic of your interests.

List of seminar speakers – TBD
(*It contains names, titles, and presentation file names (in the last column) and links to the abstracts and presentations).*

ADMIN COMMENT (For administrative use only):

When completed, email this form with a syllabus to geoc@uconn.edu.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: December 8, 2015
2. Department requesting this course: Maritime Studies
3. Semester and year in which course will be first offered: Summer 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!

1300. Maritime Communities
Three credits. Study of maritime communities and environment in an interdisciplinary and international context from anthropological, economic, geographic, historical, and other social science perspectives. CA2 and CA4.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MAST
2. Course Number: 1300
3. Course Title: Maritime Communities
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry):

The course examines how individuals, groups, institutions, and societies behave and influence one another within the realm of the ocean and its environment. Students will explore the methods and theories of social science inquiry to develop critical thinking about current social and economic issues and problems related to the ocean. Students will examine and analyze the wide range of social factors that have influenced and shaped our past and current relationship with the ocean. By exploring the human interface with the ocean, students will gain appreciation for differences as well as commonalities among those peoples who interact with the ocean around the globe. This course serves as an introduction to the interdisciplinary field of Maritime Studies with an examination of maritime communities and other human endeavors related to the ocean environment from anthropological, economic, geographic, historical, and political science perspectives.

Optional Items

6. Pattern of instruction, if not standard:
   Standard
7. Prerequisites, if applicable:

a. Consent of Instructor, if applicable: No
b. Open to sophomores/juniors or higher: Yes

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": None
12. S/U grading: Yes, if student wishes

Justification

1. Reasons for adding this course:

This course has been designed specifically to complement the existing introductory course MAST 1200, Introduction to Maritime Culture. MAST 1300 would serve to introduce students to Maritime Studies, as does MAST 1200, but from the perspective of the social sciences.

MAST 1300 has been designed to be exploratory and methodologically broad-based and in this way to introduce students to the interdisciplinary field of Maritime Studies, as well as to meet specific General Education goals and requirements.

MAST does not currently have such an introductory course to Maritime Studies, despite a growing number of upper undergraduate level social science courses that we now offer in Maritime Studies.

2. Academic merit:

This course draws on classic readings and texts in the social sciences as they relate to the ocean and also includes an examination of the most recent scholarship on the study of maritime communities.

3. Overlapping courses and departments consulted: none
4. Number of students expected: 25 to 35 students
5. Number and size of sections: 1 section, 25 to 35 students
6. Effects on other departments: none that we have been able to determine
7. Effects on regional campuses: to be offered at Avery Point; course would be available to students of all regional campuses if those students travel to Avery Point
8. Staffing: Full-time faculty

General Education

This course is being proposed for General Education Content Area 2 and Content Area 4 (International).

Proposer Information

1. Dates approved by
   Department Curriculum Committee: December 8, 2015
   Department Faculty: December 8, 2015

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

Nat Trumbull
Maritime Studies Program, Director
Assoc. Professor of Geography
860 405 9272
trumbull@uconn.edu

MAST Curriculum Committee
Meeting of December 8, 2015

Minutes

Present: Jones, Trumbull, Cole, Park, Blaschik, Ebbin, Rozwadowski, Batchvarov, and Bercaw-Edwards.

No Announcements

New Business

- Discussion of MAST 1300 (Intro to Maritime Communities) - Nat
    - Draft syllabus was distributed for input from Committee.
        - Helen suggested a reading to support the "gender in maritime communities" topic.
        - Committee discussed the need for the word "introduction" in the course title, and removing it will reduce any confusion with 'Intro to Maritime Studies". Course title will be "Maritime Communities"
        - Nat asked the Committee to review the syllabus content to ensure the course won't repeat content offered by other MAST courses. Some overlap is okay.
        - Syma suggested to include what a maritime community is from an anthropological point of view. Syma suggested starting the course on defining "what is a maritime community" and conceptualizing the definition to provide the students a framework for the course.
        - Helen suggested removing some of the history content because it is provided in many of the other MAST courses to therefore, add the content Syma suggested. The last section could be labeled "current issues" and would include the GIS/mapping research, instead of starting with it.
        - Helen motions to accept the MAST 1300 proposal, Kroum seconds. All Committee members in favor of the proposal, so approved.
- THATCamp (Steve) – March 4-5th 2016.
    - Planning on doing a hybrid version where sessions will be workshop/discussion style and sessions will be PowerPoint presentations.
        - Will have a more concrete objective than typical THATCamps – building a maritime trail.
        - Helen suggested organizing some sessions around questions targeting aspects of developing the maritime trail to attract people to participate in that discussion.
        - Some participating organizations/individuals may need a personal invitation. Helen suggested a generic paragraph be drafted to send out. The subject line could be "We are building a Maritime Trail".
            - Helen & Syma suggested putting together a Google document listing people to contact to participate to avoid inundating the same people with multiple invitations from MAST faculty.

    - Syma suggests applying conference terms when requesting funding because many people do not know what THATCamps are. It would be helpful to list specific objectives will help clarify this new type of conference.
    - Helen suggested asking some organizations for a small monetary donation of $50 and they would be highlighted as sponsors. There is a concern that with free registration that it will be difficult to ensure commitment from participants.
- Ideas for letter to Provost's Office about Alexey von Schlippe Gallery plans
    - Syma summarized the letter she sent to the Provost office on how Julia and the gallery support SeaGrant's art funding program and how some professor include the gallery in some courses.
    - Steve Jones stressed the importance of the presence of maritime art on campus, which is lacking.
    - Nat suggested inviting Anne D'Alleva to come to the next C&C meeting to discuss the future of the gallery.

Meeting adjourned, 5pm
Respectfully submitted,
Noreen Blaschik

JCONN
IVERSITY OF CONNECTICUT

MAST 1300
Maritime Communities
Maritime Studies Program

Syllabus

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

Course and Instructor Information

Course Title: Maritime Communities
Credits: 3
Prerequisites: none
Professor: Dr. Nathaniel Trumbull

Email: trumbull@uconn.edu
Telephone: 860 405-9272
Office Hours/Availability: TBA

Course Materials

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

Course Description

Course description from Course Catalog

Study of maritime communities and environment in an interdisciplinary and international context from anthropological, economic, geographic, historical, and other social science perspectives. CA2 and CA4.

Additional description

The course examines how individuals, groups, institutions, and societies behave and influence one another within the realm of the ocean and its environment. Students will explore the methods and theories of social science inquiry to develop critical thinking about current social and economic issues and problems related to the ocean. Students will examine and analyze the wide range of social factors that have influenced and shaped our past and current relationship with the ocean. By exploring the human interface with the ocean, students will gain appreciation for differences as well as commonalities among those peoples who interact with the ocean around the globe. This course serves as an introduction to the interdisciplinary field of Maritime Studies with an examination of maritime communities and other human endeavors related to the ocean environment from anthropological, economic, geographic, historical, and other social science perspectives.

Course Goals

- To investigate the human relationship with the ocean in its many dimensions, including anthropological, historical, economic, political, geographic, and social.

- To become introduced to the disciplines which comprise the Maritime Studies major, including Economics, English, Geography, History, Literature, Political Science, and Anthropology/Maritime Archaeology.
- To prepare students for the Maritime Studies major, including learning how to integrate knowledge about the ocean with social science methods and perspectives; reading effectively for argument and employing evidence; finding information from appropriate sources; learning how to conduct research; and communicating research effectively in writing and orally.

Learning Objectives

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

- Describe the physical dimensions of the world's oceans and the basic geological and atmospheric processes that led to the creation of the world's oceans
- Use the basic tools of navigation to measure and map a maritime voyage from one continent to another.
- Quantify the impact of the world's ocean shipping on the economies of the world's five largest sea-going nations.
- Evaluate the use of management tools for the human impacts of fishing on the ocean's fish stocks.
- Differentiate between the economic benefits of ocean resource extraction to coastal communities and the environmental hazards of such resource extraction.
- Develop potential solutions to diminishing the problems of piracy and illegal migration on the world's oceans.
- Explain how the Law of the Sea is being adopted throughout the world and why the United States has not yet ratified this key international legal framework.
- Analyze the ways in which dimensions of gender have impacted the coastal communities in the past and in modern day

Course Outline

1. COMMUNITIES (Weeks 1-3)

Week 1. Landsmen on the Water

Bown, Stephen R. 2003. *Scurvy: How a Surgeon, a Mariner, and a Gentlemen Solved the Greatest Medical Mystery of the Age of Sail.* St. Martin's Press, New York. Scurvy: The Plague of the Sea, 9-26; Disaster and Victory in the South Seas: Lord Anson's Terrible Voyage, 47-70; Epilogue, The Mystery Solved, 211-218.

Vickers, Daniel. 2005. *Young Men and the Sea: Yankee Seafarers in the Age of Sail.* Yale Univ. Press, New Haven. The Eighteenth Century: Sailors at Sea, 61-95; Maritime Society Ashore, 131-162.

Intl. context: World oceans

Week 2. Age of scientific exploration

Winchester, Simon. 2010. *Atlantic: Great Sea Battles, Heroic Discoveries, Titantic Storms, and a Vast Ocean of a Million Stories.* Harper, New York. They that Occupy Their Business on Great Waters, pp 273-328; Change and Decay All Around the Sea, pp. 329-394.

Rozwadowski, Helen M. 2005. Fathoming the Ocean: The Discovery and Exploration of the Deep Sea. Harvard Univ. Press, Cambridge, Mass. Fathoming the Fathomless, pp. 1-36; Soundings, 67-96; Small World, 175-210.

Intl. context: Atlantic Ocean

Week 3. 20th Century developments

Acheson, James. 1988. *The Lobster Gangs of Maine.* UPNE. Introduction, Cycles, pp. 7- 22, Kinship and Community, 23-47.

Wincheser, Simon. 2015. *Pacific: Silicon Chips and Surfboards, Coral Reefs and Atom Bombs, Brutal Dictators, Fading Empires, and Coming Collision of the World's Superpowers*. Harper, New York. The Great Thermonuclear Sea, 39-82; Of Masters and Commanders, 377-426.

Intl context: Gulf of Maine and Pacific

II. MEASURING AND MAPPING

Week 4. Exploring the ocean's origins

Carson, Rachel L. 1951. *The Sea Around Us,* Oxford Univ. Press, New York, Part 1, Mother Sea, pp vii-112 .

Anderson, Tom. 2002. *This Fine Piece of Water: An Environmental History of Long Island Sound.* Yale Univ. Press. The Birth of the Sound (pp. 9-15); Sprawling Suburbs (100-115); The Brink of Disaster (127-154).

Intl. context: Global, Pacific and Atlantic Oceans

Week 5. Seafaring Challenges

Gurney, Alan. 2004. *Compass: A Story of Exploration and Innovation.* W.W. Norton, New York. The Rose of the Winds (41-54); To Compass the Globe (77-86).

Sobel, Dava. 1995. *Longitude: The True Story of Lone Genius Who Solved the Greatest Scientific Problem of His Time*. Penquin Books. Imaginary Lines (1-10); The Sea Before Time (11-20); Adrift in a Clockwork Universe (21-33); The Prize (51-60); Trail by Fire and Water (111-125); The Second Voyage of Captain James Cook (138-151).

Intl context: New World

Week 6. Measuring and mapping

Huler, Scott. *2005. Defining the wind: the Beaufort scales, and how a nineteenth-century admiral turned science into poetry. Broadway Books.* The Beaufort Scale, and Who Wrote It, in a General Way, pp. 69-92; "Nature, Rightly Questioned, Never Lies": The Beaufort Scale, Nineteenth-Century Science, and the Last Eighteenth-Century Man, 121-150.

Monmonier, Mark. 2008. *Coast Lines: How Mapmakers Frame the World and Chart Environmental Change.* Overhead Imaging, 58-69; Global Shorelines, 96-101.
Sylvia Earle on Google Ocean (video)

Intl. context: Western Europe, New World

III. ECONOMIC DIMENSIONS (Weeks 7-9)

Week 7. Maritime economics

Hallwood, Paul. 2014. *Economics of the Oceans: Rights, Rents, and Resources.* Routledge, New York. Economics of the fishery 85-95; Managing high seas fisheries, 139-148; Oceans and non-point source pollution, 217-224; Oil pollution from ships, 225-230.

Hallwood, C. Paul. 1990. *Transaction costs and trade between multinational corporations: A study of offshore oil production.* Unwin Hyman, Boston. The offshore oil supply industry, pp. 25-65; The offshore oil supply industry in its main British service base, 82-95.

Intl. context: Aberdeen

Week 8. Fishing and overfishing issues

Hardin, Garrett. 1968. *Tragedy of the Common. Science,* Vol. 162, no. 3859 pp. 1243-1248, http://www.sciencemag.org/content/162/3859/1243.full

Safina, Carl. 1997. *Song for the Blue Ocean: Encounters Along the World's Coasts and Beneath the Seas.* Henry Holt and Company, New York. Book Three: Far Pacific, 303-209; Malakal, 210-326; Koror, 327-349; Ollei, 350-383; Hong Kong, 384-407; Sulu, 208-434.

Greenberg, Paul. 2010. *Four fish: The Future of the Last Wild Food*. Penguin Books. Cod, the Return of the Commoner, pp. 127-188.

Intl. context: Pacific, Shetlands (U.K.), Norway

Week 9. Economics of Shipping

George, Rose. 2013. *90 Percent of Everything: Inside Shipping, the Invisible Industry That Puts Clothes on Your Back, Gas in Your Car, and Food on Your Plate.* Metropolitan Books, New York.

Winchester, Simon. 2010. *Atlantic: Great Sea Battles, Heroic Discoveries, Titantic Storms, and a Vast Ocean of a Million Stories.* Harper, New York. Change and Decay All Around the Sea, pp. 329-394.

TED Talk with Rose George

Intl. context: Panama Canal/Nicaragua, Northwest Passage and Northern European Sea route

IV. LEGAL DIMENSIONS (Weeks 10-12)

Week 10. United Nations Convention on the Law of the Sea

The United Nations Convention on the Law of the Sea (A historical perspective), http://www.un.org/depts/los/convention_agreements/convention_historical_perspective.htm#Historical%20Perspective (background article)

Langewiesch, William. "Anarchy at Sea," *The Atlantic Monthly*, September 2003.

Klein, Natalie. 2009. *Dispute Settlement in the UN Convention on the Law of the Sea.* Cambridge Univ. Press: Cambridge, MA, Introduction, 1-28; Deep Seabed Mining, 317-348.

Intl. context: Global oceans

Week 11. Other maritime legislative and regulatory spheres

McKenzie, M. 2012. "Iconic Fishermen and the Fates of New England Fisheries Regulations, 1883–1912," *Environmental History* 17, January 2012, pp. 3–28.

Keul, A. 2014. "Access and Contest: A Politics of the Beach," *Political Geography*.

Buixadé Farré, A., Stephenson, S.R., et al. (2014). Commercial Arctic shipping through the Northeast Passage: Routes, resources, governance, technology, and infrastructure. *Polar Geography*, 37: 298-324.

Intl. context: Atlantic and Arctic resource extraction

Week 12. Piracy, salvage of historic shipwrecks, and migration

Hallwood, Paul. 2014. *Economics of the Oceans: Rights, Rents, and Resources.* Routledge, New York. Ocean resources, ocean governance, 3-14; Economic analysis of legal regimes governing salvage of historic shipwrecks, 17-31; Maritime Policy and international law, pp 44-54.

Kumin, Judith. 2014. "Policy Adrift: The challenge of mixed migration by Sea" in *Humanitarian Crises and Migration: Causes, Consequences and Responses*, by Susan F. Martin (Editor), Sanjula Weerasinghe (Editor), Abbie Taylor (Editor), pp. 306-324.

Intl. context: Northern Africa

V. CURRENT PERSPECTIVES (Weeks 13-15)

Week 13. Tracking and measuring ocean pollution

Moore, Charles, and Cassandra Phillips. 2012. *Plastic Ocean: How a Sea Captain's Chance Discovery Launched a Determined Quest to Save the Oceans*

Hohn, Donovan. 2012. *Moby-Duck: The True Story of 28,800 Bath Toys Lost at Sea and of the Beachcombers, Oceanographers, Environmentalists, and Fools, Including the Author, Who Went in Search of Them.* Going Overboard, 7-28; The Fifth Chase, 231-268.

Intl. Context: Pacific, Atlantic, Pacific gyre

Week 14. Sea level rise; Coastal resilience efforts; Desalination

Pilkey, Orrin H. and Rob Young. 2009.*The Rising Sea*. Island Press, Washington D.C. Why the Sea is Rising, pp. 25-40. People and the Rising Sea, pp 117-140.

Sedlak, David. 2014. *Water 4.0: The Past, Present and Future of the World's Most Vital Resource.* Yale Univ. Press, New Haven. Drains to Bay, pp. 112-138; Turning to the Sea for Drinking Water, pp. 217-237.
Intl. contest: Bangladesh, Netherlands, Indonesia, Israel (desalination)

Week 15

Working Waterfronts, Urban Planning, Maritime spatial planning

Jones, Stephen. 2001. *Working Thin Waters.* University Press of New England, Hanover, NH.Oyster Grounds, pp. 3-6; Aboard Anne, 7-17; The Waterfront Life, 23-28; Oystering, 83-93; In the Tropics, 287-305.

Beatley, Timothy. 2104. *Blue Urbanism: Exploring Connections Between Oceans and Cities.* Island Press, New York. The Urban-Ocean Connection, 1-18; The Reach of Cities: Connecting Urban Lifestyles and Ocean Health, 19-42; New Ideas for Connecting Oceans and Cities, 133-154.

Intl. context: Examples from cities around the globe, offshore wind turbine development (Denmark)

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Discussion	20%
Question sets	40%
Midterm	20%
Final	20%

Discussion will consist of weekly topics, evidence of preparation of the readings, and response to other students' comments.

Weekly question sets will focus on use of terminology, of social science methodologies, and short essays to develop critical thinking.

Mid-term exam will consist of identifications, multiple choice, and short essay responses.

Final exam will consist of identifications, multiple choice, and short essay responses.

Grading Scale:

Undergrad

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0

80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Graduate

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

Due Dates and Late Policy

All course due dates are identified in the course calendar. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy will be accepted late up to two days past their deadline for a maximum of two assignments during the semester.

Feedback and Grades

I will make every effort to provide feedback and grades within 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

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

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

Software Requirements

The technical requirements for this course include:

- Word processing software
- Adobe Acrobat Reader
- Reliable internet access

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through HuskyTech. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

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

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

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

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

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 13 October 2015
2. Department or Program: Biology
3. Title of Major: Biological Sciences (BIOL)
4. Effective Date (semester, year): Fall semester, 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: modification of existing requirements for the major

Existing Catalog Description of Major

Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level courses from EEB, MCB, and PNB. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent

Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
B. EEB 2244/W or 2245/W.
C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "Minors" section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

Proposed Catalog Description of Major

Biology

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Justification

1. Reasons for changing the major: Students majoring in Biological Sciences interpret the existing phrase "Students wishing to complete this major must take at least 24 credits of 2000-level courses from EEB, MCB, and PNB" as meaning they can fulfill all 24 credits using only 2000-level courses from the three departments, without the need to enroll in any higher-level courses (3000 and 4000 or above) from the departments. We have modified the wording by adding "or higher" and "of which at least 9 credits will be at the 3000-level or above" to correct this unforeseen consequence of the original wording.

2. Effects on students: The revised requirement will give Biology majors broader and deeper knowledge of the biological sciences by encouraging them to enroll in smaller upper-level courses offered by EEB, PNB, and MCB.
3. Effects on other departments: The change is likely to increase enrollment in 3000-level and higher courses offered by EEB, PNB, and MCB.
4. Effects on regional campuses: No effect.
5. Dates approved by
   EEB Department Curriculum Committee: 30 October 2015
   EEB Department Faculty: 4 November 2015
   PNB Department Faculty: 20 November 2015
   MCB Department Faculty: 20 November 2015
6. Name, Phone Number, and e-mail address of principal contact person:
   Charles S. Henry, 6-4450, charles.henry@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.

Biological Sciences Major – Worksheet

Working copy: April 2015 (this revision: February 2016)

Student Name (print)_____Student ID:_____Date _____

****USE YOUR ACADEMIC REQUIREMENTS REPORT TO FILL OUT & UPDATE THIS WORKSHEET****

(In Student Admin, go to Student Center, select "Academic Requirements" from the drop-down menu, and click on expand all.)

I. University Requirements:

☐ Pass/Fail: No pass/fail courses can be used towards general ed., 45-credit, major, or related requirements.

☐ 8 Year Rule: Courses over eight years old are subject to review by the Dean.

☐ Content Area 1: Pass two courses taken in two different subject areas. ***Write in courses under CLAS Areas A-D or A-E requirement on right.***

☐ Content Area 2: Pass two courses taken in two different subject areas.

_____ _____

☐ Content Area 3: Pass two courses, including one four credit lab. Courses must be from two different depts. ***BS students, circle courses under CLAS BS Content Area 3 Requirements on right.***

BA students only, write in courses below:

_____ _____

☐ Subject Area Restriction: Students must pass courses taken in six different subject areas from Content Areas One, Two and Three.

☐ Content Area 4: Students must pass two courses, one of which must address issues of diversity and/or multiculturalism outside the United States.

_____ _____

☐ Overlap Restriction: At least one CA 4 course must not also be used toward CA 1, 2, or 3.

☐ Second Language Competency: (circle one)

A. 3 years high school level, or
B. 2 years high school level plus passing the 2nd year (Intermediate) UConn level, or
C. Elementary and Intermediate levels at UConn, or
D. Successful completion of language equiv. exam

☐ Writing Competency:

Freshman English Requirement (circle course/s taken):
ENGL 1010 or 1011 or 3800 or ENGL 91002 & 91003

2000+ level W in [each] major: _____

2nd W any level: _____

☐ Quantitative Competency: Students must pass two Q courses, one of which must be MATH or STAT. ***Write in courses under CLAS Q requirement on right.***

☐ Total units & GPA: (120 or more total credits/ 2.0 GPA)

Total credits to date:_____Current GPA: _____

II. CLAS Requirements:

☐ Intermediate Language: See Second Language Competency on left.

☐ Quantitative Competency: Students must pass a total of three Q courses, with one from MATH or STAT.

_____ _____ _____

☐ Areas A-D (BS degree) or A-E (BA degree):
Courses must be from at least 4 different academic units.

BS: 4 courses with at least one from each category A-D

BA: 5 courses with at least one from each category A-D. 5th course can come from any area A-E

A: Arts _____

B: Literature _____

C: History _____

D: Philosophy _____

E: World Cultures _____

BS Content Area 3 Requirements: (BS students only)

☐ Biology Requirement (BS students circle below)
BIOL 1107 or 1108 or 1110

☐ Chemistry Requirement (BS students circle below)
CHEM 1124Q & 1125Q & 1126Q
or 1127Q & 1128Q
or 1147Q & 1148Q
or 1137Q & 1138Q

☐ Mathematics Requirement (BS students circle below)
MATH 1131Q & 1132Q
or 1151Q & 1152Q
or 2141Q & 2142Q

☐ Physics Requirement (BS students circle below)
PHYS 1201Q & 1202Q
or 1401Q & 1402Q
or 1501Q & 1502Q
or 1601Q & 1602Q

☐ 45 Unit Rule: Students must earn a minimum of 45 units of 2000 level or higher courses.

Note that you will need to earn at least 36 credits from 2000-level or higher courses for your major in order to fulfill your 24 credit group and 12 credits of Relateds).

2000-level credits to date: _____

III. Biological Sciences Requirements:

Introductory Biology Courses: complete **all** of the following:

- ☐ BIOL 1107 Principles of Biology I (4 cr.)
- ☐ BIOL 1108 Principles of Biology II (4 cr.) **or** ☐ BIOL 1110 Intro to Botany (4 cr.)

MCB Core Requirement: complete at least **one** MCB course from the following:

- ☐ MCB 2000 Introduction to Biochemistry (4 cr.)
- ☐ MCB 2210 Cell Biology (3 cr.)
- ☐ MCB 2400 Human Genetics (3 cr.)
- ☐ MCB 2410 Genetics (3 cr.)
- ☐ MCB 2610 Fundamentals of Microbiology (4 cr.)
- ☐ MCB 3010 Biochemistry (5 cr.)

EEB Core Requirement: complete at least **one** EEB course from the following:

- ☐ EEB 2244 or 2244W General Ecology (4 cr.)
- ☐ EEB 2245 or 2245W Evolutionary Biology (3-4 cr.)

PNB Core Requirement: complete at least **one** PNB course or course sequence from the following:

- ☐ PNB 2250 Animal Physiology (3 cr.)
- ☐ PNB 2274 and 2275 Enhanced Human Physiology & Anatomy (8 cr. total)

Writing in the Major: complete at least **one** of the following:

☐ BIOL 3520W	☐ EEB 4896W	☐ MCB 4026W
☐ EEB 2244W	☐ EEB 5335W	☐ MCB 4997W
☐ EEB 2245W	☐ MCB 3022W	☐ PNB 3120W
☐ EEB 3220W	☐ MCB 3602W	☐ PNB 3263WQ
☐ EEB 4230W	☐ MCB 3841W	☐ PNB 3264W
☐ EEB 4276W	☐ MCB 3996W	☐ PNB 4296W

24-Credit Group: Complete at least 24 credits of 2000-level or higher courses in EEB, MCB, or PNB, ***of which at least 9 credits must be at the 3000-level or higher***. The 24-credit group includes courses from the biology core and writing in the major requirements above and must be completed with an average GPA of 2.0 or higher.

Students may apply no more than 3 independent study credits and 8 transfer credits toward their 24-credit group. **Note:** PNB 2264 and 2265 CANNOT count towards the 24-credit group.

Credits at the 2000-level:

____credits in _____ ____credits in _____ ____credits in _____

____credits in _____ ____credits in _____ ____credits in _____

≥ 9 Credits at the 3000-level or higher:

____credits in _____ ____credits in _____ ____credits in _____

Credits to date: _____

Current GPA: _____

Related Group: Complete at least 12 credits of 2000-level or higher related courses. Speak with your assigned advisor to determine which courses can count as Relateds.

___credits in _____ ___credits in _____

___credits in _____ ___credits in _____

___credits in _____ ___credits in _____

Credits to date: _____

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: February 25, 2016
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

MCB 5430. Analysis of eukaryotic functional genomic data
3 credits. Lecture/Practicum. Consent of instructor required.

Construction and implementation of computational pipelines that integrate available bioinformatics tools to perform processing, analysis and quality control of eukaryotic functional genomics datasets from ChIP-seq, RNA-seq and other high throughput sequencing approaches. No programming experience required.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 5430
3. Course Title: Analysis of eukaryotic functional genomics data
4. Number of Credits: 3
5. Course Description:

Construction and implementation of computational pipelines that integrate available bioinformatics tools to perform processing, analysis and quality control of eukaryotic functional genomics datasets from ChIP-seq, RNA-seq and other high throughput sequencing approaches. No programming experience required.

6. Course Type:

_x_Lecture __ Laboratory __ Seminar _x_ Practicum

Optional Items

7. Prerequisites, if applicable: none

8. Recommended Preparation, if applicable: Practical interest in

analyzing next-generation sequencing data

9. Consent of Instructor: yes

10. Exclusions, if applicable: none

11. Repetition for credit, if applicable: no

12. S/U grading: no

Justification

1. Reasons for adding this course:

With the rapid rise in the use of high throughput sequencing (HTS) technologies to produce large genomic datasets, there is a burgeoning need for PhD and professional students to learn how to process and analyze these data. Although courses that deal with various forms of bioinformatics exist on campus, a full, semester-long course that focuses on basic understanding, processing, and analysis of eukaryotic functional genomics assays is lacking. This course has been offered (temporarily) for two semesters under the MCB5429 title.

2. Academic merit:

High throughput sequencing (HTS) data enable researchers to generate large datasets that require specialized computer skills to understand. Although HTS data is becoming more and more of a requirement for research projects in several biological fields, relatively few students come here with the skills necessary to make design, execute, process, and analyze HTS data. In the field genetics, or any field that intersects with chromosome biology or gene expression, it is common knowledge that the next generation of successful scientists will be able to move fluidly from the wet bench to computational analyses and back. Therefore, we must educate our trainees in this manner to stay relevant in these fields.

This course is designed to teach the skills needed for processing and analysis of HTS data. Topics covered include: 1) basic command line skills for operating in the Unix environment; 2) knowledge of which 'off the shelf' computational programs (of which there are >5,000 available) are suitable for specific purposes; 3) shell-scripting for creating automated pipelines with various computational programs; 4) using R for data analysis and making publication-quality figures.

Students interested in this course have varying levels of experience. Because of this, inclusivity and providing an immersive

experience are two major themes considered in the course design. This course starts at the introductory level, thus it is accessible to the non-expert. Little to no experience is necessary - only a genuine interest in genomics and analyzing data are required. This course is also designed to be immersive. There are several workshop-style courses available here and abroad that teach an overview of HTS analysis. However, since many of the students have little experience, it is clear that a more immersive experience is necessary to help the students reach their own goals as well as those of the course. This full semester, 3 credit course will create a prolonged exposure to the subject material, allowing the student to more effectively absorb the course content and concepts. These attributes will empower students that are new to the genomics field with the knowledge to carry out introductory to intermediate level analyses and give them the confidence to tackle more sophisticated analyses independently.

3. Overlapping courses: consulted professors in MCB, EEB, CSE – none so far

4. Number of students expected: 10-15 students per year

5. Number and size of sections: 1 section of 10-15 students

6. Effects on other departments: The temporary form of this class (MCB5429) primarily services MCB PhD, Applied Genomics PSM students, and Animal Science PhD students. I also have one student from the Health Center campus in Farmington (MBB).

7. Staffing: Dr. Leighton Core (MCB)

8. Dates approved by:
Department Curriculum Committee: 3/2/16
Department Faculty: 3/4/16

9. Name, Phone Number, and e-mail address of principal contact person: Leighton Core, (860) 486-5710, leighton.core@uconn.edu

Syllabus

See attached at end.

Additional Approval

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

MCB XXXX: Processing and Analysis of Eukaryotic Functional Genomics Data

Mon, Wed. 1-2:15pm
Beach Hall room 202

Instructor Information: Leighton Core
Email: leighton.core@uconn.edu

Office hours: by appointment

Text references*:

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

Getting started with R: an Introduction for Biologists. Andrew P. Beckerman & Owen L. Petchey (2012)

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

* All books can be purchased on Amazon.com

Course Description:
This course will cover the creation of workflows for the processing and analysis of data from next generation sequencing experiments. The focus will be on eukaryotic functional genomics datasets such as ChIP-seq, RNA-seq and possibly GRO-seq (time permitting). Students will learn basic programming skills necessary to complete these tasks including: commands for navigating and operating in the terminal environment, basic shell scripting for creating pipelines, parsing and analyzing data. Students will also be introduced to the R programming language for analysis and display of processed data. Use of available 'off the shelf' analysis tools will also be covered and incorporated into workflows.

Learning Outcomes:
Upon completing MCB 5429, students will be able to:

- Use the terminal to navigate their computer and perform everyday operations from the command line.
- Use shell scripting to automate processing and analysis of next-generation sequencing data.
- Properly design ChIP-seq and RNA-seq experiments

- Perform QC analysis on NGS data.
- Map ChIP-seq and RNA-seq data to genomes
- Use public genome browsers to display their own data and retrieve publicly available data.
- Process and perform preliminary analyses of ChIP-seq and RNA-seq data
- Perform peak calling on ChIP-seq data and search for underlying DNA motifs
- Perform differential gene expression analysis on RNA-seq data.

Course Format: Each class will have a short lecture on the assigned topic. The intent is for students to spend the majority of class time learning computer skills necessary for analyzing genomic data.

Course Materials: Lecture slides, notes and in-class demonstrations will be posted to HuskyCT blackboard site. If the HuskyCT site goes down, materials will be emailed.

BBC server access: Some programs will be run on the UConn bioinformatics server. To obtain access to the server fill out the request form at the following link:
http://bioinformatics.uconn.edu/contact-us/
Choose 'account for course' from the first drop down menu, and 'MCB5429' from the course drop down menu.

Useful links from UConn Bioinformatics Core:

Understanding the BBC cluster:
http://bioinformatics.uconn.edu/understanding-the-bbc-cluster-and-sge/#our-cluster

Unix basics:
http://bioinformatics.uconn.edu/unix-basics

Other BBC tutorials:
http://bioinformatics.uconn.edu/resources-and-events/tutorials/

Course Schedule*: *** subject to change**

Week 1:

1/18: No Class - Martin Luther King Jr. Day

1/20: Overview of Next Generation Sequencing (NGS), Functional Genomics, and course goals.

Week 2:

1/25: Introduction to Linux terminal.
Navigating the terminal environment. Basic command line utilities.

1/27: Introduction to Linux (continued).
Dealing with text files and creating / running shell scripts.
(Homework 1 assigned)

Week 3:

2/01: Introduction to Linux (continued).
More useful Linux commands and scripting with loops.

2/03: Connecting remotely to the UConn BBC server. Using the Nano editor. Submitting jobs to the server.
(Homework 1 due)

Week 4:

2/08: Installing programs and editing search path.
Downloading data from public sources

2/10: QC and preprocessing of NGS data.
fastX and fastQC tools for data filtering, read trimming, adapter clipping.
Creating pipelines to automate processing and mapping of data.
(Homework 2 assigned)

Week 5:

2/15: Mapping NGS data
Overview of read alignment methods.

2/17: Post-processing of mapped data – making bed and bedgraph files.
Organizing and prioritizing pipeline output.
(Homework 2 due)

Week 6:

2/22: Using UCSC genome browser to view genome annotation tracks and your data.

2/24: Common ChIP-seq analyses: Calling ChIP-seq peaks with MACS.

Week 7:

2/29: Common ChIP-seq analyses: Determining reads in peaks, peak location relative to genes.

3/02: Common ChIP-seq analyses:
MEME: Identification of motifs under discreet peaks.
MAST: mapping motifs back to genomes.
FIMO: determine occurrences of motif in selected sequence.
(Homework 3 assigned)

Week 8:

3/07: Introduction to R:
Reading, writing, viewing and manipulating tables.

3/09: R basic plotting:
Plotting of distributions
(Homework 3 due)

Week 9:

3/14: Spring break
3/16: Spring break

Week 10:

3/21: R basic plotting:
Plotting of groups of data
Making heatmaps

3/23: Writing simple R functions
(Homework 4 assigned)

Week 11:

3/28: Introduction to RNA-seq and alignment considerations
Tophat and cufflinks vs. Trinity vs. STAR
Alignment of RNA-seq data

4/30: RNA-seq (continued)
(Homework 4 due)

Week 12:

4/04: Differential gene expression analysis

4/06: Differential gene expression analysis (continued)
(Homework 5 assigned)

Week 13:

4/11: Gene ontology and gene set enrichment analysis
4/13: Flex day – open to addition of new subjects / methods
(Homework 5 due)
(Final Project Assigned)

Week 14:

4/18: Student projects: independent analysis of public data
4/20: Student projects: independent analysis of public data

Week 15:

4/25: Student projects: independent analysis of public data
4/27: Student projects: independent analysis of public data

***Changes in the syllabus:** Every effort will be made to follow the course outline for classroom lectures and assignments. However, given that this is still a new format for this course, some changes in the syllabus may be unavoidable. Students are responsible for being aware of these changes. If you miss a class you should check the blackboard site for lecture and class notes, as well as potential changes to the syllabus.

Homework: Homework assignments will be announced in class and are due the following week. All assignments will be posted on the blackboard site for the course. Homework will be submitted via the HuskyCT site or via email to the instructor. **Assignments should be named with the NetID and assignment number (e.g. xyx15002_HW1).** Assignments are due by 5pm on the scheduled due date. Late assignments will lose 5% of total points per day, including weekends.

Course Grades:

Final Grade: Based on a 200-point scale:

- In class exercises: 20 points (10%)
- 5 homework assignments: 20 points each; 100 points total (50%)
- Student analysis project; 90 points (40%)

Useful and potentially useful links: (more will be distributed during classes)

Terminal/Linux:

http://lifehacker.com/5633909/who-needs-a-mouse-learn-to-use-the-command-line-for-almost-anything
http://ryanstutorials.net/linuxtutorial/
Free Linux for Dummies: http://it-ebooks.info/book/784/

Python:
https://www.python.org/
http://www.codecademy.com/
http://www.learnpython.org/

R:
http://manuals.bioinformatics.ucr.edu/home/ht-seq
http://www.r-bloggers.com/using-apply-sapply-lapply-in-r/

Publishing guidelines for data analysis:
http://melissagymrek.com/science/2014/01/09/show-me-the-data.html

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: Feb 3, 2016
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

MCB 5801 **Scientific Writing and Project Development for MCB Graduate Students**. Open to PhD students in Molecular and Cell Biology, others with permission.

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

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 5801
3. Course Title: Scientific Writing and Project Development for MCB Graduate Students
4. Number of Credits: 2
5. Course Description:

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

6. Course Type, if appropriate:
   _x_Lecture __ Laboratory __ Seminar __ Practicum

Optional Items

7. Prerequisites, if applicable: Open only to PhD students in the MCB graduate program

8. Recommended Preparation, if applicable: none
9. Consent of Instructor, if applicable: none
10. Exclusions, if applicable: none
11. Repetition for credit, if applicable: none
12. S/U grading: none

Justification

1. Reasons for adding this course: Graduate student writing, project planning and other professional development are not otherwise taught formally in the MCB graduate program. However, students are required to acquire such skills by the time of their graduation. This course will provide a mechanism to promote MCB students applications to the NSF GRFP and exemplify professional expectations for PhD-level scientists. An earlier version of this course has been taught by Dr. Klassen in Spring 2015 and 2016 as MCB5896-022
2. Academic merit: Professional development, especially in scientific writing and project planning is assumed for MCB PhD students by their writing a thesis and contributing to the scientific literature. However, the skills needed to achieve these tasks is not explicitly taught in the MCB program.
3. Overlapping courses: This course compliments MCB-GRAD5900 (Responsible Conduct in research in Genomics and Life Sciences), and has explicitly been designed to focus on professional development outside of the ethical focus of this course.
4. Number of students expected: ~5-20 students
5. Number and size of sections: 1
6. Effects on other departments: None
7. Staffing: 1 instructor, ad hoc participation (e.g., as reviewers) by other faculty
8. Dates approved by
   Department Curriculum Committee: 3/2/16
   Department Faculty: 3/4/16
9. Name, Phone Number, and e-mail address of principal contact person: Jonathan Klassen, 860-486-6890, jonathan.klassen@uconn.edu

Syllabus

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

Dr. Jonathan L. Klassen

Spring 2015

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

Draft outline:

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

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

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

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

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

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

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

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

Week 9 (Mar 16) - Spring Break

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

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

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

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

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

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

Department of Communication
Catalog Year 2017 – Present

Name of Student _____ PeopleSoft ID _____

E-Mail _____ Phone _____

Month/Year you expect to complete degree requirements ____ May ____August ____December of 20___

- Consult your major advisor while completing this plan.
- Students are ultimately held responsible for meeting all University and degree requirements. Refer to the Undergraduate Catalog for specific details of course requirements, descriptions, and restrictions: www.catalog.uconn.edu
- Students must file their plan with their major advisor prior to pre-registration for their fifth semester.
- An approved final plan of study must be filed with the Registrar during the first 4 weeks of classes of the semester in which the student expects to graduate. Once filed with the Registrar, changes may be made only with consent of the major advisor.

Required Courses: ____ COMM 1000 The Process of Communication ____ COMM 1100 Principles of Public Speaking
____ COMM 1300 Mass Communication Systems

The Major Group
- Major courses must be numbered at the 2000-level or above.
- At least 24 credits in COMM (typically eight courses) are required.
- COMM courses are divided into:
  - Applied Courses: COMM 4800, COMM 4820, COMM 4940, COMM 4991, and COMM 4992.
  - Theory Courses: all other COMM courses numbered at the 2000-level or above.
- We strongly recommend that everyone take an internship, COMM 4991.
- Any further COMM courses may be taken to fulfill the 45-credit rule or to count toward 120 credits for graduation.

Department requirements for the Major Group are as follows:

Print course number and title	Credits	Print course number and title	Credits
1. COMM 3000Q Research Methods in Communication	3	5. COMM (theory)	3
2. & 3. At least two from: COMM 3100 Persuasion COMM 3200 Interpersonal Communication COMM 3300 Effects of Mass Media	3	6. COMM (theory)	3
	3	7. COMM (theory or applied)	3
4. COMM _____W	3	8. COMM (theory or applied)	3

The Related Courses
- Related courses must be numbered at the 2000-level or above.
- At least 12 credits must be taken in courses that are closely related to the subject matter of the major but are offered outside of the Department of Communication.
- Pre-approved Related Courses for the Communication major are listed on the Communication website at communication.uconn.edu
- Courses not on this list must be approved by the student's advisor.

Print course number and title	Credits	Print course number and title	Credits
1.		3.	
2.		4.	

The 45 Credit Rule
- At least 45 credits earned must be at the 2000-level or above, including major and related courses.
- A minimum of 9 credits are required beyond those counting toward your major and related courses above.
- Note: Extra COMM courses can count toward the 45 Credit Rule.

Print course number and title	Credits	Print course number and title	Credits
1.		3.	
2.			

Electives
- Other courses taken at any level, in any department, beyond your requirements, to fulfill the 120 minimum credits to graduate.
- The number of elective credits needed will very based on your personal academic plan.

Print course number and title	Credits	Print course number and title	Credits	Print course number and title	Credits
1.		4.		7.	
2.		5.		8.	
3.		6.		9.	

CLAS General Education Audit Sheet 2015 - 2016 (Find the official list in the University Catalog at catalog.uconn.edu/directory-of-courses)

SECOND LANGUAGE COMPETENCY

A) 3 years high school level or
B) 2 years high school level plus passing the 2nd year (Intermediate) UConn level or
C) 1st (Elementary) and 2nd (Intermediate) UConn levels or
D) Successful completion of language equivalency exam

WRITING COMPETENCY: First-Year English + 2 W courses

ENGL 1010 or 1011 or 2011 or 4 or more credits of ENGL 91002 &/or 91003 (transferred); 2000+ level W in [each] major:_____ 2nd W any level:_____

QUANTITATIVE COMPETENCY: 3 Q courses, at least one of which is MATH or STAT

(MATH or STAT)_____Q_____Q_____Q

CONTENT AREA ONE: ARTS & HUMANITIES BA: 5 courses with at least one from each category A-D. 5th course can come from any area A-E
BS: 4 courses with at least one from each category A-D Courses must be selected from at least 4 different academic units

A: ARTS	B: LITERATURE	C: HISTORY	D: PHILOSOPHY & ETHICAL ANALYSIS	E: WORLD CULTURES
AFRA/FINA (AFAM) **1100** AFRA/DRAM **3132** ART 1000 ARTH **1128**; 1137; 1138; **1141**; 1162 CHIN **3250W** CLCS 1002; 1110; **3211** DRAM 1101; 1110 FREN **1171** GERM **1171**; **3261W**; 3264W ILCS **1149**; **3258/W; 3260W** MUSI 1001; **1002**; **1003**; **1004**; 1005; 1021; 1022; 1112 SPAN **1010**; **3250** WGSS **1104**	CAMS 1101; 1102; 1103 CLCS **1101**; **1102** ENGL 1101/W; 1103/W; 1503; 1616/W; 1640W; 2100; 2101; **2274W**; 2401; 2405; 2407; 2408/W; 2409; 2411/W; **3320**; **3629;** 3633/W FREN **1176**; 3230; 3234*; 3261W*; 3262W*; 3270W GERM 1140W; 3252W; 3253W; 3254W; 3255/W HEJS (HEB/JUDS) **1103; 3301** HEJS/ENGL **3401/W/3220/W** HIST/MAST 2210 ILCS 1101; **1158**; 3255W MAST 1200 SPAN **1007**; 3232* SPAN/LLAS (PRLS) **1009/W**	AASI/HIST **3531** AMST 1700 ECON 2101/W; 2102/W GEOG/URBN 1200 HIST 1100/W; 1201; **1206**; 1300; 1400; 1501/W 1502/W; **1800**; **1805**; 2401/W; 2402/W; **3705** HIST/SCI 2206 HIST/LLAS (LAMS) **1570**; **1600/1190/W**; **3609**; **3635**; **3660W**; **3674/3220** HIST/WGSS **1203/1121** MAST 1200	GERM **1175** HRTS/PHIL 2170W LING 1010 PHIL 1101; 1102; 1103; 1104; 1105/W; **1106**; **1107**; 1165W 1175; 3220 POLS 1002	AASI **3201** ANTH **1001W**; **3401;** 3450W ARAB **1121**; **1122** CHIN **1121**; **1122** CLCS **1103W**; **2201** FREN **1169**; **1176**; **1177**; 3210* **3211***; **3218**; **3224**; 3235; 3267/W*; 3268/W* GERM **1169**; 2400; **3251**; **3258** ILCS **1160**; 1170 INTD 3260 NURS **2175** SPAN **1008**; **1010**

CONTENT AREA TWO: SOCIAL SCIENCES - 2 courses from 2 different academic units

ANTH **1000/W**; **1006**; **1010**; **1500**; **2000/W** ANTH/AFRA **3152** ARE 1110; 1150 COMM 1000 ECON 1000; 1107; 1108; 1179; 1200; 1201; 1202 ENVE 1000 EVST 1000 EPSY 2810 GEOG 1000; **1100**; **1700**; **2000;** 2100; 2320 HDFS 1060; 1070 HRTS (POLS) **1007** INTD 1500 LING **1020**; **1030**; **2850**; **3610W** POLS **1202/W**; **1207**; **1402/W**; 1602/W; 3208/W; 3237/W; 3615/W PP 1001 PSYC 1101 or 1103 PUBH 1001 SLHS (CDIS) **1150** SOCI 1001/W; 1251/W; **1501/W**; **3823** URBN **1300/W** WGSS **1105**; **1124**; 3253/W

CONTENT AREA THREE: SCIENCE & TECHNOLOGY: **BA: 2 courses from 2 different academic units at least one of which must be a lab course**
BS: 1 Biology course and 1 sequence each of CHEM & MATH & PHYS

BA

LABORATORY COURSES:
BIOL 1102; 1103; 1107; 1108; 1110
CHEM 1122; 1124Q; 1127Q; 1128Q; 1137Q; 1138Q; 1147Q; 1148Q
GEOG 1302
GSCI 1050 (or 1051 lecture & 1052 lab in a later semester)
MARN 1003
PHYS 1010Q; 1025Q; 1035Q; 1075Q; 1201Q; 1202Q; 1401Q; 1402Q; 1501Q; 1502Q; 1600Q; 1601Q; 1602Q

NON-LABORATORY COURSES:
AH (NUSC) 1030 ANSC/NUSC 1645 BME/CSE/MCB/PNB 1401 CHEG 1200 CHEM 1101 COGS 2201 DMD 2010 EEB **2202** ENGR 1101 GEOG 2300 GEOG/GSCI 1070 GSCI (SOCI) 1010; 1051; 1055 LING 2010Q MARN 1001; 1002 MATH 1050Q MCB 1405 NRE 1000 NUSC 1165 PHAR 1000; 1001; 1005 PHYS 1020Q; 1030Q PLSC 1150 PNB 3120W PSYC 1100

BS

BIOLOGY 1107 or 1108 or 1110
CHEMISTRY 1124Q & 1125Q & 1126Q or 1127Q & 1128Q or 1137Q & 1138Q or 1147Q & 1148Q
MATH 1131Q & 1132Q or 1151Q & 1152Q or 2141Q & 2142Q
PHYSICS 1201Q & 1202Q or 1401Q & 1402Q or 1501Q & 1502Q or 1601Q & 1602Q

CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM – 2 courses at least one of which must be on the list of International courses

USA

AASI **3201** AASI/ENGL 3212 AASI/HIST **3531** AASI/HRTS/SOCI 3221/3571/3221 AFRA/DRAM (AFAM) 3131/W; **3132** AFRA/FINA (AFAM) **1100** AFRA/PSYC 3106/W ANTH **2000/W**; 3150/W; 3202W; 3902; 3904/W ANTH/AFRA (AFAM) **3152** AMST/ENGL/HIST 1201/1201/1503 ARTH 3050/W; 3630/W; 3640W; 3645W COMM/LLAS/WGSS 3321/3264/3260 DRAM 3130; 3133 ENGL 1601W; **2274W**; 3210; 3218/W; 3609; 3613 ENGL/AFRA 3214W ENGL/LLAS 3605/3232 HDFS 2001; 3261 HEJS (HEB/JUDS) **1103; 3301**; HEJS/ENGL **3401/W/3220/W**; HIST 3204/W; 3570 HIST/LLAS (LAMS) **1570**; **3660W**; **3674/3220** HIST/WGSS **1203/1121** ILCS **1158**; **3258/W** INTD 2245; 3584 LLAS 3210 LING **1030**; **2850** MUSI **1002; 1003** NURS 1175W PHIL **1107** POLS/AFRA (AFAM) 3642 POLS/LLAS 3662/3270 PSYC 2101; 2701 PSYC/WGSS 3102/W SLHS (CDIS) **1150** SOCI **1501/W**; 2501/W SOCI/AFRA//HRTS (AFAM) 3505 SPAN/LLAS (PRLS) **1009/W** URBN **1300/W** WGSS **1104**; **1105** WGSS/SOCI 3621/W

INTERNATIONAL

AH 2330 ANTH **1000/W**; **1001W**; **1006**; **1010**; **1500**; 3030; **3401**; 3504 ANTH/HRTS 3028; 3153W ARAB **1121**; **1122** ART/AASI/INDS 3374/3375/3374 ARTH **1128**; **1141** CHIN **1121; 1122; 3250/W** CLCS **1101**; **1102**; **1103W; 2201; 3211** ECON 2104/W EEB **2202** EEB/NRE 3307/3305 ENGL 1301; 2301/W; 3120; 3122; 3318; **3320**; **3629** FREN **1169**; **1171**; **1176**; **1177**; **3211**; **3218**; **3224** GEOG **1100**; **1700; 2000** GERM **1169**; **1171**; **1175**; **3251**; **3258; 3261W** HIST **1206**; **1800**; **1805**; **3705** HIST/LLAS (LAMS) **1600/1190/W; 3609**; **3635** HRTS (POLS) **1007;** 3200/W ILCS **1149**; **1160**; **3260W** INTD 1660W; LING **1020**; **3610W** MUSI **1004**; 3421W NRE 2600 NURS **2175** NUSC 1167 PHIL **1106** PLSC 1125 POLS **1202/W**; **1207**; **1402/W**; 3472/W PSYC 3402W SOCI 1701; 2509/W**; 3823** SPAN **1007**; **1008**; **1010**; 1020; **3250** WGSS **1124**; 2105/W; 2255/W; 3255W

NOTES: 1) Bold numbers indicate the courses may "double-dip"; that is two courses in CA 1, 2, or 3 can also be used to fulfill a CA 4 requirement. Please note that CA 1 is the only CA where two courses may be used to fulfill CA 4 **| 2)** If a course is offered as both W and non-W, either will fulfill the General Requirements. Such courses are shown with a slash (/) before the W. **| 3)** * = foreign language pre-requisite. **| 4)** Courses in CA 1, 2, & 3 must be taken in at least 6 different academic units. **| 5)** Students must complete **ALL** content areas and competencies to fulfill the CLAS general education requirement.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 3/30/16
2. Department requesting this course: Communication
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!

COMM 5640. Social Media Use and Effects
3 credits. Seminar. Open to graduate students in Communication, others with permission.
Covers research and theory on the social and psychological predictors and effects of social media use as well as technological aspects of social media platforms, their functions, and analysis of their data.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: COMM
2. Course Number: 5640
3. Course Title: Social Media Use and Effects
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): This course introduces graduate students to theory and research on the use social media. The course covers scholarship on the social and psychological predictors and effects of social media use and technological aspects of social media platforms, their functions, and analysis of their data.
6. Course Type, if appropriate:
   __Lecture __Laboratory _X_Seminar __Practicum

Optional Items

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Open to graduate students in Communication, consent of instructor required for non-Communication majors.

10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading: No

Justification

1. Reasons for adding this course: The department has some communication technology courses, but none focused on social media specifically. Social media are growing as communication platforms, and communication processes are increasingly influenced by these technologies. Additionally, research on the use and effects of social media is growing in the field and in this department. This poses a need for graduate students to learn the research in this area.
2. Academic merit: This course will be a useful addition for graduate students studying mass media, as social media now form a large part of the mass media landscape. This course is especially critical for graduate students studying social media specifically, or the impacts of social media on their areas of study. By taking this course they will have a grasp on the research landscape, and be informed on the latest methods for conducting their own research in this area.
3. Overlapping courses: Within the Communication department, this course overlaps on some content with the two courses listed below. These courses incorporate social media content as a small part of their larger focus on communication technology. COMM 5650 focuses on broader societal effects of technology, while COMM 5660 focuses on theory that apply more broadly to all communication technology. COMM 5640 (the proposed course) builds on this communication technology content and narrows the focus more specifically on the unique aspects of social media and the influence of their technological features.
    - COMM 5650: Communication Technology and Society: Theory and Research
    - COMM 5660: Computer Mediated Communication
4. Number of students expected: 6-20
5. Number and size of sections: 1 section, 6-20 students
6. Effects on other departments: This course may also be of interest to students in other departments whose topics may be influenced by the study of social media such as Psychology, Sociology, Marketing, or Anthropology.
7. Staffing: Anne Oeldorf-Hirsch
8. Dates approved by
   Department Curriculum Committee: 3/8/16
   Department Faculty: 3/30/16
9. Name, Phone Number, and e-mail address of principal contact

person:
Anne Oeldorf-Hirsch
860-486-3968
anneo@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.

COMM 5640: Social Media Use and Effects

Instructor: Anne Oeldorf-Hirsch, PhD | anneo@uconn.edu | Arjona 218

Course Description

This course introduces graduate students to theory and research on the use of social media, including both technical and user-focused aspects. The course covers scholarship on the social and psychological predictors and effects of social media use, based on theories and concepts from communication and related fields such as psychology and sociology. Additionally, the course provides an overview of technological aspects of social media platforms, their functions, and analysis of their data. The purpose of the course is to present critical concepts for understanding the ways in which social media shape social interactions, information-sharing, and well-being, and how to conduct research in these areas.

Course Objectives

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

- Summarize the current scope of research on social media use and effects
- Explain how social media research is conducted
- Evaluate current theories that explain the use of social media
- Apply communication theories to further predict the effects of social media use
- Collect and analyze social media data
- Develop a proposal for an original social media research study

Course Organization

This course focuses primarily on the current literature in the field of social media research and requires critical reading of the required texts. Each class meeting will start with a brief overview presentation or lecture on the topic, followed by a discussion based on your questions and points of critique on that day's readings. You are expected to do each week's reading in advance and to engage in discussion. The course includes applied social media data collection and analysis, and culminates in the writing and presentation of an original research proposal.

Required Materials

Readings

Assigned articles and chapters or each week's topic are listed in the course schedule and are available on HuskyCT.

Assignments and Grading

Grading summary

Discussion questions	30 points
Discussion presentation/topic leader	10 points
Participation	10 points
Social media analysis assignment	10 points
Research proposal	30 points
Final presentation	10 points
Total	100 points

Grades are based on the percentage of possible points you earn on the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92-100	90-91.99	88-89.99	82-87.99	80-81.99	78-79.99	72-77.99	70-71.99	68-69.99	62-67.99	60-61.99	0 – 59.99

Your grades on each item will be posted on HuskyCT as soon as they become available. I encourage you to check these postings and meet with me during office hours to discuss any questions you have about grades. In accordance with FERPA regulations, grades cannot be discussed by email. If you do not question it, a grade becomes permanent in 1 week after it has been posted to Husky CT.

Discussion questions

Each week you will submit questions about the readings assigned that week in advance of the week's discussion. These questions should focus on any aspect such as the findings, the method, the theory, and should provide interpretation, critique, or an extension of the work. You must submit *one question for each assigned reading* for the week to the course's HuskyCT discussion board. These discussion questions will be compiled and form the basis of discussion for that week's course.

Discussion presentation/topic leader

You will pick one week's topic on which you would like to take the lead on the day's presentation and discussion. For your selected topic you will:

- Prepare a brief (15-20 minute) overview presentation that introduces the topic and expands on the assigned readings, such as by providing more historical background, highlighting additional research not covered in class, offering real world examples of issues raised in research, societal issues and concerns on the topic, or even demonstrates new technology in the area. Be creative here, it's up to you.
- Lead the discussion by addressing key points of interest from the questions submitted that week and pulling them into the day's discussion. This means that you will need to compile and read the submitted discussion questions in advance of class. For the week in which you present you do not need to submit discussion questions online, but you

should come up with some guiding discussion questions that tie together the submitted questions.

Social media data collection and analysis assignment

You will use tools and methods we cover in this course to collect publicly available data from a social media platform on a topic of interest, analyze it, and summarize the findings. Details will be provided when we discuss social media data collection.

Research proposal

For your main assignment you will write a research proposal (in pairs, or groups) for an original social media study based on what you have learned in this class. The proposal is designed to be a useful starting point for a study you wish to conduct later, so your goal is to create a feasible research study that you could realistically pursue at a future date.

You must submit your topic on HuskyCT by the end of the 4th week of class for feedback before writing the full proposal. Indicate as specifically and clearly as possible what topic you will be exploring, your overall research question, who is in your group, and what roles each person in the group will be taking on. Please start early on forming pairs/groups and finding a mutually interesting research project to work on. Consult with me at any time on potential topics, search for relevant literature, methods and related logistics.

The proposal should be modeled after a typical journal article in the communication discipline. All papers should be written in APA style (maximum of 25 pages, excluding references and appendix). Your proposal should include the following sections:

- Introduction and Literature Review: Introduce the overall research problem and establish its importance and relevance. Compile a thorough review of prior and current research on the topic that serves as a basis for the research questions/hypotheses that you propose to examine. You will need to search literature across various databases, both in Communication and other fields, as social media research is highly interdisciplinary.
- Method: A detailed description of the specific methodology (e.g., experiment, survey, content analysis) that would be employed to test or explore the questions/hypotheses of interest. Please include as much detail as possible in terms of study stimuli, questionnaire measures, and study protocol.
- This proposal also requires the proposed use of some social media data collection (e.g., tweets, Facebook profile data), though it does not need to be the primary data of interest (i.e., your study can rely mostly on survey or experimental data from participants).
- Analysis and Discussion: Describe your plans for analysis (i.e, which statistical methods will you use?), and what you may expect to find based on your research questions/hypotheses. Discuss potential limitations of the proposed project and implications for future research.

Research presentation

You will give a final presentation on your proposal at the end of the semester, during finals week. This presentation will be in the format of a typical conference presentation in the field, such as at ICA or NCA. This includes a 12-minute time limit for presentation. Your goal is to present an engaging summary of your paper, highlighting the theoretical arguments and questions that motivated your paper, along with the proposed methods and measures that address your questions and hypotheses. You may present in any format that would suit a conference presentation, but use of visuals (e.g, PowerPoint slides) is strongly encouraged.

Participation

This course requires you to be present and actively involved in class each day. You will need to think critically about the concepts and issues raised in the readings and class discussions, and be prepared to share your views in class. What you get out of this class depends on what you put in. Your participation grade is determined by both the quality and frequency of your contributions in the form of relevant questions and comments in the class discussion.

Course Policies

Attendance

Attendance is essential to success in this class. You should notify me in advance by writing if you have to miss a class due to illness or an emergency.

Makeup Assignments/Exams and Late Work

Any arrangements to make up assignments/exams must be made prior to missing class;
Any missed notes or materials are the responsibility of the student to obtain. Late work will NOT be accepted unless prior permission is obtained, or in the case of an emergency.

Classroom Civility

- In this course, it is important that people and ideas are treated with respect, and that class time is used productively. The classroom should be a safe space for open discussion of ideas. Debates and disagreements may arise, but please be respectful of the diverse opinions and experiences presented in the classroom.
- Harassment will not be tolerated. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, or physical or mental disability. Please contact me if anything in the course has made you uncomfortable.
- Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.).

Laptops/tablets/mobile phones

We will use technology sometimes for various class-related activities, and you may use a laptop or tablet to take notes. Please do not use them for other purposes such as sending email,

checking your own social media, or shopping. Mobile phones should never be used in class, except for specific activities related to course discussion. Be respectful to yourself, to your instructor, and to your classmates in your use of your technology in a learning environment.

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); 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). Cheating or plagiarism may result in failing this course and/or removal from the university.

See community.uconn.edu/the-student-code-appendix-a/ for more information on the University's student code as it pertains to Academic Integrity.

This course will use anti-plagiarism software (SafeAssign) for the final proposal to compare your work to previously published work. Your writing must be original or properly cite previous work. By submitting assignments, you agree to allow the instructor to use this software. If there is evidence of academic misconduct, you will receive an F in the course and a note in your permanent academic record. If you have questions academic integrity or plagiarism, please ask before submitting the assignment.

Accommodations

Please contact the instructor at the beginning of the semester to discuss academic accommodations that may be needed during the semester due to a documented disability.

The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a documented disability, you may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities.

If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at csd.uconn.edu.

Course Schedule

This schedule and the assigned readings are subject to change. Any changes will be announced in class and updated on HuskyCT.

Week 1 Overview of social media

Perrin, A. (2015). Social media usage: 2005-2015. *Pew Research Center*. Retrieved from: http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/

Ellison, N. B., & boyd, d. m. (2013). Sociality through social network sites. In W. H. Dutton (Ed.), *The Oxford Handbook of Internet Studies* (pp. 151–172). Oxford: Oxford University Press.

Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, *23*(1), 46–65. http://doi.org/10.1080/15456870.2015.972282

Kane, G. C., Alavi, M., Labianca, G., & Borgatti, S. P. (2014). What's different about social media networks? A framework and research agenda. *MIS Quarterly*, *38*(1), 275–304.

Week 2 Networks and social capital

Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, *78*(6), 1360–1380. http://doi.org/10.1086/225469

Krämer, N., Rösner, L., Eimler, S., Winter, S., & Neubaum, G. (2014). Let the weakest link go! Empirical explorations on the relative importance of weak and strong ties on social Networking Sites. *Societies*, *4*(4), 785–809. http://doi.org/10.3390/soc4040785

Burke, M., Kraut, R., & Marlow, C. (2011). Social capital on Facebook: Differentiating uses and users. *Proceedings of the 2011 annual conference on Human factors in computing systems - CHI '11* (p. 571-580). New York, New York, USA: ACM Press. http://doi.org/10.1145/1978942.1979023

Maksl, A., & Young, R. (2013). Affording to exchange: social capital and online information sharing. *Cyberpsychology, Behavior and Social Networking*, *16*(8), 588–92. http://doi.org/10.1089/cyber.2012.0430

Week 3 Motivations, needs, uses & gratifications

Joinson, A. N. (2008). “Looking at”, “looking up” or “keeping up with” people? Motives and uses of Facebook. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI ’08)* (pp. 1027–1036). http://doi.org/978-1-60558-01101/08/04

Quan-Haase, A., & Young, A. L. (2010). Uses and gratifications of social media: A comparison of Facebook and instant messaging. *Bulletin of Science, Technology & Society*, *30*(5), 350–361. http://doi.org/10.1177/0270467610380009

Chen, G. M. (2011). Tweet this: A uses and gratifications perspective on how active Twitter use gratifies a need to connect with others. *Computers in Human Behavior*, *27*(2), 755–762. http://doi.org/10.1016/j.chb.2010.10.023

Orchard, L. J., Fullwood, C., Morris, N., & Galbraith, N. (2015). Investigating the Facebook experience through Q Methodology: Collective investment and a “Borg” mentality. *New Media & Society*, *17*(9), 1547–1565. http://doi.org/10.1177/1461444814530099

Week 4 Self-disclosure

Varnali, K., & Toker, A. (2015). Self-disclosure on social networking sites. *Social Behavior and Personality: An International Journal*, *43*(1), 1–13. http://doi.org/10.2224/sbp.2015.43.1.1

Taddicken, M. (2014). The “Privacy Paradox” in the social web: The impact of privacy concerns, individual characteristics, and the perceived social relevance on different forms of self-disclosure. *Journal of Computer-Mediated Communication*, *19*(2), 248–273. http://doi.org/10.1111/jcc4.12052

Choi, Y. H., & Bazarova, N. N. (2015). Self-disclosure characteristics and motivations in social media: Extending the functional model to multiple social network sites. *Human Communication Research*, *41*(4), 480–500. http://doi.org/10.1111/hcre.12053

Wang, S. S. (2013). “I share, therefore I am”: Personality traits, life satisfaction, and Facebook check-ins. *Cyberpsychology, Behavior, and Social Networking*, *16*(12), 870–877. http://doi.org/10.1089/cyber.2012.0395

Week 5 Content sharing

John, N. A. (2012). Sharing and Web 2.0: The emergence of a keyword. *New Media & Society, 15*(2), 167–182. http://doi.org/10.1177/1461444812450684

So, J., Prestin, A., Lee, L., Wang, Y., Yen, J., & Chou, W.-Y. S. (2016). What do people like to "share" about obesity? A content analysis of frequent retweets about obesity on twitter. *Health Communication*, *31*(2), 193–206. http://doi.org/10.1080/10410236.2014.940675

Lee, C. S., & Ma, L. (2012). News sharing in social media: The effect of gratifications and prior experience. *Computers in Human Behavior*, *28*(2), 331–339. http://doi.org/10.1016/j.chb.2011.10.002

Weilenmann, A., Hillman, T., & Jungselius, B. (2013). Instagram at the museum: Communicating the museum experience through social photo sharing. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems - CHI '13* (p. 1843). New York, New York, USA: ACM Press. http://doi.org/10.1145/2470654.2466243

Week 6 Question-asking and information seeking

Morris, M. R., Teevan, J., & Panovich, K. (2010). What do people ask their social networks, and why? *Proceedings of the 28th international conference on Human factors in computing systems - CHI '10* (p. 1739-1748). New York, New York, USA: ACM Press. http://doi.org/10.1145/1753326.1753587

Oeldorf-Hirsch, A., Hecht, B., Morris, M. R., Teevan, J., & Gergle, D. (2014). To search or to ask: The routing of information needs between traditional search engines and social networks. *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing - CSCW '14* (pp. 16–27). New York, New York, USA: ACM Press. http://doi.org/10.1145/2531602.2531706

Ellison, N. B., Gray, R., Lampe, C., & Fiore, A. T. (2014). Social capital and resource requests on Facebook. *New Media & Society*, *16*(7), 1104–1121. http://doi.org/10.1177/1461444814543998

Paul, S. A., Hong, L., & Chi, E. H. (2011). Is Twitter a good place for asking questions? A characterization study. In *Proceedings of the Fifth International AAAI Conference on Weblogs and Social Media* (pp. 578–581).

Week 7 Social media as mass experiment platforms: Algorithms, big data, ethics

Ryan, T. J. (2012). What makes us click? Demonstrating incentives for angry discourse with digital-age field experiments. *The Journal of Politics*, *74*(04), 1138–1152. http://doi.org/10.1017/S0022381612000540

Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D. I., Marlow, C., Settle, J. E., & Fowler, J. H. (2012). A 61-million-person experiment in social influence and political mobilization. *Nature*, *489*(7415), 295–298. http://doi.org/10.1038/nature11421

Das, S., & Kramer, A. (2013). Self-censorship on Facebook. *Proceedings of the 7th International Conference on Weblogs and Social Media (ICWSM)* (pp. 120–127).

Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, *111*(24), 8788–8790. http://doi.org/10.1073/pnas.1320040111

*For more details on the controversy about the Kramer, et al., 2014 study, see: http://laboratorium.net/archive/2014/06/30/the_facebook_emotional_manipulation_study_source

Week 8 Collecting, tracking, and analyzing social media data

Lomborg, S., & Bechmann, A. (2014). Using APIs for data collection on social media. *The Information Society*, *30*(4), 256–265. http://doi.org/10.1080/01972243.2014.915276

Spiliotopoulos, T., Pereira, D., & Oakley, I. (2014). Predicting tie strength with the Facebook API. In *Proceedings of the 18th Panhellenic Conference on Informatics – PCI '14* (pp. 1–5). New York, New York, USA: ACM Press. http://doi.org/10.1145/2645791.2645817

Highfield, T., & Leaver, T. (2015). A methodology for mapping Instagram hashtags. *First Monday, 20*(1). http://doi.org/10.5210/fm.v20i1.5563

Lachlan, K. A., Spence, P. R., & Lin, X. (2014). Expressions of risk awareness and concern through Twitter: On the utility of using the medium as an indication of audience needs. *Computers in Human Behavior*, *35*, 554–559. http://doi.org/10.1016/j.chb.2014.02.029

Week 9 Self-presentation and impression management

Goffman, E. (1959). *The presentation of self in everyday life*. New York: Anchor Books. (Introduction and Chapter 3)

Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and Exhibitions Online. *Bulletin of Science, Technology & Society*, *30*(6), 377–386. http://doi.org/10.1177/0270467610385893

Bazarova, N. N., Taft, J. G., Choi, Y. H., & Cosley, D. (2013). Managing impressions and relationships on Facebook: Self-presentational and relational concerns revealed through the analysis of language style. *Journal of Language and Social Psychology*, *32*(2), 121–141. http://doi.org/10.1177/0261927X12456384

Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. *Journal of Computer-Mediated Communication*, *17*(1), 1–18. http://doi.org/10.1111/j.1083-6101.2011.01560.x

Week 10 Privacy, imagined audiences, and real audiences

Litt, E. (2012). Knock, knock. Who's there? The imagined audience. *Journal of Broadcasting & Electronic Media*, *56*(3), 330–345. http://doi.org/10.1080/08838151.2012.705195

Bernstein, M. S., Bakshy, E., Burke, M., & Karrer, B. (2013). Quantifying the invisible audience in social networks. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems - CHI '13* (p. 21-30). New York, New York, USA: ACM Press. http://doi.org/10.1145/2470654.2470658

Acquisti, A., & Gross, R. (2006). Imagined Communities: Awareness, Information Sharing, and Privacy on the Facebook. *Privacy Enhancing Technologies: 6th International Workshop, PET 2006, Cambridge, UK, June 28-30, 2006, Revised Selected Papers* (Vol. 4258, pp. 36–58). Heidelberg: Springer Berlin. http://doi.org/10.1007/11957454_3

Debatin, B., Lovejoy, J. P., Horn, A.-K., & Hughes, B. N. (2009). Facebook and online Privacy: Attitudes, behaviors, and unintended Consequences. *Journal of Computer-Mediated Communication*, *15*(1), 83–108. http://doi.org/10.1111/j.1083-6101.2009.01494.x

Week 11 Individual and collective identity

Walther, J. B., Van Der Heide, B., Hamel, L. M., & Shulman, H. C. (2009). Self-generated versus other-generated statements and impressions in computer-mediated communication: A test of warranting theory using Facebook. *Communication Research*, *36*(2), 229–253. http://doi.org/10.1177/0093650208330251

Carr, C. T., & Foreman, A. C. (2015). Identity shift III: Effects of publicness of feedback and relational closeness in computer-mediated communication. *Media Psychology*, *3269*(2009), 1–25. http://doi.org/10.1080/15213269.2015.1049276

Litt, E., Spottswood, E., Birnholtz, J., Hancock, J. T., Smith, M. E., & Reynolds, L. (2014). Awkward encounters of an "other" kind: Collective self-presentation and face threat on Facebook. In *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing - CSCW '14* (pp. 449–460). New York, New York, USA: ACM Press. http://doi.org/10.1145/2531602.2531646

Oeldorf-Hirsch, A., Birnholtz, J., & Hancock, A., (under review). Embarrassed by friends on Facebook: Effects of and responses to face-threatening information shared by others. **NOTE: Draft under review, please do not distribute.**

Week 12 Support, health, and well-being

Indian, M., & Grieve, R. (2014). When Facebook is easier than face-to-face: Social support derived from Facebook in socially anxious individuals. *Personality and Individual Differences*, *59*, 102–106. http://doi.org/10.1016/j.paid.2013.11.016

Zhang, N., Campo, S., Yang, J., Janz, K. F., Snetselaar, L. G., & Eckler, P. (2015). Effects of social support about physical activity on social networking sites: Applying the Theory of Planned Behavior. *Health Communication*, *0236*(July), 1–9. http://doi.org/10.1080/10410236.2014.940669

Deters, F. G., & Mehl, M. R. (2012). Does posting Facebook status updates increase or decrease loneliness? An online social networking experiment. *Social Psychological and Personality Science*, *4*(5), 579–586. http://doi.org/10.1177/1948550612469233

McCloskey, W., Iwanicki, S., Lauterbach, D., Giammittorio, D. M., & Maxwell, K. (2015). Are Facebook "friends" helpful? Development of a Facebook-based measure of social support and examination of relationships among depression, quality of life, and social support. *Cyberpsychology, Behavior, and Social Networking*, *18*(9), 499–505. http://doi.org/10.1089/cyber.2014.0538

Week 13 Romantic relationships and social media

Fox, J., & Anderegg, C. (2014). Romantic relationship stages and social networking sites: Uncertainty reduction strategies and perceived relational norms on Facebook. *Cyberpsychology, Behavior, and Social Networking*, *17*(11), 685–691. http://doi.org/10.1089/cyber.2014.0232

Utz, S., & Beukeboom, C. J. (2011). The role of social network sites in romantic relationships: Effects on jealousy and relationship happiness. *Journal of Computer-Mediated Communication*, *16*(4), 511–527. http://doi.org/10.1111/j.1083-6101.2011.01552.x

Lane, B. L., Piercy, C. W., & Carr, C. T. (2016). Making it Facebook official: The warranting value of online relationship status disclosures on relational characteristics. *Computers in Human Behavior*, *56*, 1–8. http://doi.org/http://dx.doi.org/10.1016/j.chb.2015.11.016

Clayton, R. B., Nagurney, A., & Smith, J. R. (2013). Cheating, breakup, and divorce: is Facebook use to blame? *Cyberpsychology, Behavior and Social Networking*, *16*(10), 717–20. http://doi.org/10.1089/cyber.2012.0424

Week 14 The social media debate: Good, bad, unstoppable

Buckingham, D. (2015). Defining digital literacy: What do young people need to know about digital media? *Nordic Journal of Digital Literacy*, 21–34. Retrieved from: https://www.idunn.no/dk/2015/Jubileumsnummer/defining_digital_literacy_-_what_do_young_people_need_to_kn

Jones, L. M., & Mitchell, K. J. (2015). Defining and measuring youth digital citizenship. *New Media & Society*, 1-17. http://doi.org/10.1177/1461444815577797

Brabham, D. C. (2015). Studying normal, everyday social media. *Social Media + Society, 1*(1). http://doi.org/10.1177/2056305115580484

Gehl, R. W. (2015). The case for alternative social media. *Social Media + Society, 1*(2). http://doi.org/10.1177/2056305115604338

Week 15 **Research Presentations**

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a Minor

Last revised: September 24, 2013

1. Date: 3/23/16
2. Department or Program: Human Development and Family Studies
3. Title of Minor: Human Development and Family Studies
4. Does this Minor have the same name as the Department or a Major within this Department? _X_ Yes ___ No
   (If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor).
5. 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 Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

Specialized training in Human Development and Family Studies is available through this minor. The 15-credit minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

Course Requirements
1. HDFS 1070 Individual and Family Development
2. 12 credits of HDFS courses 2000-level or above*

*Only 3 credits of the following options may count toward the 12 elective credits: HDFS 3092: Research Practicum in HDFS; HDFS 3080: Supervised Field Experience: HDFS 3180: Programs for Young Children: Introductory Laboratory, and HDFS 3181: Observing Infant and Toddler Development or HDFS 3182: Observing Early Childhood Development; HDFS 4099: Independent Study for Undergraduates

The minor is administered by the Department of Human Development and Family Studies.

Justification

1. Identify the core concepts and questions considered integral to the discipline:

Human Development and Family Studies is an interdisciplinary field which addresses the healthy development and well-being of individuals and families over the life course, including dynamic relations within the family as well as the family's interactions with other social institutions.
2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:
Because HDFS is a broad field, we have left the required courses open other than an introductory course to individual and family development, so that students may choose courses that best fit with their program of study and career goals. One student may choose to focus on policy courses due to a desire to pursue a career in family law, whereas another might focus on early childhood courses, and a third might desire a broad exposure to development across the life course.
3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.
The answer was yes, but HDFS will have two minors with the creation of this minor, as we had a minor in Gerontology that was created when we were the School of Family Studies. Last spring, this committee approved HDFS developing an actual HDFS minor, given the grandfathered nature of the gerontology minor and the need for a minor in the broader field of HDFS.
4. Dates approved by
Department Curriculum Committee: N/A
Department Faculty: 2/10/16
5. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@uconn.edu

Plan of Study

Attach a "Minor Plan of Study" form to your submission email as a separate document. This form will be used like the Major Plan of Study to allow students to check off relevant coursework. It 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>
Minor Advisor

THE UNIVERISTY OF CONNECTICUT
DEPARTMENT OF HUMAN DEVELOPMENT & FAMILY STUDIES

UNDERGRADUATE MINOR IN HUMAN DEVELOPMENT AND FAMILY STUDIES PLAN OF STUDY

Name: _____ PeopleSoft ID: _____

Major: _____ Anticipated graduation date (month/year): _____

UNDERGRADUATE MINOR IN HUMAN DEVELOPMENT AND FAMILY STUDIES REQUIREMENTS: 15 Credits*

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

REQUIRED:

_____ HDFS 1070: Individual and Family Development

12 Credits of HDFS courses 2000-level or above**

_____ HDFS _____

_____ HDFS _____

_____ HDFS _____

_____ HDFS _____

**Only 3 credits of the following options may count toward the 12 elective credits:
HDFS 3092: Research Practicum in HDFS; HDFS 3080: Supervised Field Experience; HDFS 3180: Programs for Young Children: Introductory Laboratory, and HDFS 3181: Observing Infant and Toddler Development or HDFS 3182: Observing Early Childhood Development; HDFS 4099: Independent Study for Undergraduates

Student Signature _____ Date _____

I approve the above program for the Minor in Human Development and Family Studies

Signature _____ Date _____
Department Undergraduate Advisor

PLEASE NOTE: To declare a minor, please go to ppc.uconn.edu and follow all steps. In the first four weeks of their final semester, students must submit a final plan of study to their advisor via Studentadmin.uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: March 27, 2015

1. Date: 02-28-2016
2. Department requesting this course: Political Science
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!

POLS/POLI 3203 Environmental Policy and Institutions
Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: None.

Development of environmental policies and institutions and their effect on the motivations and the actions of individuals and groups with implications for questions of equity, justice, and sustainability. Draws on approaches from comparative politics, public policy, and international relations.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 3203
3. Course Title: Environmental Policy and Institutions
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Development of environmental policies and institutions and their effect on the motivations and the actions of individuals and groups. Draws on approaches from comparative politics, public policy, and international relations.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ENGL 1010 or 1011 or 2011
    a. Consent of Instructor, if applicable:
    b. Open to sophomores/juniors or higher: Open to Juniors and higher
8. Recommended Preparation, if applicable: None.
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. S/U grading: No

Justification

1. Reasons for adding this course: This course expands our instruction in the political and economic determinants of public policy and institutions meant for promoting environmental protection.
2. Academic merit: The course Introduces students to key concepts and approaches needed for the study of policies and institutions, introduced in the context of environmental policy but also applicable to other areas of political and economic affairs. This course uses water to examine key issues in comparative politics, such as state-society relations, political economy of development problems, and social mobilization and collective action.
3. Overlapping courses and departments consulted: Public Policy; Environmental Studies.
4. Number of students expected: 45 capped
5. Number and size of sections: 1 per year
6. Effects on other departments: Cross-listed with Public Policy
7. Effects on regional campuses: None
8. Staffing: Dr. Prakash Kashwan (UConn-Storrs)

General Education

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

For a Content Area 1 course:

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

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

Proposer Information

1. Dates approved by
   Department Curriculum Committee: 2/28/2016
   Department Faculty: 3/2/2016
2. Name, Phone Number, and e-mail address of principal contact person:

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

Syllabus

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

Environmental Policy & Institutions (Political Issues)

POLS 2998 – 003 (9388) Spring 2016

Mon/Wed 4:40PM - 5:55PM Classroom: STRS 011

Professor Prakash Kashwan
Office (Oak 446)
Office Hours: Mon/Wed 9:30–11 am (via advapp.uconn.edu only)
Email: Prakash.Kashwan@uconn.edu

Graduate Assistant: Ms. Alyssa Webb <alyssa.webb@uconn.edu>

The environment is not just cute pandas and polar bears jumping over fragments of ice flows. The environment includes the air, water, forest, land, and other natural resources that are fundamental for human existence. It is also about the relationships engendered by the global, national, and local patterns of production and consumption. Many of the natural resources are finite and are rapidly degrading because of frequent overuse or misuse, though different groups of actors and agencies would be hard pressed to agree on a common definition of either of those terms. Most natural resources are not, and cannot be, privately owned, and so we need to deal collectively with the questions of natural resource consumption and management. This course introduces you to key concepts and approaches necessary for the development of a proper understanding of environmental policies and institutions. The focus is not on the laws and regulations per se. Instead, we will examine how environmental policies and institutions shape the motivations and the actions of individuals and groups. We will also engage with the questions of equity, justice, and of course, the prospects of a more environmentally and ecologically secure future!

Grading

Class Participation	150 pts	15%
Research Portfolio	250 pts	25%
Mid-term Exam	250 pts	25%
Final Exam	350 pts	35%

Required Texts

- Steven Cohen. 2014. Understanding Environmental Policy (UEP). 2nd Ed. Columbia University Press.
- Paul F. Steinberg. 2015. Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives (WRE) Oxford University Press.

Please feel free to contact Prof. Kashwan or Ms. Webb about any issue, or concern you may have. We are here to help you excel.

Class Schedule and Readings

PDF readings listed in the syllabus are posted on HuskyCT platform for the class. Additional readings announced in the class will be made available online.

Date	Subject matter
20-Jan	Introduction: Discussion of the syllabus and the main texts What is policy? What is Politics?
25-Jan	UEP Chapter 1 Nyhan - When Beliefs and Facts Collide [PDF] Johnson: State goes its own way to regulate forest roads [PDF]
27-Jan	A Framework for Environmental Policy Analysis UEP Chapter 2 Markoff - Incentives for Drivers to Avoid Jams [PDF]
1-Feb	UEP Chapter 3 Newcombe - Beyond Congestion Pricing [PDF] Cardwell & Hakim - Bloomberg Tactics Re. Traffic Plan [PDF]
3-Feb	UEP Chapter 4 Africa will not be Europe's digital dumping ground [PDF]
8-Feb	*** Snowed out ***
10-Feb	Institutional Approaches to Environmental Policy Analysis WRE Chapters 1 & 2
15-Feb	Institutions – Part II WRE Chapters 1 & 2
17-Feb	Fracking and its discontents UEP Chapter 5 Skroupa – The Politics Of Fracking- Forbes Holahan and Arnold - An institutional theory of hydraulic fracturing policy [PDF] Davis – Regulating Natural Gas Drilling Colorado & Texas [PDF]
22-Feb	Climate Change, its complex sociopolitical correlates, and what we can do! UEP Chapter 6 Gardiner - We're All Climate-Change Idiots [PDF] Everything You Need to Know About the Exxon Climate Change Probe [PDF]
24-Feb	Schlosberg – Political Challenges of the Climate-Changed Society [PDF] Cutter et al. – Social Vulnerability to Environmental Hazards [PDF] Eakin – Institutional Change, Climate Risk, & Rural vulnerability in Mexico [PDF]
29-Feb	WRE Chapters 3 UNFCCC - Historic Paris Agreement on Climate Change [PDF] Wahl - After Paris Unify Fights Against Austerity/Climate Change [PDF] Was The Paris Climate Deal A Success [PDF]
2-Mar	Mid-term Review – What to expect on the exam.
7-Mar	**Mid-term Exam**
9-Mar	Research and Preparing a digital portfolio
14-16 Mar	Spring recess

21-Mar	Property Rights and Market-based Approaches to Environmental Action Property Rights for Environmental Conservation WRE Chapters 4 de Soto - The Missing Ingredient [PDF]
23-Mar	WRE Chapters 5 Portney - Market-Based Approaches to Environmental Policy [PDF] Kashwan - "Trading" Environmental Services [PDF]
28-Mar	Multi-level understanding of environmental governance WRE Chapters 6 Kashwan -Forest Policy,Institutions, and REDD+ in India, Tanzania, and Mexico [PDF]
30-Mar	WRE Chapters 7 Lemos and Agrawal – Environmental Governance [PDF]
4-Apr	Research Paper Practicum Individual Appointments
6-Apr	Local Environmental Action WRE Chapters 8 Lubell – Watershed Partnerships and the Emergence of Collective Action Institutions [PDF] Meyer and Konisky – Local Institutions and Environmental Outcomes [PDF]
11-Apr	WRE Chapters 9 Maniates - Plant a Tree, Buy a Bike, Save the World? [PDF]
13-Apr	UEP Chapter 8-9 Willer - Is the environment a moral issue? Paterson – Capitalism, greening and political economy
18-Apr	Super-Rules/Rules for Making Rules/Meta Institutions WRE Chapters 10 Schlager – Constitutional Choice & Water Governance in the Western U.S. [PDF]
20-Apr	A Meta-framework for Environmental Policies and Institutions Ostrom – The IAD Framework [PDF] Koontz - A framework for analyzing government impacts in collaborative-environmental management [PDF]
25-Apr	Conclusion: Policies and Institutions for a Just and Green Future WRE Chapters 11
27-Apr	Review – What to expect on the final exam?
2 May	**Final Exam (1:00PM - 3:00PM) STRS 011**

Students are expected to stay informed of contemporary environmental policy events and debates. A basic familiarity with the most salient policies and debates, which Professor Kashwan will bring up in the classroom discussions from time to time, will be crucial to success in the exams for this course. To this end, they are asked to regularly read the environment sections of major newspapers/digital portals. Please consult the professor if you would like additional inputs in this regard.

Special Needs

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

For more information, contact: Kim McKeown at kimberly.mckeown@uconn.edu

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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

More information is available at http://policy.uconn.edu/?p=2884.

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

More information is available at http://sexualviolence.uconn.edu/.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the Cross listing rules before completing this form.

1. Date: March 3, 2016
2. Department initiating this proposal: Political Science
3. Effective Date (semester, year): Spring 2017

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

Current Catalog Copy/Copies

Proposed Catalog Copy/Copies

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

POLS/PUBL 3203 Environmental Policy and Institutions

Three credits. Open to Juniors and higher. Freshmen and sophomores by permission. Recommended preparation: None.

Development of environmental policies and institutions and their effect on the motivations and the actions of individuals and groups with implications for questions of equity, justice, and sustainability. Draws on approaches from comparative politics, public policy, and international relations.

Justification

1. Reasons for adding this course if it is new: This course fills an important gap in the department of Political Science course curriculum. It addresses the development and implementation of environmental policies and institutions and their effect on the motivations and the actions of individuals.

2. Reasons for cross listing this course: The focus of the course supplements the core competencies of the public policy department. The course contents draw on approaches from comparative politics, public policy, and international relations. Having public policy students in the classroom will enrich the quality of discussion and learning. Colleagues from public policy department have supported the proposal to cross list this course.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? __X_ Yes ___ No

4. Effects on other departments: We have consulted other relevant departments/majors – Environmental Studies, Geography, and Economics.

5. Effects on regional campuses: Regional campus students are welcome to enroll. We expect that public policy students, who often also attend other classes on the Storrs campus, will benefit from this course offering.

6. Staffing: Professor Prakash Kashwan plans to teach the class nearly every year, but at least once in two years.

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

Political Science
Public Policy

2. For each department or program, list the dates of approval by the appropriate departmental or program review process (see Note Q):

Political Science:
Department or Program Curriculum Committee: February 28, 2016
Department or Program Faculty: March 2, 2016
Department or Program Head: March 2, 2016

Public Policy:
Department or Program Curriculum Committee: March 28, 2016
Department or Program Faculty: March 28, 2016
Department or Program Head: March 28, 2016

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

Meina Cai
860-486-3352
meina.cai@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: March 4, 2016
2. Department requesting this course: Political Science (& Human Rights Institute)
3. Nature of Proposed Change: The title of the course

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

POLS/HRTS 3042: The Theory of Human Rights

Prerequisite: Open to juniors or higher.

Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

Proposed Catalog Copy

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

POLS/HRTS 3042: Theories of Human Rights

Prerequisite: Open to juniors or higher.

Various theories of human rights, both historical and contemporary. Conceptual arguments both in favor and critical of the theory and practice of human rights will be considered, with literature taken primarily from philosophy and political theory.

Justification

1. Reasons for changing this course: The title of the course is misleading, giving the impression that there is only one human rights theory or the course in on a

single theory. On the other hand, the entire course is designed on the notion of multiplicity of human rights theories and all being questioned and challenged.
2. Effect on Department's curriculum: none
3. Other departments consulted: HRI, because the course is cross-listed and fulfills a core course requirement of the Human Rights major.
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing: none

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: March 4, 2016
Department Faculty: March 4, 2016
2. Name, Phone Number, and e-mail address of principal contact person:

Dept CC Chair; Meina Cai
860-486-3352
meina.cai@uconn.edu

Faculty for the course: Zehra F. K. Arat
860-486-3244
zehra.arat@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: April 12, 2016
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: ____
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): Immediate

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

Current Catalog Copy

PP 5340. Introduction to Public Policy
3 credits. Seminar

Introduction to the fundamentals of public policy making in the United States with a focus on developing the communication skills required in a professional workplace

Proposed Catalog Copy

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

PP 5340. Introduction to Public Policy and Management
3 credits. Seminar.

Introduction to the fundamentals of public policy and public management in the United States with a focus on developing the communication skills required in a professional workplace.

Justification

1. The Master of Public Administration (MPA) program recently completed a curriculum review. The review affirmed the need for a Master of Public Policy (MPP) degree and the Department of Public Policy received approval for this

degree from the Board of Trustees on February 24, 2016. This course is now part of the MPA and MPP core curriculums. The new title better reflects the intention of this course, which is to focus on the fundamentals of public policy and public management in the United States.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: No changes
7. Dates approved by
   Department Faculty: March 25, 2016
8. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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: April 12, 2016
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: ____
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): Immediate

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

Current Catalog Copy

PP 5331. Quantitative Methods for Public Administration.

Quantitative tools necessary to manage and evaluate public programs.

Proposed Catalog Copy

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

PP 5331. Quantitative Methods for Public Policy.
3 credits. Seminar.

Quantitative tools necessary to manage and evaluate public programs.

Justification

1. Reasons for changing this course: The Master of Public Administration (MPA) program recently completed a curriculum review. The review affirmed the need for a Master of Public Policy (MPP) degree and the Department of Public Policy received approval for this degree from the Board of Trustees on February 24, 2016. This course is no longer part of the core curriculum for MPA students but is now part of the MPP core curriculum. The new title better reflects the intention of this course for MPP students.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: No changes
7. Dates approved by
   Department Faculty: March 25, 2016
8. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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: April 12, 2016
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: ____
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): Immediate

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

Current Catalog Copy

PP 5325. Labor Relations and Public Financial Management.

Overview of the interrelation of two key fields of public administration: finance and labor relations.

Proposed Catalog Copy

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

PP 5325. Labor-Management Relations, Negotiation, and Contract Management. 3 credits. Seminar.

Overview of the fundamentals associated with collective bargaining in the public sector.

Justification

1. Reasons for changing this course: The Master of Public Administration (MPA) program recently completed a curriculum review. The new title better reflects the intention of this course, which is to familiarize MPA students with the fundamentals associated with collective bargaining in the public sector, including how to negotiate contracts successfully and then manage those contracts. This course is part of the MPA core curriculum.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: No changes
7. Dates approved by
   Department Faculty: March 25, 2016
8. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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: April 12, 2016
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: ____
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): Immediate

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

Current Catalog Copy

PP 5372. Introduction to Public Administration Skills

Provides basic skills and competencies important to completing the MPA program and for future professionals in the public service.

Proposed Catalog Copy

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

PP 5372. Capstone Portfolio.
1 credit. S/U. Open to MPA and MPP students only.

Provides a synthesis of basic skills and competencies important to completing the MPA and MPP programs and for future professionals in the public service. This course is a required MPA and MPP course.

Justification

1. Reasons for changing this course: The Master of Public Administration (MPA) program recently completed a curriculum review. The Department of Public Policy also recently received approval from the Board of Trustees on February 24, 2016 to offer a Master of Public Policy (MPP) degree. The new title better reflects the intention of this course, which is to provide MPA and MPP students

with a synthesis of the skills and competencies learned in the programs. Students will begin preparation of their portfolios during the first semester of their program. This course is a required course for MPA and MPP students.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: No changes
7. Dates approved by
   Department Faculty: March 25, 2016
8. Name, Phone Number, and e-mail address of principal contact person:

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

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
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!

PP 5345. Project Management in the Public Sector
3 credits. Seminar.

INSERT Proposed Catalog Copy here:

This course covers the theory, principles, tools and techniques needed to successfully manage public sector projects. This course is a required MPA course.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5345
3. Course Title: Project Management in the Public Sector
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):
6. Course Type, if appropriate:
   __Lecture ___ Laboratory _X_ Seminar ___ Practicum

Optional Items

7. Prerequisites: None.
8. Recommended Preparation: None.
9. Consent of Instructor: Not Required.
10. Exclusions: None.
11. Repetition for credit: None.
12. S/U grading: A-F Graded.

Justification

1. Reasons for adding this course:
The Master of Public Administration (MPA) program completed a curriculum review. The review affirmed the need for all students to have a substantial treatment in project management as it relates to the public sector. More specifically, feedback received from our alumni and employers of our graduates during the review identified the need for students to develop substantial project management skills. Although project management was generally or implicitly covered in courses requiring team projects, project management skills, tools and techniques were not emphasized in required MPA courses. This new course is part of the MPA core curriculum.

2. Academic merit:
The course is important for students studying in the MPA program as part of their core requirements.

3. Overlapping courses: None
4. Number of students expected: about 30
5. Number and size of sections: 1 section
6. Effects on other departments: None
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Faculty: March 25, 2016
9. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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.

PP5345 Project Management in the Public Sector

Course overview

In today's public sector environment, delivering projects on-time and within budget while maintaining a focused project scope is increasingly expected. Strong project management skills are critical towards this end, but often employees lack the knowledge and training for effectively managing projects. Public sector projects are often subject to unique challenges not always found in private sector projects, such as conflicting and difficult to measure goals and outcomes, multiple stakeholders with varied interests, constraints imposed by administrative rules, policies and procedures, and are subject to political interests and close public scrutiny.

Successful project management comes down to the effective management of the project scope, schedule, and budget. Project Management in the Public Sector emphasizes the management of these items throughout the phases of a public sector project. It discusses theory, principles, tools and techniques needed for strong project management skills. This course also covers topics essential to developing and leading high-performing teams such as project leadership, building teams, and the dynamics of teamwork. It is organized around the phases of a project: initiation, planning and design, execution, monitoring and control, and close-out. The course will make use of readings, case studies, team discussions, and assignments, including a team-based project. Project management software such as Microsoft Project and other software tools and collaboration platforms will also be discussed.

Course materials

Cleland, David I. (2004). *Field Guide to Project Management.* Wiley.

Kassel, David S. (2010). *Managing Public Sector Projects: A Strategic Framework for Success in an Era of Downsized Government*. Boca Raton: CRC Press. (ASPA Series in Public Administration and Public Policy).

Project Management Institute. (2013). *Guide to the Project Management Body of Knowledge* (PMBOK).

Wirick, David W. (2009). *Public-Sector Project Management: Meeting the Challenges and Achieving Results*. Hoboken: John Wiley & Sons, Project Management Institute.

Additional materials will be used to supplement the text and discussion topics. These will be provided throughout the course.

Course Topics

Week 1: Course overview and introduction to project management

Week 2: Overview of Public Sector Project Management
- a. Challenges of public sector projects and project management
- b. Distinguishing characteristics of the public sector and public sector projects
- c. Financing public sector projects
- d. What is project management?
- e. The role of public sector project managers
- f. Skills, attributes and requirements of public sector project managers
- g. The project life cycle

Weeks 3-5: Project human resource management and team dynamics
- a. Team formation and development
- b. Groupthink
- c. Team agreements
- d. Team effectiveness
- e. Measuring team effectiveness and rewarding team performance
- f. Team performance evaluation
- g. Leading and managing diverse teams
- h. Project leadership
- i. How to motivate teams
- j. Leading teams comprised of individuals with diverse communication and learning styles
- k. Project staffing

Weeks 6-8 Project Planning and Scope
- a. Why plan?
- b. Types of project plans
- c. Project context and stakeholders
- d. Project scope definition
- e. Developing a statement of work (SOW)
- f. Developing project cost estimates and a project budget
- g. Establishing an internal control structure
- h. Information and IT needs
- i. Identifying and assessing risks
- j. Risk response plan
- k. Procurement and contracts
- l. Resource planning and project schedule development, including the following tools
    - i. Developing Work breakdown structures,
    - ii. Performing critical path analysis,
    - iii. Developing Gantt Charts (for project tracking)

Weeks 9-11 Project Execution

a. Project tracking
    i. Use of Gantt charts
b. Project tools and software (e.g. Microsoft Project)
c. Project time and cost tracking and management
d. Communication
    i. Project team, upper-level management, clients, contractors
e. Risk management
f. Addressing project issues
g. Change control
h. Contract management
i. Stakeholder management
j. Quality management

Week 12: Project Monitoring and Control

a. Quality control
b. Managing change requests
c. Change control throughout the project
d. Performance measurement and reporting
e. Schedule and cost controls
f. Risk monitoring and controls

Week 13: Project Close Out and Evaluation

a. Contract close-out
b. Team rewards and performance evaluation closeout
c. Project post-mortem
d. Lessons learned
e. Project information archival

Week 14: Team project presentations

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Fall 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!

PP 5347. Applied Policy Topics
3 credits. Seminar.

This course provides an overview of substantive policy issues in the United States and integrates a variety of analytical techniques used in the evaluation of public policies.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5347
3. Course Title: Applied Policy Topics
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):
6. Course Type, if appropriate:
   __Lecture __ Laboratory _X_ Seminar __ Practicum

Optional Items

7. Prerequisites: None.
8. Recommended Preparation: None.
9. Consent of Instructor: Not Required.
10. Exclusions: None.
11. Repetition for credit: None.
12. S/U grading: A-F Graded.

Justification

1. Reasons for adding this course:
The Master of Public Administration (MPA) program recently completed a curriculum review. The review affirmed the need for a Master of Public Policy (MPP) degree and the Department of Public Policy received approval for this degree from the Board of Trustees on February 24, 2016. This new course is part of the MPP core curriculum.

2. Academic merit:
The course is important for students studying in the MPP program as part of their core requirements.

3. Overlapping courses: None
4. Number of students expected: about 30
5. Number and size of sections: 1 section
6. Effects on other departments: None
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Faculty: March 25, 2016
9. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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.

Applied Policy Topics

Fall 2017 | PP 53XX

Instructor: Eric Brunner Phone: (860) 570-9217
Office: Library 409 Email: eric.brunner@uconn.edu
Office Hours: TU 4:00-6:00.
Webpage: https://sites.google.com/site/ericbrunner1/

Course Description:
This course provides an overview of substantive policy issues in the United States and integrates a variety of analytical techniques used in the evaluation of public policies. The principal objectives of the course are to 1) examine a broad range of substantive public polices such as education policy, housing policy, public safety and anti-poverty programs; 2) to develop analytical tools for understanding the intended and unintended consequences of policy interventions; and 3) to provide tools that will help students evaluate policies and make better informed policy decisions. The course is designed for students who plan to be practitioners and/or policy analysts, that is, who plan to analyze and make decisions about federal, state and local policies.

Reading Material:

There is no assigned text for this class. Assigned readings, including recent scholarly publications related to the substantive policy issues and analytical techniques we discuss will be assigned throughout the semester. In addition, notes that follow the material presented in class will be made available. These items will be posted on HuskyCT.

Requirements:
Course grades will be based on: (1) a series of empirical projects, (2) group presentation, and (3) class participation. The weight assigned to each of these in the determination of course grades is:

	% Of Course Grade
Empirical Projects	60%
Presentations	20%
Class Participation	20%

Empirical Projects: Four empirical projects, which supplement readings and class lectures, will be assigned during the semester. These assignments, which require extensive use of STATA, are designed to re-enforce course material, provide practical applications of topics covered in the course, and hone your skills in data analysis and programing. The empirical projects will require you to replicate findings from recent policy papers. Relevant papers for these empirical projects are listed in the Course Outline. Papers with ** at the end represent the papers these empirical projects are based on.

Presentations: Students will be assigned to groups, the size of which will depend on enrollment. Each group will present an assigned paper during one class (groups will have an opportunity to pick a topic that interests them: e.g. school finance reform, early childhood education, redevelopment zones, etc.). The group needs to prepare slides and must be able to answer questions during the presentation. Presentations will be approximately 20 minutes and should cover the following topics: 1) what is the policy question being addressed in the paper and why is it important, 2) what do we already know about the policy issue and what are the current papers innovations, 3) what type of data does the paper use to answer the question, 4) what empirical strategy is used to evaluate the policy, 5) what are the findings of the paper, 6) are there any unintended consequences of the policy and 7) a cost/benefit analysis of the policy (if applicable). Relevant papers for these presentations are listed in the Course Outline. Papers with *** at the end are the papers to focus on in these presentations.

University of Connecticut Policies

Students with Disabilities: Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. The CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu. The UConn - Hartford Campus Disability Services Office is located in the Undergraduate Building, Room 224, or you may contact the office at (860) 570-9204 or ghcdisabilityservices@uconn.edu.

Academic Code of Conduct: Students are expected to undertake all assignments with honesty and integrity as detailed in the University of Connecticut's Responsibilities for Community Life: The Student Code. More information is available at http://community.uconn.edu/.

Policy Against Discrimination: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.

Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are

told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.

Course Overview

1. Overview of Applied Policy Topics

- Lovenheim, M. F., & Steefel, D. P. (2011). Do Blue Laws Save Lives? The Effect of Sunday Alcohol Sales Bans on Fatal Vehicle Accidents. *Journal of Policy Analysis and Management*, 30(4), 798-820.

2. K-12 Education Policy

- Autor, D. H. (2014). Skills, Education, and the Rise of Earnings Inequality among the "Other 99 Percent". *Science*, 344(6186), 843-851. **
- Nechyba, T. J. (2006). Alternative Education Finance Strategies. *Regional Economic Development*,7.
- Jackson, C. K., Johnson, R., & Persico, C. (2016). The Effect of School Finance Reforms on the Distribution of Spending, Academic Achievement, and Adult Outcomes. *Quarterly Journal of Economics* 131:1.
- Dee, T. S., & Jacob, B. (2011). The Impact of No Child Left Behind on Student Achievement. *Journal of Policy Analysis and Management*, 30(3), 418-446.
- Wolf, P. J., Kisida, B., Gutmann, B., Puma, M., Eissa, N., & Rizzo, L. (2013). School Vouchers and Student Outcomes: Experimental Evidence from Washington, DC. *Journal of Policy Analysis and Management*, 32(2), 246-270.
- Fryer, R. G. (2014). Injecting Charter School Best Practices into Traditional Public Schools: Evidence from Field Experiments. *Quarterly Journal of Economics*, 129(3), 1355-1407.

3. Higher Education Policy

- Ehrenberg, R. G. (2012). American Higher Education in Transition. *The Journal of Economic Perspectives*, 26(1), 193-216.
- Dynarski, S. M. (2003). Does Aid Matter? Measuring the Effect of Student Aid on College Attendance and Completion. *American Economic Review*, 279-288.
- Bound, J., Lovenheim, M. F., & Turner, S. (2010). Why Have College Completion Rates Declined? An Analysis of Changing Student Preparation and Collegiate Resources. *American Economic Journal: Applied Economics*, 2(3), 129-157.
- Damon, A., & Glewwe, P. (2011). Valuing the Benefits of the Education Provided by Public Universities: A Case Study of Minnesota. *Economics of Education Review*, 30(6), 1242-1261.

4. Early Childhood Interventions

- Duncan, G. J., & Magnuson, K. (2013). Investing in Preschool Programs. *The Journal of Economic Perspectives*, 27(2), 109-132.
- Ladd, H. F., Muschkin, C. G., & Dodge, K. A. (2014). From Birth to School: Early Childhood Initiatives and Third-Grade Outcomes in North Carolina. *Journal of Policy Analysis and Management*, 33(1), 162-187.
- Havnes, T., & Mogstad, M. (2011). No Child Left Behind: Subsidized Child Care and Children's Long-Run Outcomes. *American Economic Journal: Economic Policy*, 97-129.

- Duncan, G. J., & Sojourner, A. J. (2013). Can Intensive Early Childhood Intervention Programs Eliminate Income-Based Cognitive and Achievement Gaps? *Journal of Human Resources*, 48(4), 945-968.
- Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2011). How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR. *The Quarterly Journal of Economics*, 126(4), 1593-1660.
- Dynarski, S., Hyman, J., & Schanzenbach, D. W. (2013). Experimental Evidence on the Effect of Childhood Investments on Postsecondary Attainment and Degree Completion. *Journal of Policy Analysis and Management*, 32(4), 692-717.

5. Food and Nutrition Policy

- Hoynes, H. W., & Schanzenbach, D. W. (2015). US Food and Nutrition Programs (No. w21057). National Bureau of Economic Research.
- Bitler, M. P., & Currie, J. (2005). Does WIC Work? The Effects of WIC on Pregnancy and Birth Outcomes. *Journal of Policy Analysis and Management*, 24(1), 73-91.
- Almond, D., Hoynes, H. W., & Schanzenbach, D. W. (2011). Inside the War on Poverty: The Impact of Food Stamps on Birth Outcomes. *Review of Economics and Statistics*, 93(2), 387-403.
- Currie, J., DellaVigna, S., Moretti, E., & Pathania, V. (2010). The Effect of Fast Food Restaurants on Obesity and Weight Gain. *American Economic Journal: Economic Policy*, 2(3), 32-63. **

6. The Temporary Assistance to Needy Families Program

- Moffitt, R. A. (2003). The Temporary Assistance for Needy Families Program. In Means-Tested Transfer Programs in the United States (pp. 291-364). University of Chicago Press.
- Danziger, S. K., Danziger, S., Seefeldt, K. S., & Shaefer, H. L. (2016). From Welfare to a Work-Based Safety Net: An Incomplete Transition. *Journal of Policy Analysis and Management*, 35(1), 231-238.
- Haskins, R. (2016). TANF At Age 20: Work Still Works. *Journal of Policy Analysis and Management*, 35(1), 224-231.

7. The Supplemental Security Income Program and the Earned Income Tax Credit Program

- Hotz, V. J. (2003). The Earned Income Tax Credit. In Means-Tested Transfer Programs in the United States (pp. 141-198). University of Chicago Press.
- Duggan, M., Kearney, M. S., & Rennane, S. L. (2014). The Supplemental Security Income Program. In Means-Tested Transfer Programs. University of Chicago Press.

8. Housing Policy

- Newman, S., Holupka, C. S., & Harkness, J. (2009). The Long-Term Effects of Housing Assistance on Work and Welfare. *Journal of Policy Analysis and Management*, 28(1), 81-101.
- Olsen, E. O. (2003). Housing Programs for Low-Income Households. In Means-Tested Transfer Programs in the United States (pp. 365-442). University of Chicago Press.

- Jacob, B., Kapustin, M., & Ludwig, J. (2014). Human Capital Effects of Anti-Poverty Programs: Evidence from a Randomized Housing Voucher Lottery (No. w20164). National Bureau of Economic Research.
- Ludwig, J., Duncan, G. J., Gennetian, L. A., Katz, L. F., Kessler, R. C., Kling, J. R., & Sanbonmatsu, L. (2013). Long-Term Neighborhood Effects on Low-Income Families: Evidence from Moving to Opportunity (No. w18772). National Bureau of Economic Research.
- Sanbonmatsu, L., Kling, J. R., Duncan, G. J., & Brooks-Gunn, J. (2006). Neighborhoods and Academic Achievement Results from the Moving to Opportunity Experiment. *Journal of Human Resources*, 41(4), 649-691.
- Freedman, M., & Owens, E. G. (2011). Low-Income Housing Development and Crime. *Journal of Urban Economics*, 70(2), 115-131.
- Munnell, A. H., Tootell, G. M., Browne, L. E., & McEneaney, J. (1996). Mortgage Lending in Boston: Interpreting HMDA Data. *American Economic Review*, 25-53. **

9. Employment and Training Programs

- Decker, P. T., & Berk, J. A. (2011). Ten Years of the Workforce Investment Act (WIA): Interpreting the Research on WIA and Related Programs. *Journal of Policy Analysis and Management*, 30(4), 906-926.
- LaLonde, R. J. (2003). Employment and Training Programs. In Means-Tested Transfer Programs in the United States (pp. 517-586). University of Chicago Press.
- LaLonde, R. J. (1986). Evaluating the Econometric Evaluations of Training Programs with Experimental Data. *American Economic Review*, 604-620. **
- Dehejia, R. H., & Wahba, S. (1999). Causal Effects in Nonexperimental Studies: Reevaluating the Evaluation of Training Programs. *Journal of the American statistical Association*, 94(448), 1053-1062. **

10. Public Safety and Crime Prevention

- Chalfin, A., & McCrary, J. (2013). The Effect of Police on Crime: New Evidence from US Cities, 1960-2010 (No. w18815). National Bureau of Economic Research.
- Evans, W. N., & Owens, E. G. (2007). COPS and Crime. *Journal of Public Economics*, 91(1), 181-201.
- Cook, P. J., & Ludwig, J. (2010). Economical Crime Control (No. w16513). National Bureau of Economic Research.
- Heller, S., Pollack, H. A., Ander, R., & Ludwig, J. (2013). Preventing Youth Violence and Dropout: A Randomized Field Experiment (No. w19014). National Bureau of Economic Research.
- Luca, D. L. (2015). Do traffic Tickets Reduce Motor Vehicle Accidents? Evidence from a Natural Experiment. *Journal of Policy Analysis and Management*, 34(1), 85-106.

11. Economic Development and Urban Revitalization

- Glaeser, E. L. (2012). The challenge of Urban Policy. *Journal of Policy Analysis and Management*, 31(1), 111-122.
- Kline, P., & Moretti, E. (2013). People, Places and Public policy: Some Simple Welfare Economics of Local Economic Development Programs (No. w19659). National Bureau of Economic Research.
- Ham, J. C., Swenson, C., İmrohoroğlu, A., & Song, H. (2011). Government Programs can Improve Local Labor Markets: Evidence from State Enterprise Zones, Federal

Empowerment Zones and Federal Enterprise Community. *Journal of Public Economics*, 95(7), 779-797.

- Freedman, M. (2012). Teaching New Markets old Tricks: The Effects of Subsidized Investment on Low-Income Neighborhoods. *Journal of Public Economics*, 96(11), 1000-1014.
- Freedman, M. (2013). Targeted Business Incentives and Local Labor Markets. *Journal of Human Resources*, 48(2), 311-344.
- Busso, M., Gregory, J., & Kline, P. (2013). Assessing the Incidence and Efficiency of a Prominent Place Based Policy. *American Economic Review*, 103(2), 897-947.

12. Health Policy

- Courtemanche, C. J., & Zapata, D. (2014). Does Universal Coverage Improve Health? The Massachusetts Experience. *Journal of Policy Analysis and Management*, 33(1), 36-69.

Notes: ** Indicates papers designated for empirical projects.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: ____
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): Immediate

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

Current Catalog Copy

PP 5379. Principles and Methods of Survey Research
3 credits. Seminar

Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

Proposed Catalog Copy

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

PP 5379. Principles and Methods of Survey Research I
3 credits. Seminar.

Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

Justification

1. Reasons for changing this course: The Graduate Program in Survey Research (GPSR) program recently completed a curriculum review. PP 5379 is a required course for all GPSR students. The new title better reflects the intent of this course to be part one of a two part course sequence that explores the theories and practices of survey research, including sampling, questionnaire design, and

analysis and reporting results.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: No changes
7. Dates approved by: March 25, 2016
8. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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: April 12, 2016
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: ____
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): Immediate

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

Current Catalog Copy

PP 5383. Advanced Questionnaire Design
3 credits. Seminar

The art and science of designing survey questionnaires. Psychological and social processes that may influence the survey response in unanticipated ways.

Proposed Catalog Copy

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

PP 5383. Principles and Methods of Survey Research II
3 credits. Seminar.

Advanced exploration of the practice of survey research and questionnaire design.

Justification

1. Reasons for changing this course: The Graduate Program in Survey Research (GPSR) program recently completed a curriculum review. The new title better reflects the intent of this course to be second part of a two-part course sequence that explores the advanced theories and practices of survey research, including

sampling, questionnaire design, and analysis and reporting results.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: No changes
7. Dates approved by
   Department Faculty: March 25, 2016
8. Name, Phone Number, and e-mail address of principal contact person:

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

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
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!

PP 5335 Industry Applications of Survey Research
3 credits. Seminar.

An exploration of survey research methods and the industry-specific applications of those methods has in marketing research, politics and public policy.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5335
3. Course Title: Industry Applications of Survey Research
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): An exploration of survey research methods and the impact the application of those methods has in decision-making for the market research industry.
6. Course Type, if appropriate:
   __Lecture ___ Laboratory _X_ Seminar ___ Practicum

Optional Items

7. Prerequisites: None.
8. Recommended Preparation: PP 5379 Principles and Methods in Survey Research
9. Consent of Instructor: Required.
10. Exclusions: None.
11. Repetition for credit: None.
12. S/U grading: A-F Graded.

Justification

1. Reasons for adding this course: The Graduate Program in Survey Research (GPSR)

program recently completed a curriculum review. PP 5379 is a required course for all GPSR students. The review affirmed the need for students to have a substantial knowledge of how specifically how the skills are applied to various industry sectors including market research, political polling and public policy.

2. Academic merit: This course builds on and deepens student understanding of topics introduced in our foundational course, Principles and Methods in Survey Research. It offers key skill development to students in the Survey Research Master of Arts and graduate certificate programs who work, or aspire to work, in measurement and evaluation.

3. Overlapping courses: None
4. Number of students expected: about 20
5. Number and size of sections: 1 section
6. Effects on other departments: none
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Faculty: March 25, 2016
9. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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.

Industry Applications of Survey Research - Syllabus

DRAFT

Course and Professor Information

Prerequisites: Admission to the Graduate Program in Survey Research or Public Administration and PP5379

Professor:.

Contact:

Course Overview

The course is organized into three distinct units. First we explore the market research industry, the survey research process as it relates to conducting market research projects and examine questionnaire design and measurement problems in conducting market research studies. Second we explore the political research industry, how the survey research process relates to campaigns, elections and political decision making, and the specific question design and measurement issues for this industry sector. Finally, we look to the policy arena and investigate survey research as part of policy and program evaluation. In all three units we study the sampling techniques and approaches to projects in the corresponding industry. We also consider the role of secondary source data and qualitative research in the survey research process. In each unit, we explore approaches to addressing a number of research problems and we look at strategies to most effectively prepare research reports and presentations.

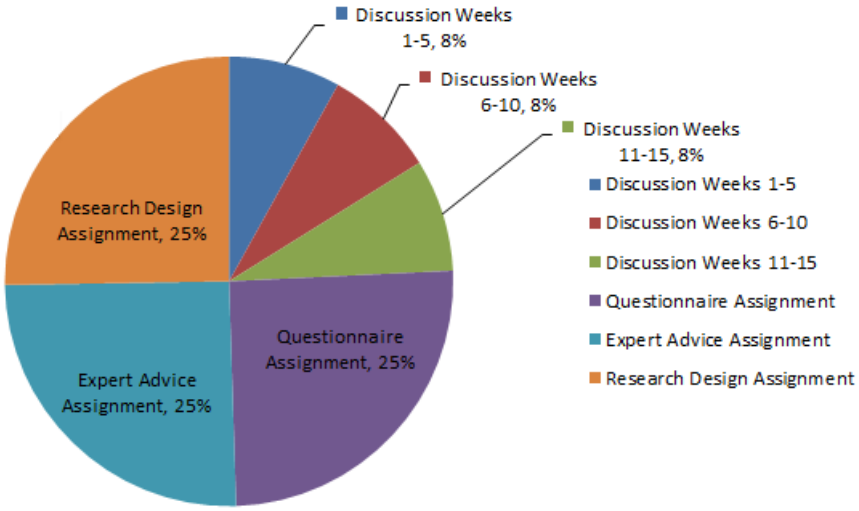
Course Materials

- **Required Books**: The following books should be purchased. Required readings from these books are referenced in the "weekly topics" section of this syllabus (below)
  - Dillman, Smith and Christian, *Internet, Mail and Mixed-Mode Surveys* (Wiley & Sons), 2009
  - Burns and Bush, *Marketing Research* (Pearson), 6th edition 2009
  - Stonecash, *Political Polling: Strategic Information for Decision Making* (Rowman and Littlefield), 2nd edition 2008
  - Mertens and Wilson, *Program Evaluation Theory and Practice: A Comprehensive Guide* (Guilford Press) 2012
- **Resources**: In most weeks, there are readings and other materials that student will need to access to complete course requirements. These readings and materials may be found in the Resources link on the course menu. The readings and resources materials include both electronic copies of articles and reports, and links to webpages with reading material.
- **Learning Modules**: For each week of the course, there is a video lecture, which is supported by a lecture outline. The video lectures and supporting materials may be found in the "Learning Modules" link on the course menu. These lecture materials are organized by course weeks.

Course Requirements and Grading

Final grades will be based on the following:

- **Weekly Discussion Participation** - A grade will be assigned at weeks 5, 10 and 15 for student performance in participating in the weekly discussion activities. Each grade is worth 8% of the final course grade (total of 24% of final grade).
- **Questionnaire Paper and Presentation** - A grade will be assigned to the "questionnaire" paper and presentation submitted by the student. This paper is worth 25% of the final grade.
- **Expert Advice Paper and Presentation** - A grade will be assigned to the "expert advice" paper and presentation submitted by the student. This paper is worth 25% of the final grade.
- **Research Design Paper** - A grade will be assigned to the "research design" paper. This paper is worth 25% of the final grade.



COURSE ORGANIZATION

The course is organized into 15 distinct weekly segments. Each weekly segment begins on a Monday. Prior to each weekly segment, students are required to read the book chapters, articles and other course materials assigned for each weekly segment.

At the start of a new weekly segment, a lecture with a supporting lecture outline powerpoint will become accessible in the "Learning Modules" link on the course website menu. Students should review the video lecture/powerpoint for the weekly segment before Tuesday morning. The materials will become available on Saturday morning prior to the weekly segment.

On Tuesday morning, a course activity/discussion will be posted in the "course discussion questions" folder on the course website. Students should read the activity/discussion question posted each week, and follow instructions regarding how they should respond to the discussion question on the "discussion board". Some weekly discussions require students to participate in a discussion topic. Other weekly discussions will be dedicated to student presentations of literature review and questionnaire paper assignments.

Session 01	Course Introduction and Orientation Discuss research design assignment
Session 02	Market Research – The role of survey research and industry trends
Session 03	Defining the problem for Market Research to solve Research Design Assignment Due
Session 04	Survey and Interview design issues in Market Research Introduce Questionnaire Research Paper
Session 05	Sampling for surveys in Market Research
Session 06	Political Polling – The role of surveys in political research and decision making
Session 07	Defining the problem for Political Polling to solve Student Questionnaire Research Papers Due
Session 08	Survey and Interview design issues in Political Polling
Session 09	Sampling for surveys in Political Polling Expert Advice Paper introduced
Session 10	Program Evaluation/Policy Analysis – The role of survey research
Session 11	Defining the problem to solve
Session 12	Survey and Interview design issues in program evaluation
Session 13	Sampling for surveys in program evaluation Expert Advice Paper Due
Session14	Using secondary source data and qualitative data (in all three applications)
Session 15	Discussion based on Expert Advice Papers

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code, available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations. In particular, make sure you have read the section on Academic Integrity in Graduate Education and Research.

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

- Plagiarism: How to Recognize it and How to Avoid it

Netiquette and Communication

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

Adding or Dropping a Course

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

- Matriculated students should add or drop a course through Peoplesoft.

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

Academic Calendar

The University's Academic Calendar contains important semester dates.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities . You may contact the Center by calling (860) 486-2020 or by emailing csd@uconn.edu . If your request for accommodation is approved, an accommodation letter will be provided. Please present your official letter to the instructor as soon as possible so special arrangements, as appropriate, can be made. (Note: Student requests for accommodation must be filed each semester.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility levels using two sets of standards; Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C)." (Retrieved December 1, 2008 from http://www.blackboard.com/company/accessibility.aspx).

Software and Platform Requirments

- Word processing software
- Adobe Flash Player (Note: Please download the most recent version)
- Adobe Acrobat Reader
- Fast, reliable internet access
- Mediasite Player Requirements The lectures in this course use Mediasite technology.
- Mediasite Technical Requirements This page tests if your computer meets the minimum requirements to run the Mediasite

Player.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, call the Digital Learning Center (LRC) at (860) 486-1187, or visit its online help at http://dlc.uconn.edu/index.html.

Minimum Technical Skills

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

- Use electronic mail (such as email) with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text or graphics.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- View Mediasite streaming files.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Summer 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!

PP 5336: Applied Survey Analysis with SPSS
1 credits. Seminar.

This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to SPSS, the most common statistics software package in the survey research industry.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5336
3. Course Title: Applied Survey Analysis with SPSS
4. Number of Credits (use digits, "3" not "three"): 1
5. Course Description (second paragraph of catalog entry): This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to SPSS, the most common statistics software package in the survey research industry.

6. Course Type, if appropriate:
   __Lecture __ Laboratory _X_ Seminar __ Practicum

Optional Items

7. Prerequisites: None
8. Recommended Preparation: None
9. Consent of Instructor: Required
10. Exclusions: None.

11. Repetition for credit: None.
12. S/U grading: A-F Graded

Justification

1. Reasons for adding this course: The Graduate Program in Survey Research has offered this course with success over the summer and plans to continue to offer the course during the summers.

2. Academic merit: The course is important for students studying in the GPSR program as part of their degree requirements. This course enables students to continue building their skills in statistical software.

3. Overlapping courses: None
4. Number of students expected: about 20
5. Number and size of sections: 1 section
6. Effects on other departments: none
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Faculty: March 25, 2016
9. Name, Phone Number, and e-mail address of principal contact person:

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

Syllabus

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

Additional Approval

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

Syllabus - Summer 2015

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

Course and Instructor Information

Course Title: PP5397 Applied Survey Analysis with SPSS
Credits: **1** Prerequisites: **None**
Format: online
Professor: Thomas Craemer

Email: thomas.craemer@uconn.edu
Availability: I will check email and the course website daily during the week and at least once on the weekend. I will do my best to respond to all emails within 48 hours.

I will communicate with you via your UConn email address (usually firstname.lastname@uconn.edu). It is *your responsibility* to check this email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address.

Course Materials

Required Materials:
Access to SPSS (this usually requires a license that can be purchased from SPSS unless you have access elsewhere).

Course Description

This short course is the first in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This first short course gives you an introduction to SPSS, the most common statistics software package in the survey research industry. You will learn how to manage a data set in SPSS, define missing values, and create new variables. You will learn how to run frequency tables and crosstabs, conduct χ^2tests in SPSS and build scales assessing Cronbach's α. Further you will learn how to compare means in SPSS using *t*-tests and Analysis of Variance (ANOVA). And you will learn how to specify OLS regression models and dichotomous or ordered logit or multinomial logit for categorical dependent variables that typically exist in survey data

sets. This course will provide you with the steps of how to run these analyses in SPSS but it will not teach you the statistical theory behind these techniques. If you are interested to learn more about these techniques I recommend the course PP5332 Advanced Quantitative Methods. If you have already taken course PP5332 Advanced Quantitative Methods these short courses are not for you since you have already covered the material. If you have not, these short courses are a great preparation.

The second course in this series will teach Applied Survey Analysis with R, a free open access statistics package, and the third course will teach Applied Survey Analysis with Stata. Most statistics packages are available for multiple platforms (Windows, Apple, Linux). I have developed this course using a Windows computer and can therefore provide technical assistance only on Windows computers. If you use a different operating system you may have to turn to the Internet for assistance with questions regarding it.

Course Objectives

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

1. Manage data sets in SPSS
2. Define missing values in SPSS
3. Create new variables in SPSS
4. Run frequency tables in SPSS
5. Create crosstabs in SPSS
6. Conduct a χ^2-test in SPSS
7. Build scales and assess Cronbach's α in SPSS
8. Compare means in SPSS using t-tests and ANOVA
9. Run OLS regression models in SPSS
10. Run dichotomous logit, logit for ordinal dependent variables, and multinomial logit in SPSS

Course Outline (and Calendar if Applicable)

Course sessions will become available on Mondays by 11:30 am EST. All assignments and session activities are due on Sundays before midnight (i.e., Sun 11:59 pm EST).

Mon. 6/1	– Sun. 6/7/2015:	Week 1:	*Course Introduction and First Steps in SPSS* View Lecture Video Assignments: quiz and homework.
Mon. 6/8	– Sun. 6/14/2015:	Week 2:	χ^2*, Cronbach's* α*, and ANOVA* View Lecture Video Assignments: quiz and homework.
Mon. 6/15	– Sun. 6/21/2015:	Week 3:	*OLS Regression and Logit* View Lecture Video

		Assignments: quiz and homework.
Mon. 6/22 – **Fri** 6/26/2015:	**Exam**	Assignments: Review course material and *take* ***Exam*****.**

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Quizzes	30%
Homework	30%
Final Exam	40%

All assignments will be available through HUSKY CT and must be submitted via HUSKY CT. The course can be accessed directly via:

http://huskyct.uconn.edu/

Quizzes:
Most modules feature lecture videos that have quizzes associated with them that are composed of multiple-choice questions. You should complete the quiz right after viewing the corresponding lecture video. All quizzes together make up 30% of the course grade.

Homework Assignments:
Homework assignments replicate what is presented in the lecture video using different data sets and are due on Sundays at 11:59pm at the latest.

Final Exam:
The final exam consists of two parts, a multiple-choice part, and a section with SPSS problems. The two parts can be taken at any time between Mon. 6/22/2015, 11:30am EST and Fri 6/26/2015, 11:59 pm EST (note, you do not have the full week!). You have two hours to complete each part of the questionnaire but you do not have to take the two parts in one sitting. However, once you have started a part of the exam, make sure to complete it in the allotted time as you will not be able to start it a second time. The exam is comprehensive covering the material of the entire course. The exam accounts for 40% of the course grade.

Course Grading Scale:

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

Note: As a graduate student you must maintain a Grade Point Average of 3.0 (B) or better.

Due Dates and Late Policy

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

Late Policy: Make-up exams will not be given and late assignments will not be accepted unless arrangements are made prior to the due date. Exceptions will only be made in the cases of illness (I need a doctor's note) or serious emergency (again, documentation must be provided). If you anticipate a problem meeting a deadline please contact me IN ADVANCE.

Feedback and Grades

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

Student Responsibilities and Resources

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

Student Code

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

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

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

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

Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered**. *All work that you submit for credit during this course, including problem sets and exams, must represent your own work and no one else's.*** Students are expected to abide by the University of Connecticut's policies on academic misconduct which are found in Appendix B of the University of Connecticut student code located on the web at http://www.dosa.uconn.edu. Academic misconduct includes (but is not limited to):

- Writing someone else's paper or handing in a paper that someone else wrote
- "Sharing" answers during an exam
- Including the ideas or research of others in a paper, assignment or exam without proving proper documentation

Copyright

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

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

Adding or Dropping a Course

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

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

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

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

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

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

Software Requirements and Technical Help

- Word processing software
- Microsoft Excel
- Adobe Acrobat Reader
- Internet access

Software can be accessed via UConn's **virtual computer center** http://vpc.uconn.edu/.

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

Technical support. Most technical problems result from improper computer settings. For example, you must disable pop-up blocking to have full functionality in HuskyCT. Make sure your computer is properly configured for
HuskyCT by clicking on the "Recommended Settings" link at the bottom left of the **HuskyCT** main page (http://huskyct.uconn.edu/). If you use different computers, check the settings on each computer you will use to access the course. If you encounter problems you cannot resolve, get help. You may be able to resolve problems using HuskyCT's's built-in help function. In addition, UConn's **Digital Learning Center** maintains a help desk to assist students with technical issues, and can be reached at (860) 486-1187 or http://dlc.uconn.edu/ .

Minimum Technical Skills

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

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

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Summer 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!

PP 5337: Applied Survey Analysis with STATA
1 credits. Seminar.

This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to STATA, a statistics package common among political scientists and economists, and useful for all survey analysis.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5337
3. Course Title: Applied Survey Analysis with STATA
4. Number of Credits (use digits, "3" not "three"): 1
5. Course Description (second paragraph of catalog entry): This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to STATA, a statistics package common among political scientists and economists, and useful for all survey analysis.

6. Course Type, if appropriate:
   __Lecture __ Laboratory _X_ Seminar __ Practicum

Optional Items

7. Prerequisites: None
8. Recommended Preparation: None
9. Consent of Instructor: Required
10. Exclusions: None.

11. Repetition for credit: None.
12. S/U grading: A-F Graded

Justification

1. Reasons for adding this course: The Graduate Program in Survey Research has offered this course with success over the summer and plans to continue to offer the course during the summers.

2. Academic merit: The course is important for students studying in the GPSR program as part of their degree requirements. This course enables students to continue building their skills in statistical software.

3. Overlapping courses: None
4. Number of students expected: about 20
5. Number and size of sections: 1 section
6. Effects on other departments: none
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Faculty: March 25, 2016
9. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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.

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PP5397
Applied Survey Analysis with Stata

Department of Public Policy

Syllabus - Summer 2015

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

Course and Instructor Information

Course Title: PP5397 Applied Survey Analysis with Stata
Credits: **1** Prerequisites: **None**
Format: online
Professor: Thomas Craemer

Email: thomas.craemer@uconn.edu
Availability: I will check email and the course website daily during the week and at least once on the weekend. I will do my best to respond to all emails within 48 hours.

I will communicate with you via your UConn email address (usually firstname.lastname@uconn.edu). It is *your responsibility* to check this email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address.

Course Materials

Required Materials:
Access to Stata (this usually requires a license that can be purchased from Stata unless you have access elsewhere).
Recommended: Stat Transfer to convert SPSS files (the typical format for survey data) to Stata. Stat Transfer is not required for this course as I will provide converted data files. But for general practice it might be a useful investment.

Course Description

This short course is the third in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This third short course gives you an introduction to Stata, a statistics package common among political scientists and economists, but also useful for survey analysis. You will learn how to manage a data set in Stata, define missing values, and create new variables. You will learn how to run frequency tables and crosstabs, conduct χ^2-tests in Stata and

build scales assessing Cronbach's α. Further you will learn how to compare means in Stat using *t*-tests and Analysis of Variance (ANOVA). And you will learn how to specify OLS regression models and dichotomous or ordered logit or multinomial logit for categorical dependent variables that typically exist in survey data sets. This course will provide you with the steps of how to run these analyses in Stata but it will not teach you the statistical theory behind these techniques. If you are interested to learn more about these techniques I recommend the course PP5332 Advanced Quantitative Methods. If you have already taken course PP5332 Advanced Quantitative Methods these short courses are not for you since you have already covered the material. If you have not, these short courses are a great preparation.

The first course in this series taught Applied Survey Analysis with SPSS, the most common survey research package in the survey industry, and the second course taught Applied Survey Analysis with R, a free open access statistics package. I have developed this course using a Windows computer and can therefore provide technical assistance only on Windows computers. If you use a different operating system you may have to turn to the Internet for assistance with questions regarding it.

Course Objectives

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

1. Manage data sets in Stat
2. Define missing values in Stata
3. Create new variables in Stata
4. Run frequency tables in Stata
5. Create crosstabs in Stata
6. Conduct a χ^2-test in Stata
7. Build scales and assess Cronbach's α in Stata
8. Compare means in Stata using t-tests and ANOVA
9. Run OLS regression models in Stata
10. Run dichotomous logit, logit for ordinal dependent variables, and multinomial logit in Stata

Course Outline (and Calendar if Applicable)

Course sessions will become available on Mondays by 11:30 am EST. All assignments and session activities are due on Sundays before midnight (i.e., Sun 11:59 pm EST).

Mon. 7/27 – Sun. 8/2/2015:	Week 1:	*Course Introduction and First Steps in Stata* View Lecture Video Assignments: quiz and homework.
Mon. 8/3 – Sun. 8/9/2015:	Week 2:	χ^2*, Cronbach's* α*, and ANOVA*

		View Lecture Video Assignments: quiz and homework.
Mon. 8/10 – Sun. 8/16/2015:	Week 3:	*OLS Regression and Logit* View Lecture Video Assignments: quiz and homework.
Mon. 8/17 – **Fri** 8/21/2015:	**Exam**	Assignments: Review course material and *take* ***Exam*****.**

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Quizzes	30%
Homework	30%
Final Exam	40%

All assignments will be available through HUSKY CT and must be submitted via HUSKY CT. The course can be accessed directly via:

http://huskyct.uconn.edu/

Quizzes:
Most modules feature lecture videos that have quizzes associated with them that are composed of multiple-choice questions. You should complete the quiz right after viewing the corresponding lecture video. All quizzes together make up 30% of the course grade.

Homework Assignments:
Homework assignments replicate what is presented in the lecture video using different data sets and are due on Sundays at 11:59pm at the latest.

Final Exam:
The final exam consists of two parts, a multiple-choice part, and a section with Stata problems. The two parts can be taken at any time between Mon. Mon. 8/17/2015, 11:30am EST and Fri 8/21/2015, 11:59 pm EST (note, you do not have the full week!). You have two hours to complete each part of the questionnaire but you do not have to take the two parts in one sitting. However,

once you have started a part of the exam, make sure to complete it in the allotted time as you will not be able to start it a second time. The exam is comprehensive covering the material of the entire course. The exam accounts for 40% of the course grade.

Course Grading Scale:

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

Note: As a graduate student you must maintain a Grade Point Average of 3.0 (B) or better.

Due Dates and Late Policy

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

Late Policy: Make-up exams will not be given and late assignments will not be accepted unless arrangements are made prior to the due date. Exceptions will only be made in the cases of illness (I need a doctor's note) or serious emergency (again, documentation must be provided). If you anticipate a problem meeting a deadline please contact me IN ADVANCE.

Feedback and Grades

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

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

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

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

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

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

Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered**. *All work that you submit for credit during this course, including problem sets and exams, must represent your own work and no one else's.*** Students are expected to abide by the University of Connecticut's policies on academic misconduct which are found in Appendix B of the University of Connecticut student code located on the web at http://www.dosa.uconn.edu. Academic misconduct includes (but is not limited to):

- Writing someone else's paper or handing in a paper that someone else wrote
- "Sharing" answers during an exam
- Including the ideas or research of others in a paper, assignment or exam without proving proper documentation

Copyright

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

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

Adding or Dropping a Course

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

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

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

- Undergraduate Catalog ● Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the

Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from
http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Software Requirements and Technical Help

- Word processing software
- Microsoft Excel
- Adobe Acrobat Reader
- Internet access

Software can be accessed via UConn's **virtual computer center** http://vpc.uconn.edu/.

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

Technical support. Most technical problems result from improper computer settings. For example, you must disable pop-up blocking to have full functionality in HuskyCT. Make sure your computer is properly configured for
HuskyCT by clicking on the "Recommended Settings" link at the bottom left of the **HuskyCT** main page (http://huskyct.uconn.edu/). If you use different computers, check the settings on each computer you will use to access the course. If you encounter problems you cannot resolve, get help. You may be able to resolve problems using HuskyCT's's built-in help function. In addition, UConn's **Digital Learning Center** maintains a help desk to assist students with technical issues, and can be reached at (860) 486-1187 or http://dlc.uconn.edu/ .

Minimum Technical Skills

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

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

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 12, 2016
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Summer 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!

PP 5338: Applied Survey Analysis with R
1 credits. Seminar.

This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to R, a free open access statistical package.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5338
3. Course Title: Applied Survey Analysis with R
4. Number of Credits (use digits, "3" not "three"): 1
5. Course Description (second paragraph of catalog entry): This is a short course in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This course provides you an introduction to R, a free open access statistical package.

6. Course Type, if appropriate:
   __Lecture __ Laboratory _X_ Seminar __ Practicum

Optional Items

7. Prerequisites: None
8. Recommended Preparation: None
9. Consent of Instructor: Required
10. Exclusions: None.
11. Repetition for credit: None.
12. S/U grading: A-F Graded

Justification

1. Reasons for adding this course: The Graduate Program in Survey Research has offered this course with success over the summer and plans to continue to offer the course during the summers.

2. Academic merit: The course is important for students studying in the GPSR program as part of their degree requirements. This course enables students to continue building their skills in statistical software.

3. Overlapping courses: None
4. Number of students expected: about 20
5. Number and size of sections: 1 section
6. Effects on other departments: none
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Faculty: March 25, 2016
9. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautrich@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.

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PP5397 Applied Survey Analysis with R
Department of Public Policy

Syllabus - Summer 2015

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

Course and Instructor Information

Course Title: PP5397 Applied Survey Analysis with R

Credits: 1

Format: online

Prerequisites: None

Professor: Thomas Craemer
Email: thomas.craemer@uconn.edu

Availability: I will check email and the course website daily during the week and at least once on the weekend. I will do my best to respond to all emails within 48 hours.
I will communicate with you via your UConn email address (usually firstname.lastname@uconn.edu). It is *your responsibility* to check this email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address.

Course Materials

Required Materials:
Access to R (I'll teach you how to download the software for free).

Course Description

This short course is the second in a series of three 1 credit courses in Applied Survey Analysis with various statistical software packages. This second short course gives you an introduction to R, a free open access statistical package. You will learn how to manage a data set in R, define missing values, and create new variables. You will learn how to run frequency tables and crosstabs, conduct χ^2-tests in R and build scales assessing Cronbach's α. Further you will learn how to compare means in R using *t*-tests and Analysis of Variance (ANOVA). And you will learn how to specify OLS regression models and dichotomous or ordered logit or multinomial logit for categorical dependent variables that typically exist in survey data sets. This course will provide you with the steps of how to run these analyses in R but it will not teach you the statistical theory behind these techniques. If you are interested to learn more about these techniques I recommend the course PP5332 Advanced Quantitative Methods. If you have already taken course PP5332 Advanced Quantitative Methods these short courses are not for you since you have already covered the material. If you have not, these short courses are a great preparation.
The first course in this series taught Applied Survey Analysis with SPSS, the most common statistical package in the survey research industry, and the third course will teach Applied Survey Analysis with Stata. I have developed this course using a Windows computer and can therefore provide technical assistance only on Windows computers. If you use a different operating system you may have to turn to the Internet for assistance with questions regarding it.

Course Objectives

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

1. Manage data sets in R
2. Define missing values in R
3. Create new variables in R
4. Run frequency tables in R
5. Create crosstabs in R
6. Conduct a χ^2-test in R
7. Build scales and assess Cronbach's α in R
8. Compare means in R using t-tests and ANOVA
9. Run OLS regression models in R
10. Run dichotomous logit, logit for ordinal dependent variables, and multinomial logit in R

Course Outline (and Calendar if Applicable)

Course sessions will become available on Mondays by 11:30 am EST. All assignments and session activities are due on Sundays before midnight (i.e., Sun 11:59 pm EST).

Mon. 6/29 – Sun. 7/5/2015: Week 1: *Course Introduction and First Steps in R*
View Lecture Video
Assignments: quiz and homework.

Mon. 7/6 – Sun. 7/12/2015: Week 2: χ^2*, Cronbach's* α*, and ANOVA*
View Lecture Video
Assignments: quiz and homework.

Mon. 7/13 – Sun. 7/19/2015: Week 3: *OLS Regression and Logit*
View Lecture Video
Assignments: quiz and homework.

Mon. 7/20 – **Fri** 7/24/2015: **Exam** Assignments: Review course material and *take* ***Exam*****.**

Course Requirements and Grading

Summary of Course Grading: Course Components	**Weight**
Quizzes	30%
Homework	30%
Final Exam	40%

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 1, 2016
2. Department requesting this course: MATH
3. Semester and year in which course will be first offered: FALL 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!

3165. Honors Probability

Three credits. Prerequisite: MATH 2130Q or 2143Q. Not open to students who have passed MATH 3160. May be used in place of MATH 3160 to satisfy any requirement satisfied by MATH 3160.

The subject matter of MATH 3160 in greater depth, with emphasis on the underlying mathematical concepts.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MATH
2. Course Number: 3165
3. Course Title: Honors Probability
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): The subject matter of MATH 3160 in greater depth, with emphasis on the underlying mathematical concepts.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: MATH 2130Q or 2143Q.
    a. Consent of Instructor, if applicable:
    b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable: Not open to students who have passed MATH 2110Q or 2143Q.
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: Every semester we run one section of 3160 that is just for honors students. This is difficult in terms of enrollment, because regular 3160 students want to join this section when they see it open, but one has to reply to all the messages explaining that the section is reserved for honors. Also, students can miss that there is an honors section available or have difficulty finding it. It would just be more efficient and transparent to have its own course number, so that students can easily identify which sections are regular, and which are honors.
2. Academic merit: Honors sections of this course are already offered as MATH 3160. The catalog change is only to create a separate course number for the honors version.
3. Overlapping courses and departments consulted: Any overlap has already been addressed for the existing course MATH 3160.
4. Number of students expected: 30
5. Number and size of sections: 1
6. Effects on other departments: Other departments are not affected.
7. Effects on regional campuses: None.
8. Staffing: We are only converting honors sections of course 3160 into sections of 3165, so staffing is not a concern.

General Education

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

For a Content Area 1 course:

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

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

Proposer Information

1. Dates approved by
Department Curriculum Committee: 9/22/2015
Department Faculty:10/13/2015
2. Name, Phone Number, and e-mail address of principal contact person:
Jeffrey Connors
Phone: (860) 486-4344
Email: Jeffrey.connors@uconn.edu

Syllabus

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

MATH 3160 - Probability - Spring 2016

Syllabus

- **Instructor:** Joe P. Chen. MSB 232, joe.p.chen@uconn.edu. Office hours: MWF 10:00–11:00 and MW 13:30–14:30. Also by appointment. Do not hesitate to e-mail me to set up an appointment!
- **Lecture times & locations:** (Section 007) MWF 12:20–13:10, MSB 203.
- **Course grades:** Assignments, 12%; quizzes, 10%; 2 midterm exams, 22.5% each; final exam, 33%.
- **Topics to be covered (and approx. timing):** Combinatorial analysis (1 week); Kolmogorov's axioms of probability and combinatorial probability (1.5 week); conditional probability, including Bayes' formula (2 weeks); discrete random variables (2.5 weeks); continuous random variables (2 weeks); joint distributions, independence, sums of independent random variables, order statistics, and transformations (2 weeks); conditional distribution, conditional expectation, covariance, and correlation (1.5 week); limit theorems (1 week).
- **Prerequisites:** Solid mastery of calculus, up to and including series, limits, partial differentiation, and multiple integration. (UConn equivalent: MATH 2110, 2130, or 2144.) Knowledge of these topics will be assumed and invoked freely (and thus *hardly* reviewed) in MATH 3160: during lectures, on assignments, and on exams. As a reminder, everyone needs to brush up on double integrals (in Cartesian and polar coordinates) by spring break. (However, vector calculus will not be used in MATH 3160.)

  Starting in Fall '16, MATH 2110 will be strictly enforced as a prerequisite for MATH 3160. On a practical level (both for the instructor's sanity and for the student's benefit), those who have not passed MATH 2110 by the end of Fall '15 are strongly discouraged from taking MATH 3160 in Spring '16.

  Honors students are encouraged to enroll in the honors section (001) of MATH 3160, which meets MWF 11:15–12:05. As a corollary, honors conversion is NOT available in any non-honors section of MATH 3160.
- **WARNING!** MATH 3160 is a fast-paced course. Do not be deceived by the relative ease of the early material (in the first 4 weeks). When we get to random variables in Week 5, that's where the course ramps up in difficulty (and also where things get really interesting)! To keep up with the course, be prepared to spend 2+ hours studying on your own for every hour of class meeting! Falling behind (by a week) is dangerous and will cause your exam grade to drop (with high probability)!
- **Textbook:** *A First Course in Probability (9th Edition)* by Sheldon Ross. We will cover almost the entirety of Chapters 1 through 8, plus Section 9.1 (Poisson processes). You are also welcome to use the 7th or 8th edition of the book. Note, however, that my lectures will NOT follow the text verbatim. The course videos, notes, and handouts are the definitive word in this class.
- **Supplementary resources:**

  MATH 3160 lecture notes by Prof. Richard Bass on Ross' text. This is an excellent set of notes which you can use to review the materials. We will also use it as the main reference for select topics.

  Another well-written probability text I will occasionally refer to is *Introduction to Probability (2nd ed.)* by Charles Grinstead and J. Laurie Snell, also freely available on the web.
- **Flipped classroom!** This semester we will conduct the course "flipped classroom" style, which has been implemented once already in Fall '15. This means that you will be responsible for watching short video lectures on upcoming topics BEFORE each class meeting. This will enable us to spend more class time actively engaged in solving problems and more two-way discussions. Link to the videos will be accessible on the Piazza course site.

- **Course web site:** http://piazza.com/uconn/spring2016/math3160007/home

  To access Piazza for the first time, log in to the HuskyCT course site, click on "Piazza" on the left menu, and then click "Continue" to confirm your enrollment in the Piazza site.

  Alternatively, use this sign-up link: http://piazza.com/uconn/spring2016/math3160007

  Piazza is an interactive platform where professors and students can ask (anonymously or publicly to the class) and answer questions in real time. This is where all announcements, assignments, and discussions can be found. **Please check it regularly, so you don't miss anything important!**[1]

  Want to ask a HW/lecture question? **Post your question on Piazza.** By doing so you save me the trouble of having to answer the same question multiple times. Plus, once your question appears on Piazza, everyone can see and respond to it, and the whole class benefits. **I will not respond to HW problems via e-mail.**

  Want to ask an individual question regarding course attendance, exam rescheduling, or other private matters? Then send me an e-mail.

  A HuskyCT course site will be operational for grade recording/look-up purposes ONLY. All announcements will be made through Piazza.

- **Exams:** Two in-class midterms (tentative dates: W 2/24, W 4/6) and a final exam. Please let me know if you anticipate any conflict with either midterm date by the end of the 2nd week of classes. Otherwise, the dates will become official.

- **Our final exam time** will be announced by the registrar a few weeks into the semester.

  You MUST contact the Dean of Students Office (DOS) regarding any conflict with the scheduled final exam times by the end of the third-from-last week of the semester. No exceptions! Once the DOS grants permission to reschedule your final exam, they will notify me, and I will confirm an alternate arrangement with you.

- **Exam guidelines:** You are allowed to bring n pages of handwritten notes (both sides of an 8 x 11 paper) to the nth exam held. **These and your writing utensils are the only items allowed on the exam. No calculator is allowed; the exam problems will not involve tedious calculations.**

  No make-up exams will be offered unless under the most extreme circumstances, such as a serious illness or family emergency. If you anticipate such circumstances, please notify the instructor as soon as possible, and well in advance of the scheduled exam date.

- **Important dates:** M 2/1, add/drop via Student Admin closes (without a "W"); M 3/21, Last day to drop a course (with a "W").

- **Course preparations & mechanics:**

  Before each class meeting, watch the video lectures, and read the corresponding sections in the text, as indicated on the "course schedule." Ask any question you have on Piazza!

  During each class meeting, I will briefly recap the main ideas from the video lecture, and answer any questions you have. This will be followed by co-op problem sessions, which will be run at least twice a week, each lasting for about 30 minutes.

  After each class meeting, spend an hour reviewing what was covered ASAP, and begin to work on the corresponding homework problems (takes another hour). This is especially important in the last 2/3 of the course, where the current material builds upon the previous material!

  Homework assignments form an integral component of the course. You should make every effort to solve the assigned problems, using the concepts learned from the lectures and readings. If

[1] Piazza is also available as a mobile app through the Apple App Store (iOS) and Google Play (Android).

you don't do the homework, you cannot do well on the exams. Probability is part concept and part problem-solving: learning how to interpret the word problems and using the right (conceptual) tools is as important as carrying out the nitty-gritty calculations.

If you have any question, come see me during office hours, ask on Piazza, and/or talk to your classmates. Help each other out!

- **Homework format & guidelines**

  Assignments are due at the beginning of class on Wednesdays. Each assignment consists of around 10 problems drawn from materials covered in the preceding week. All assigned problems are fair game for the quizzes (to be administered on the due dates) and the exams.

  Each assignment will be graded out of 2 points. 2 pts if the grader deems that you have put in effort to complete almost all the problems; 1 pt if the effort was met halfway through; and 0 pt if there was a clear lack of effort.

  As a rule of thumb, I will NOT accept any homework for grade once the solutions are posted on Piazza. So if you have trouble turning in your HW in class on the due date, make sure to use your smartphone to take clear pictures of your assignment, and e-mail them to the instructor ASAP.

  If you have a valid excuse for an HW extension (such as illness, family emergency, or athletic commitment), please secure the appropriate permission and e-mail me **in advance**.

  In all there will be 11 assignments for this course. **Your lowest HW score will be dropped.**[2]

- **Homework guidelines**

  Please clearly write down **your name** and **section number** on top of the first page. And if your assignment contains multiple pages, please **staple** them!

  Please write down your solutions **legibly and neatly**. Don't skimp on margins! Remember to properly **define** your variables, **label** your diagrams, etc., so that I know what you're trying to communicate.

  In general, you should **show enough work/reasoning** in deducing the final answer. If you need to refer to a specific result mentioned in class or in the textbook, please indicate so as well. **Insufficient or uncited work will receive reduced or no credit.**

  Collaboration on HW is allowed and encouraged. Please indicate on the top of the first page the name(s) of those with whom you collaborate. However, **you should write up your work on your own and in your own words.**

  Blatant duplication or paraphrasing of others' work (*e.g.* publisher's solution manual or solutions from previous semesters) without attribution is considered **plagiarism**, and will be dealt with under UConn's academic integrity policy. Consequences may include, but are not limited to, zeroes on the assignments and a grade of failure in the course.

- **Quizzes will be given on Wednesdays**, except during the 1st week and the two midterm exam weeks. They will start at 12:20 sharp, last 10-15 minutes, and cover the assignment due the same day. **No make-up quizzes will be given** under any circumstance. **Your two lowest quiz scores will be dropped.**

- **Special accommodations**

  If you are a student-athlete or a student with disabilities, please provide me with a letter from the appropriate office (the Counseling Program for Intercollegiate Athletes (CPIA), or the Center for Students with Disabilities (CSD)) concerning your special needs (*e.g.* when taking exams), so that I can make appropriate accommodations.

[2] In addition, there will be additional opportunities for extra credit (awarded by dropping the next lowest HW scores) throughout the semester, such as participating in the annual calculus competition. I will announce these opportunities as they become available.

If you suffer a prolonged illness during the semester, please send me a doctor's note ASAP stating the period for which you will be out of the classroom, unable to submit assignments or take exams. This is all the information I need to adjust the weights that go into your grades.

- **The Student Code**

  Everyone is expected to read and abide by the UConn Student Code, especially Appendix A: Academic Integrity in Undergraduate Education and Research and the associated FAQ. Any academic misconduct will be dealt with under the policy stated there.

- **Any question?** Please don't hesitate to contact me! Don't put off till the last minute for help!

Now for some disclaimers...

The advantage of having previously taught MATH 3160 is that I can share some useful advice with you, based on my experience and the students' feedback from the last time around.

- This is a course on the theory and applications of probability. Since there is a sizable theoretical component, we will unavoidably discuss mathematical proofs from time to time. Please do not be scared by theorems and proofs! Instead, try to embrace them and understand their essence. More often than not, these "cold hard facts" give rise to more interesting consequences & applications![3] I will make it a point to explain why you should know these hard facts, and support them with examples.

- I encourage you to read some of the advice from my MATH 3160 students from past semesters. When you come to this course, you already have some intuition about (combinatorial) probability, though you might not know all the mathematical language which formalizes this intuition. As a result, you may experience some confusion reconciling the intuition with the hard math. This is the 'growing pains' phase which many students have attested to. Rest assured, once you get past these growing pains, you can use the math to justify or debunk your intuition, and come out a better practitioner of probability than ever before. (You can count me on helping you achieve this goal!)

  Any time you are confused by something, ask right away! Don't put the questions off till exam time!

- This course is essential to the actuarial majors as it prepares them for the actuarial probability exam. From my experience in 2014-15, I was able to cover 99% of the material stated on the actuarial exam syllabus, and I intend to cover the same amount of material this semester, barring unforeseen circumstances. As a result, the course may feel more intense to the non-actuarial audience in the class. (*Example:* Why does an engineer need to learn about moment-generating functions?) I will do my best to balance the various needs of the class. If at any point you have any concern about the way the lecture is conducted, tell me immediately.

- Two things I will say upfront about the style of my course:

  1. With positive probability I will make the material appeal to you. Believe it or not, I take great pleasure in creating homework/exam problems for probability. You will find plenty of UConn or pop-culture related problems in this course. Some examples I used in Fall 2013 include: Panda Express at the Student Union; UConn football's dismal record; Sara's Pockets [the Mediterranean eatery on N. Eagleville Rd]; MSB; Shabazz Napier, Ryan Boatright, and Kemba Walker. In Fall 2014: Susan; Babbidge library; Yik Yak; E. O. Smith High School; Yale's upset win over UConn in men's basketball; UConn women's basketball. If you have any fun problems to suggest, I'd love to hear them!

[3] This is what separates a "grown-up" version of probability like ours from a "baby" version of probability taught in high school.

2. From time to time I will [in the words of a former MATH 3160 student] "drop bombshells" on the class, in the form of mathematical theorems which will astound/confuse/disorient you. But these are not just any bombshells, they are "timeless bombshells." When you experience these moments as described, don't panic: these are precisely the HIGHLIGHTS of MATH 3160 I want you to remember. It's the very reason why you are here in this class.

MATH 3160 Probability Syllabus (Spring 2016)

Lecture : MWF 11:15-12:05 at ~~AUST 164~~ MSB 415
Instructor : Bumsik Kim (email: bumsik.kim@uconn.edu)
Office hours : TuTh 09:30-10:30AM, and Mon 1-2PM in MSB 335 or by appointment.

Prerequisites : Solid knowledge and experiences up to multivariable calculus - MATH 2110Q in Uconn.

Textbook : *A First Course in Probability*, 9th edition, by Sheldon Ross.

Course materials :
Combinatorical analysis (section 1.1-1.4), Axioms of probability (2.2-2.5),
Conditional probability (3.3-3.5), Random variable - discrete (4.1-4.10),
Random variable - continuous (5.1-5.9), Joint distributed random variables (6.1-6.5),
Expectations/conditional expectations (part of chap 7, mostly 7.4, 7.5 and 7.7),
Limit theorem (Chap 8), plus additional materials from Chap9,10, if time allows.

Homework : Homework will be announced in Piazza webpages, and collected in class on every Wednesday. It consists of the materials covered in the previous week. **Late homework will not be collected.**

Quizzes : Quizzes will be given on every Wednesday. It will be about the same materials for the homework due on the same day. **No make-up quiz will be given**, instead, 3 lowest quiz scores will be dropped at the end of semester.

Exam schedule and grading policy:

Exam 1	25%	Feb 28th, Fri (Tentative date)
Exam 2	25%	Apr 10th, Fri (Tentative date)
Final	30%	TBA
Homework	10%	
Quizzes	10%	

No calculator is allowed in the exam and quizzes.

Academic Integrity : All the students are expected to write the homework solutions on your own even with discussions with your classmates. There should be no help given or received on all midterm exams and the final exam. 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 `http://community.uconn.edu/the-student-code-appendix-a/`

Accessibility Issues : If you have a documented disability for which you wish to request academic accommodations, please contact Center for Students with Disabilities(CSD) in Room 204 of the Wilbur Cross Building.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 3/31/16
2. Department or Program: Classics and Ancient Mediterranean Studies, Literatures Cultures and Languages
3. Title of Minor: Classics and Ancient Mediterranean Studies
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.)
5. Nature of change: Add a course to minor

Existing Catalog Description of Minor

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

At least two courses on Classical or Biblical literature
Courses in English: CAMS 3241W, 3242W; INTD 3260; CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3293*, 3295*, 3298*, 3299*;
Courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293*, 3298*, 3299*.
At least one course dealing with the ancient world more generally
CAMS 3243, 3244, 3245, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299* (These may be cross-listed under Art History, History, Hebrew and Judaic Studies, and Philosophy.);
HEJS 3201.
*May count toward minor only with consent of advisor.

The minor is offered by the Literatures, Cultures, and Languages Department.

Proposed Catalog Description of Minor

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized

course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

At least two courses on Classical or Biblical literature
Courses in English: CAMS 3241W, 3242W; INTD 3260; CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3293*, 3295*, 3298*, 3299*;
Courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293*, 3298*, 3299*.
At least one course dealing with the ancient world more generally
CAMS 3243, 3244, 3245, **3246**, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299* (These may be cross-listed under Art History, History, Hebrew and Judaic Studies, and Philosophy.);
HEJS 3201.
*May count toward minor only with consent of advisor.

The minor is offered by the Literatures, Cultures, and Languages Department.

Justification

1. Reasons for changing the minor: Newer course that should have been incorporated years ago.
2. Effects on students: Allows students to graduate with minor.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. Dates approved by
   Department Curriculum Committee: Apr. 3, 2016
   Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, 6-3313, rogretravisjr@gmail.com

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>

Minor plan of study

Minor in Classics and Ancient Mediterranean Studies
College of Liberal Arts and Sciences

Instructions to students: the CAMS Minor requires at least 15 credits in 3000 level or above CAMS courses. The courses in Group A below require CAMS 1101 or 1102 or 1103 as preparation, but these do not count towards the Minor. You may, of course, take more courses in CAMS, and we encourage you to do so.

When you are preparing your final plan of study, you must obtain CAMS Section approval that you have satisfied requirements for the CAMS Minor. Contact the Modern and Classical Languages Department at 486-3313 (JHA 228) for information on how to locate the CAMS key advisor. Obtain his or her signature on this form. Give one copy to your major advisor, and include one signed copy when you submit your final plan of study to the Registrar.

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.

A. Literature Group. At least two of these courses:
CAMS 3207 (Greek Philosophical Writings) _____CAMS 3208 (Homer) _____ CAMS 3211 (Greek Drama) _____ CAMS 3212 (Greek Historical Writings) _____ CAMS 3213 (Ovid and Mythology) _____ CAMS 3214 (Greek Lyric Poetry) _____ CAMS 3215 (The Greek New Testament) _____ CAMS 3221 (Survey of Classical Latin Literature) _____ CAMS 3224 (Vergil and the Roman Epic) _____ CAMS 3225 (Latin Drama) _____ CAMS 3226 (Latin Lyric Poetry) _____ CAMS 3227 (Latin Historical Prose) _____ CAMS 3230 (Latin Philosophical

Prose and Poetry) _____ CAMS 3231 (Latin Elegiac Poetry) _____ CAMS 3241W (Epic) _____ CAMS 3242W (Drama) _____ INTD 3260 (The Bible) _____ CAMS 3293, 3295, 3298, or 3299 (topics, with permission) _____

(the following courses involve reading in Greek or Latin) CAMS 3101 (Topics in Advanced Greek) CAMS 3102 (Topics in Advanced Latin) _____CAMS 3232 (Medieval Latin) _____ CAMS 3293, 3295, 3298, or 3299 (topics, with permission) _____

B. History, Art, Philosophy Group. At least one of these courses:
CAMS 3243 (World of Late Antiquity) _____ CAMS 3244 (Ancient Fictions) _____ CAMS 3245 (The Ancient World in Cinema) _____ CAMS 3246 (The Hellenistic World) _____ CAMS 3250 (Early Christian Church) _____ CAMS 3251 (Greek Art) _____ CAMS 3252 (Roman Art) _____ CAMS 3253 (Ancient Near East) _____ CAMS 3254 (Ancient Greece) _____ CAMS 3255 (Ancient Rome) _____ CAMS 3256 (Palestine under the Greeks and Romans) _____ CAMS 3257 (Ancient Philosophy) _____ CAMS 3293, 3295, 3298, or 3299 (topics, with permission) _____ JUDS/HEB 3201(Selected Books of the Hebrew Bible) _____

Name of student (please print):
_____
_

I approve the above program for the B.A. Minor in CAMS

(signed)_____
CAMS Minor Advisor

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: 2/6/2016
2. Department requesting this course: LCL/Spanish
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!

SPAN 3291: Spanish Internship

Up to six credits. Only with program advisor's consent.

Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SPAN
2. Course Number: 3291
3. Course Title: Spanish Internship
4. Number of Credits: 1-6
5. Course Description (second paragraph of catalog entry): Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country.

Optional Items

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

Justification

1. Reasons for adding this course: We are developing a number of dual-degree programs with professional schools that include a full-time internship component in a foreign setting. The internships will be monitored and students will be asked to complete several assignments in Spanish related to their internship experience. We would like students to be able to receive internship credit for their overall learning experience and work.
2. Academic merit: This internship will help solidify the students' skills in the language and their inter-cultural competence by actually experiencing and putting into practice in the real setting what they have learned in the classroom.

3. Overlapping courses: None

4. Number of students expected: 10-20
5. Number and size of sections: N/A
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: 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: 3-23-2016
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, gustavo.nanclares@uconn.edu, 860-486-3313

Syllabus

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

SPAN 3291 – Spanish Internship

Course description: This course consists of a supervised experience in a work setting using Spanish linguistic skills and cultural competencies OR a research endeavor that entails significant intellectual engagement. Through this supervised internship, students have the opportunity to use their Spanish and intercultural competencies in a work setting or activity such as a specific trade or industry, business environments, medical or clinical settings, public agency, community-based organization, or research collaboration. (This internship course may be taken in the context of a study abroad program, with the approval of the Chairperson of LCL).

In accordance with College regulations, Internships in the College of Liberal Arts and Sciences may be offered under two different headings:

- "Internship: Field Study," involving the line or staff operation of a business or agency. Grading in a course titled "Internship: Field Study" must be on an S/U (satisfactory/unsatisfactory) basis.
- "Internship: Research/Seminar." Letter grades may be assigned in courses titled "Internship: Research/Seminar." Departments may require concurrent enrollment under both titles (field study and research/seminar).

Prerequisites: Intermediate Spanish II (SPAN 1004) or equivalent. Students need instructor consent in order to enroll in this course.

Number of credits: Students can enroll in up to 6 credits in this course. The specific number of credits must be approved by the Department Head. In accordance to standards set by the College of Liberal Arts and Sciences, one credit for internship work must entail 42 hours of work per semester, term, or project. The required number of hours of work must be stated clearly in the contract for the internship.

Course Learning Outcomes: As a result of this internship course students will be able to:

- Integrate Spanish language and culture in the internship experience in the real world/public engagement settings.

- Integrate and combine professional knowledge and skills with linguistic and cultural competencies.
- Apply academic knowledge of the Spanish language and culture to address practical situations in a professional setting
- articulate through written reflections and research output in their work experience in a real Spanish speaking professional context
- Develop and articulate public engagement, leadership skills, collaboration and teamwork in a professional setting in Spanish, especially in Hispanic/Latinx serving institutions.

To support student success coherently across the Spanish curriculum, these CLOs help students to reach the Spanish Major Program Learning Outcomes 1, 2, 4 and 5:

1. Demonstrate Spanish writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. (For more information on ACTFL Proficiency Guidelines for the advanced-high level, see Appendix B)

2. Demonstrate Spanish speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.

4. Identify and apply linguistic concepts pertinent to the Spanish language when analyzing writing and oral, literary and non-literary texts.

5. Articulate similarities and differences within the cultures of the Hispanic world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Latin American, US Latino and Spanish contexts.

Assignments: All internship courses must include an internship contract, or work plan that is signed by both the *instructor of record* and the *internship supervisor*.

The instructor of record for this practicum must be a Spanish faculty member. The internship contract must be approved by the Head of LCL. The instructor of record is responsible for assigning grades. Each student also must have an assigned internship supervisor at the work site. The internship supervisor must agree (by signing the contract) to supervise the work and to participate in the evaluation of the student's performance at the end of the internship. Interns may not be supervised by undergraduate students.

- Project--Develop a research and or public-engagement project that supports a Hispanic/latinx serving community based organization, cultural center, health organization, or state agency. With support from a faculty sponsor, students must have a specific, semester-long project that supports a specific endeavor in the host organization and that puts the talents and skills of the student to good use in the service of the host institution. (e.g., conduct interviews, translate materials to or from Spanish, transcribe and analyze data, create didactic materials in Spanish, aid in the production of culturally and linguistically relevant cultural projects or performances). Secretarial work, simple support tasks, unskilled manual labor, random public service will not constitute an acceptable project.
- Journal – Students are expected to maintain a journal in Spanish with regular entries, the number and length of which will be discussed with the instructor based on the nature and length of the internship or field experience. The purpose of the journal is to keep an ongoing log of reflections on the different challenges, interactions, and experiences of any kind that the student will go through during the practicum experience. May be handled electronically and will be assessed by the faculty.
- Hold regular meetings/conferences with sight supervisor and faculty sponsor at UConn—Students must meet with supervisor every other week (preferably in person) and also meet with site supervisor to discuss progress. Though not necessary, site supervisor may choose to hold meeting in Spanish.
- Mid-Term evaluation—In Spanish, list activities and short term goals; assess progress of project; discuss challenges. Share and discuss with supervisor and faculty and discuss assessment. Site supervisor and faculty should contact each other regularly (e-mail or phone is appropriate) and thoroughly discuss the Mid-term evaluation.
- Final paper – Students will turn a final paper at the end of their practicum experience. This paper could be a research or creative endeavor that directly relates to the work in the site organization, the nature and length of which will be discussed with the faculty supervisor and based on the nature of the internship or field experience and the particular interests of the student. Possible projects could be an oral history, a substantial translation, a research paper, in Spanish, on health, nutrition, welfare, sports, migration, related to the placement site in geography or subject matter.

Grading:

- In a course titled "Internship: Field Study" must be on an S/U (satisfactory/unsatisfactory) basis.
- Letter grades may be assigned in courses titled "Internship: Research/Seminar."

To receive credit for an internship, a student must enroll in an internship course prior to undertaking the work. No credit may be given, retroactively, for internship work undertaken without being properly enrolled in advance.

Spanish Studies
FIELD INTERNSHIP
Sample MIDTERM/Final self-assessment - STUDENT INTERN

Please complete this form based on your work for the first half of the semester.

Name:
Term:

Placement Site and Supervisor's Name:

In what ways are you successfully reaching your personal and professional goals for this semester?

What do you need to do during the remainder of the semester to reach these goals?

Describe the progress you have made thus far on the field work tasks and your project.

Are you satisfied with your internship? Why or why not?

Additional comments:

Please set up an appointment at midterm to meet with your academic advisor. Please bring this completed form with you to that meeting.

University of Connecticut
Subject Area Processing Form

Requester's Information:

Name (and title): GUSTAVO NAVCLARES, HEAD, ASSOC. PROFESSOR
Department: LITERATURES, CULTURES, AND LANGUAGES
School/College: CLAS
Phone: 6-3313 Email: gustavo.navclares@uconn.edu

To establish a new subject area:

Requested Name: TRANSLATION STUDIES (*up to 30 characters*)
Requested Abbreviation: TRST (*4 characters*)
Requested Activation Date: FALL 2016

If approval is completed January – May: Fall Semester Activation Date
If approval is completed June – December: Spring Semester Activation Date

To change the name of Subject Area:

Present Name: _____
Requested New Name: _____ (*up to 30 characters*)

Changes will have a May 1 activation date, following complete approval by December 31 of the previous year, unless a delayed activation date is requested.

Delayed Activation Date: _____

To inactivate a Subject Area:

Present Name: _____

Approval Signatures:

[signature]	3/24/16	_____	_____
Department Head	Date	Dean	Date

_____	_____
Provost's Office	Date

Note: Enclose any supporting documentation regarding this request, such as meeting minutes from the School/College, indicating the approval of the requested change.

cc: Registrar
OIR

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: 3/24/2016
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!

TRST 3010: Translating Literature: Practice and Theory
Three credits. Working knowledge of a language other than English required. Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: TRST
2. Course Number: 3010
3. Course Title: Translating Literature: Practice and Theory
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Introduction to theoretical aspects of literary translation combined with translation of literary texts into English.

Optional Items

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

Justification

1. Reasons for adding this course: Several LCL faculty have been involved in Translation

Studies through their research work and as actual translators for many years. The time has come now to offer some of that expertise to undergraduate and graduate students through a new program in Translation Studies. We expect the new program to have a good number of students, given the growing interest in the field over the last few years.

2. Academic merit: We are starting a new minor program in Translation Studies that will combine courses in foreign literatures, creative writing in English, and a couple core courses in Translation Studies. This course will be one of those Translation Studies core courses at the undergraduate level.

3. Overlapping courses: None

4. Number of students expected: 15-25
5. Number and size of sections: One section per year capped at 25 students
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: 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: March 31, 2016
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, gustavo.nanclares@uconn.edu, 860-486-3313

Syllabus

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

TRST 3010 – TRANSLATING LITERATURE: PRACTICE AND THEORY

Instructor: Peter Constantine

Description:

In this course we will both translate and think about translation. We will consider different genres of prose, poetry, and drama, and examine a range of approaches to translating these into English. From the first words that in ancient times were etched in clay or written on palm leaves, people have been translating for a multilingual world. We will read texts ranging from writers and translators of the ancient world to thinkers and theorists of the 21st century to discuss what a modern translator can learn from them. We will also read essays by translators on how they work, giving us insights into the process of their craft. We will evaluate a number of literary works in translation, comparing several translations of the same text. Students will choose a foreign prose writer and poet to translate, and over the course of the semester, the class will workshop, edit, and refine the translations.

Foreign Language Requirement: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or equivalent).

Supportive Readings and Materials:

HuskyCT
The Translation Studies Reader, by Laurence Venuti.
19 Ways of Looking at Wang Wei, by Eliot Weinberger and Octavio Paz.

Objectives

By the end of this course:

- You will be familiar with various methods and practices of literary translation, and will have worked toward developing your own approach
- You will have an understanding of a spectrum of theories of translation
- You will have workshopped and completed a translation of your own

Assignments

- Most weeks you will be expected to do a short translation of your choice of 150 - 200 words in any genre.
- One midterm
- Three 15 minute presentations

- A portfolio consisting of a translation of 8 pages of prose, and two pages of poetry of your choice from a foreign language into English

Grade Breakdown

20% Performance and Participation. You will be expected to participate in discussions and to have carefully read and given thought to the material set for each class. For each class that you miss, you will lose the total points allotted to that day.

15% Presentation of a Published Translation. Each student will give a 15-minute presentation analyzing a published translation, discussing its merits and/or shortcomings.

15% Presentation of Your own Translations. Each student will give a 15-minute presentation analyzing a prose paragraph and 15-minute presentation of poetry, discussing the issues and challenges they experienced in translating.

20% Midterm Test.

30% Student's final translation portfolio. 8 pages of prose translation, 3 pages of poetry translation.

Plagiarism: Plagiarism is the theft of another's ideas or specific language, and the presentation of that material as one's own. In translation, plagiarism is copying out or following another translator's word choices without an acknowledgement. Any student who commits plagiarism will receive a grade of "F" for the course. The Dean of the College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

PLAN OF CLASSES:

*** This plan of classes can be subjected to any change that the instructor might deem appropriate. If such changes occur, students will be informed in class by the instructor. The updated syllabus will always be available in HuskyCT.

WEEK 1

Class 1

Introduction to the course and discussion of general concepts of literary translation. Come to class having read Octavio Paz's short article "Translation: Literature and Letters. http://isites.harvard.edu/fs/docs/icb.topic84298.files/Supplementary_readings/PAZ.PDF

WEEK 2

Class 2

19 Ways of Looking at Wang Wei by Eliot Weinberger and Octavio Paz. Discussion of the different approaches to translation that the translators featured in *19 Ways of Looking at Wang Wei* have used.

Class 3
The Romans. Read Nicolas Perrot d'Albancourt's short texts "Preface to Tacitus" and "Preface to Lucian." And Dryden's "From the Preface to Ovid's Epistles." Discussion on how English, when it was still a young language, used translations of Greek and Roman classics to acquire a literary canon. Weekly discussion of students' short (150-200 word) translations.

WEEK 3

Class 4

The worst translator in the world? Read "'The Beauty of Greece in the Tents of Shem': Aquila between the Camps." Discussion of Aquila's word-for-word Greek translation of the Bible.

Class 5.
The Bible translations. Jerome's "Letter to Pammachius." Genealogies of Translation Theory: Jerome," by Lawrence Venuti. We will study a Bible verse, and compare various canonical translations. Weekly discussion of students' short (150-200 word) translations.

WEEK 4

Class 6.
1) The Medieval Arabic schools of translation.
2) Class discussion about what texts the students will translate for their portfolio. We will talk about issues professional literary translators keep in mind when choosing an author.

Class 7.
Jorge Luis Borges's articles "The Translators of the Thousand and One Nights" and "Word Music and Translation." Weekly discussion of students' short (150-200 word) translations.

WEEK 5

Class 8
Bring the initial pages of the prose translation of your portfolio to the class. Class workshopping of texts.

Class 9
Class workshopping of texts.

WEEK 6

Class 10
German Thinkers on translation. For this class read the three short articles: "Translations," by Goethe, "On the Different Methods of Translation," by Friedrich Schleiermacher, and "Translations," by Nietzsche.

Class 11
Read four translator's interviews from ASYMPTOTE for class discussion. Weekly discussion of students' short (150-200 word) translations.

WEEK 7

Class 12
Bring to class the poetry from your translation portfolio. Class workshopping of poetry texts.

Class 13
Class workshopping of poetry texts.

WEEK 8

Class 14
Read Roman Jakobson's "On Linguistic Aspects of Translation," and "The Language of Schizophrenia: Hölderlin's Speech and Poetry."
http://www.jstor.org.ezproxy.lib.uconn.edu/stable/1772357?sid=primo&origin=crossref&seq=1#page_scan_tab_contents

Class 15
Vladimir Nabokov, "Problems of Translation: Onegin in English." Weekly discussion of students' short (150-200 word) translations.

WEEK 9
Class 16

Midterm Test

Class 17

Read "Collaboration, Revision, and other less forgivable sins," by Edmund Keeley, and "Pleasures and Problems of Translation." by Donald Frame. Weekly discussion of students' short (150-200 word) translations.

WEEK 10

Class 18
Student presentations analyzing a published translation, part I. Class discussion.

Class 19
Student presentations analyzing a published translation, part 2. Class discussion.

WEEK 11

Class 20
Read Antoine Berman's "Translation and the trials of the foreign."

Class 21
Kwame Anthony Appiah, "Thick Translation" and "On trying to translate Japanese," by Edward Seidensticker. Weekly discussion of students' short (150-200 word) translations.

WEEK 12

Class 22
"What Is a 'Relevant' Translation," by Jacques Derrida.

Class 23
"Translation and World Literature: Love in the Necropolis," by David Damrosh.

WEEK 13
Thanksgiving break

WEEK 14

Class 24
Student workshopping their translation portfolio with class discussion.

Class 25
Student workshopping their portfolio with class discussion.

WEEK 15

Class 26
Student presentations I

Class 27
Student presentations II

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 03/30/2016
2. Department requesting this course: LCL
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!

LCL 5020. Digital Humanities, Media Studies, and the Multimodal Scholar
3 credits. Seminar.
An introduction to digital methods and media theory in the humanities to research, debate and practice multimodal forms of scholarship in literary studies.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area:
2. Course Number: LCL 5020
3. Course Title: Digital Humanities, Media Studies and the Multimodal Scholar
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):
An introduction to digital methods and media theory in the humanities to research, debate and practice multimodal forms of scholarship in literary studies.
6. Course Type, if appropriate:
__Lecture __ Laboratory _x_ Seminar __ Practicum

Optional Items

7. Prerequisites, if applicable: none
8. Recommended Preparation, if applicable: none
9. Consent of Instructor, if applicable: none
10. Exclusions, if applicable: none
11. Repetition for credit, if applicable: yes

12. S/U grading: by permission of instructor only

Justification

1. Reasons for adding this course: The LCL department is expanding its offerings in the graduate program to satisfy an identified need in the areas of digital culture and media studies.
2. Academic merit: The seminar is going to be part of the consolidated LCL PhD program as well as a fundamental element of the Graduate Certificate in Digital Humanities and Media Studies (in progress).
3. Overlapping courses: none
4. Number of students expected: 10-20
5. Number and size of sections: none
6. Effects on other departments: none
7. Staffing: the course can be taught with existing staff
8. Dates approved by
   Department Curriculum Committee: Apr 3, 2016
   Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: Anke Finger (860-208-9975), anke.finger@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.

New Graduate Seminar in LCL

LCL 5020
Digital Humanities, Media Studies, and the Multimodal Scholar
Syllabus

Instructor: Anke Finger (anke.finger@uconn.edu)

This seminar covers three areas of inquiry and scholarship practice that increasingly inform literary and cultural studies:

1) media studies, an interdisciplinary field including media theory, media history and the history of technology;
2) digital humanities, a firmly established, interdisciplinary and collaborative field that embraces using digital tools for humanities research and teaching and, in turn, analyzes digital culture(s) using humanistic approaches and methods;
3) and multimodal scholarship, in essence the combination of both media studies and digital humanities inasmuch as thinking and communicating with digital tools has moved far beyond traditional print parameters and includes a multitude of media, thereby widening and deepening the parameters for humanities research in general.

We will discuss a range of basic readings, explore theoretical as well as practical questions related to these three areas of inquiry for teaching and scholarship, and delve into practical work that will help us develop our own, informed and creative approach to media studies and digital humanities on the background of literary and cultural studies. At the end of the semester students should be familiar with some basic as well as advanced concepts and questions in media studies, have worked with examples of humanistic research in the digital age, and be able to apply digital tools with a solid theoretical foundation to pursue their own research beyond traditional, analog methods of inquiry and study.

Texts / materials will be available as PDFs or online. The course itself will be co-constructed using wordpress, implementing a variety of digital tools that will also be under investigation as objects in media studies.

Requirements:

Participation (including building digital materials)	30%
4 blog entries	20%
Familiarization with and presentation of 2 web platforms or online tools	20%
Final project	30%

Schedule

Part I: Media Studies

Week 1
Introduction to seminar

Week 2
Media Studies: what is a medium?
Discussion of readings, presentation of 2 chapters from Mitchell & Hansen, and collaborative building of wordpress site for seminar
Texts: 2 chapters from Hansen and Mitchell, eds. *Critical Terms in Media Studies* (2010); Galloway: "Love of the Middle" in *Excommunication* (2014)

Week 3
Media Studies: classic texts 1
Introduction by Lev Manovich to *The New Media Reader* (2003)
http://www9.georgetown.edu/faculty/irvinem/theory/manovich-new-media-intro.pdf

Texts: "The Garden of Forking Paths" (Borges); "The Galaxy Reconfigured" and "The Medium is the Message" (McLuhan); "Constituents of a Theory of the Media" (Enzensberger)
Sites:
http://www.spectersofmcluhan.net/index.htm

Week 3
Media Studies: classic texts 2
From "A Thousand Plateaus" (Deleuze and Guattari); "A Cyborg Manifesto" (Haraway); "The Work of Culture in the Age of Cybernetic Systems" (Nichols); "The End of Books" (Coover); "Nonlinearity and Literary Theory" (Aarseth)

Week 4
Media History and History of Technology
Vannevar Bush: "As we may think" (1945)
http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/
Excerpts from Kittler, Bolter, and Flusser

Week 5
Media Archeology
Kirschenbaum, *Mechanisms*, etc.

Part II: Digital Humanities

Week 6
Intro to Digital Humanities
Excerpts from Gold, *Debates in DH* (2012, 2014)

Week 7
Presentations on DH by invited faculty from across campus

Week 8
Spring Break

Week 9
Digital Humanities: curating content
Burdick et al.: Digital_Humanities
http://mitpress.mit.edu/sites/default/files/titles/content/9780262018470_Open_Access_Edition.pdf

Hayles, Liu and Gold; practical work through Scholars' Collaborative

Week 10
Critical Making: Making It Different
The Deformance Thesis
Lisa Samuels and Jerome J. McGann, "Deformance and Interpretation" (1999)
Stephen Ramsay, "Algorithmic Criticism" (2004)
Mark Sample, "Notes Towards a Deformed Humanities" (2012)
Douglas B. Kell and Stephen G. Oliver, "Here is the Evidence, Now What is the Hypothesis? - The Complementary Roles of Inductive and Hypothesis-driven Science in the Post-genomic Era" [PDF] (2003

The Transform Thesis
Alan Liu, "Where is Cultural Criticism in the Digital Humanities?" (2012)
Todd Presner, "Critical Theory and the Mangle of Digital Humanities" [draft version; PDF] (2012)
Tara McPherson, "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation" (2012)
Adeline Koh and Roopika Risam, ed., #DHpoco "Open Thread: The Digital Humanities as a Historical 'Refuge' from Race/Class/Gender/Sexuality/Disability?" (May 10-14, 2013)
See also Postcolonial Digital Humanities (#DHpoco) "Founding Principles"
Anne Cong-Huyen, "Transformative Asian/American Digital Humanities" (2013)
Michael Widner, "The Digital Humanists' (Lack of) Response to the Surveillance State" (20 Aug. 2013)

Final project draft due

Week 10
Presentation of tools and platforms with critical analysis

Part III: Multimodal Scholarship

Week 11
New Models for Scholarly Publishing, Authorship, and Sharing

Kathleen Fitzpatrick, *Planned Obsolescence* (read, at least, the chapters on "peer review," "authorship," and "the university"):
http://mediacommons.futureofthebook.org/mcpress/plannedobsolescence/

Vectors: Journal of Culture and Technology in a Dynamic Vernacular:
http://www.vectorsjournal.org/ Please read the introductory editorial statements from several issues and familiarize yourself with a number of projects in your discipline.

Chris Johanson and Diane Favro, "Death in Motion: Funeral Processions in the Roman Forum," available as multimedia article, with Google Earth models:
http://www.jstor.org/stable/10.1525/jsah.2010.69.1.12

Julia Flanders, "The Productive Unease of 21st Century Digital Scholarship," in: *Digital Humanities Quarterly* 3.3. (Summer 2009). Available:
http://digitalhumanities.org/dhq/vol/3/3/000055/000055.html

Week 12
Multimodal Scholarship continued with practical work via Scholars' Collaborative

Week 13
Presentation of final projects

Week 14
Due date of Final Project

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 3/23/2016
2. Department requesting this course: MARN
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!

MARN 5067. Synoptic Meteorology
Fundamental processes of atmospheric synoptic meteorology, including the governing equations of motion, atmospheric stability, quasi-geostrophic theory, extratropical cyclogenesis, and frontogenesis.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 5067
3. Course Title:Synoptic Meteorology
4. Number of Credits (use digits, "3" not "three"):3
5. Course Description (second paragraph of catalog entry):
6. Course Type, if appropriate:
   x__Lecture __ Laboratory __ Seminar __ Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable:
10. Exclusions, if applicable:
11. Repetition for credit, if applicable:
12. S/U grading:

Justification

1. Reasons for adding this course: This course provides an additional and needed graduate offering in the Physical Oceanography track. The topic is focused on

Dr. Lombardo's research expertise and is relevant to coastal and air-sea processes. No similar courses are offered by the Department.

2. Academic merit: By the end of the semester, students should be able to understand the physical meaning of the mathematical equations that govern synoptic scale motions and phenomena.
3. Overlapping courses: None
4. Number of students expected: 6
5. Number and size of sections: 1
6. Effects on other departments: We are aware of no other graduate courses in this topic in CLAS. Students from other departments and colleges are welcome to enroll in this course should it align with their research and educational interests.
7. Staffing: Dr. Kelly Lombardo
8. Dates approved by
   Department Curriculum Committee: 3/25/2016
   Department Faculty: 4/1/2016
9. Name, Phone Number, and e-mail address of principal contact person:

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

Syllabus

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

Additional Approval

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

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COURSE NUMBER

Synoptic Meteorology
Marine Sciences

Syllabus – Fall 2016

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

Course and Instructor Information

Course Title: Synoptic Meteorology
Credits: 3
Format: in class
Prerequisites: n/a
Professor: Dr Kelly Lombardo

Email: kelly.lombardo@uconn.edu
Telephone: 860 405 9256
Office Hours/Availability: TBD

Course Materials

Suggested texts

An Introduction to Dynamic Meteorology J. R. Holton; *Synoptic-Dynamic Meteorology in Midlatitudes I & II* H. B. Bluestein

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

Course Description

This course focuses on the fundamental processes of atmospheric synoptic meteorology, including the governing equations of motion, atmospheric stability, quasi-geostrophic theory, extratropical cyclogenesis, and frontogenesis.

Course Objectives

By the end of the semester, students should be able to understand the physical meaning of the mathematical equations that govern synoptic scale motions and phenomena.

Course Outline

Part 1:

Equations of Motion on an inertial reference frame
Synoptic scaling of the Equations of Motion: Hydrostatic Approximation, Geostrophic Approximation, Hypsometric Equation, Thermal Wind
Ageostrophic Motions: Isallobaric Wind, Jet Circulations

Part II:

Thermodynamics, the Thermodynamic Equation, & Stability
Vorticity Equation
Quasi-geostrophic Vorticity & Thermodynamic Equations
Quasi-geostrophic Height Tendency & Omega Equations
Q-vectors
Quasi-geostrophic Potential Vorticity

Part III:

Extratropical & Coastal Cyclones
Frontogenesis and Coastal Fronts
Hurricanes

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
In class exams (2)	60%
Presentation	30%
Homework	10%

Grading Scale:

Undergrad

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

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0

Grade	Letter Grade	GPA
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

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

Late assignments will not be accepted.

Feedback and Grades

I will make every effort to provide feedback and grades within a week of the assignment/exam.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

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

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

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through HuskyTech. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Evaluation of the Course

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

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 3/29/2016
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: Spring 2018

Final Catalog Listing

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

MARN 5200. Oceanographic Data Analysis
Programming, data input/output, and graphing with advanced scientific analysis software. Analysis of temporal and spatial patterns in oceanographic datasets using multivariate regression, harmonic analysis, Fourier and wavelet transforms, empirical orthogonal functions, and three-dimensional mapping.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MARN
2. Course Number: 5200
3. Course Title:Oceanographic Data Analysis
4. Number of Credits (use digits, "3" not "three"):3
5. Course Description (second paragraph of catalog entry):
6. Course Type, if appropriate:
   x__Lecture __ Laboratory __ Seminar __ Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable:
10. Exclusions, if applicable:
11. Repetition for credit, if applicable:
12. S/U grading:

Justification

1. Reasons for adding this course: This course will add to the skill-set of

graduate students in the Oceanography program. It addresses a need for instruction in advanced quantitative analysis identified at a Department of Marine Sciences faculty retreat. No similar courses are offered by the Department. This course has been taught twice as MARN special topics courses: "Matlab for Marine Sciences" (Spring 2014) and "Oceanographic Data Analysis" (Spring 2016).

2. Academic merit: By the end of the semester, students should be able to use advanced scientific analysis software and apply several data analysis techniques to isolate and describe temporal and spatial patterns in oceanographic datasets. These are essential skills for researchers in environmental sciences. Students have applied techniques learned in this course to their thesis research.
3. Overlapping courses: The data analysis techniques taught in this course partially overlap with CE/ENVE 5320 Environmental Quantitative Methods and NRE 5605 Environmental Data Analysis. The proposed course lectures and some of the analysis methods (e.g. harmonic analysis) are tailored specifically to marine sciences.
4. Number of students expected: 10
5. Number and size of sections: 1
6. Effects on other departments: We anticipate no effects on other departments. Students from other departments and colleges are welcome to enroll in this course should it align with their research and educational interests.
7. Staffing: Dr. Michael M. Whitney
8. Dates approved by
   Department Curriculum Committee:4/1/2016
   Department Faculty:4/1/2016
9. Name, Phone Number, and e-mail address of principal contact person:

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

Syllabus

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

Additional Approval

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

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MARN 5XXX
Oceanographic Data Analysis
Department of Marine Sciences

Syllabus – Spring 2016

Course and Instructor Information

Course Title: Oceanographic Data Analysis
Credits: 3
Format: In-class lectures in MAR 104 (Avery Point)
Prerequisites: None

Professor: Dr. Michael M. Whitney
Email: Michael.Whitney@uconn.edu
Office Hours/Availability: MAR 185 (Avery Point), office hours by appointment

Course Description

Programming, data input/output, and graphing with advanced scientific analysis software. Analysis of oceanographic datasets with multivariate regression and corresponding statistics, time series analysis (via harmonic analysis and Fourier and wavelet transforms), spatial analysis (via 3-dimensional mapping and empirical orthogonal functions), and optimized dynamic models.

Course Objectives

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

1. Write and execute programs, input and output data, and graph results within the scientific analysis software package.
2. Apply multivariate regression to data sets and statistically assess the quality of fits.
3. Analyze time series via tidal harmonic analysis, Fourier transforms, and wavelet transforms.
4. Analyze spatial data sets via 3-dimensional contour maps and empirical orthogonal functions.
5. Optimize dynamic models that describe simple biophysical processes.

Course Materials

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

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

Primary text: Thomson, R. E., & Emery, W. J. (2014). *Data analysis methods in physical oceanography*. Elsevier. (http://store.elsevier.com/Data-Analysis-Methods-in-Physical-Oceanography/Richard-E_-Thomson/isbn-9780123877826/)
(http://www.amazon.com/Data-Analysis-Methods-Physical-Oceanography-ebook/dp/B00M6QHHUC/ref=sr_1_1?s=books&ie=UTF8&qid=1453223639&sr=1-1&keywords=9780123877833)

Supplementary text: Glover, D. M., Jenkins, W. J., & Doney, S. C. (2011). *Modeling methods for marine science*. Cambridge University Press.
(http://www.cambridge.org/US/academic/subjects/earth-and-environmental-science/oceanography-and-marine-science/modeling-methods-marine-science)
(http://www.amazon.com/Modeling-Methods-Marine-Science-Glover/dp/0521867835)

Scientific Analysis software: This course will use MATLAB provided on skybox.uconn.edu virtual desktop.

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

Course Outline (and Calendar if Applicable)

Course Schedule

Week	Topic
1	**Press any key to get started**
	"Where's the 'any' key?"
2	**Reading data files and plotting time series**
	"They're in the computer it's so simple."
3	**Writing and debugging m-files**
	"It was the best of times, it was the blurst of times"
4	**Multivariate regressions**
	"Re[g]ression, recession, it's all the same thing"
5	**Statistics and effective degrees of freedom**
	"Twenty thousand data runs and no statistically significant results. Very impressive!"
6	**Harmonic analysis**
	"I cannot filter out the distortion, sir. It's getting worse."
7	**Wavelet analysis**
	"All I need are some tasty waves"
8	**Fourier analysis**
	"Mathematical Analysis is as extensive as nature herself."
9	**Constructing dynamic models**
	"First model walks; second model duplicates, then elaborates."
10	**Optimizing dynamic models**
	"Excellent. We can use non-linear math and data mining technology to optimize our retail channels."
11	**Contouring and plotting spatial data**
	"I programmed myself to dream about your space."
12	**Empirical Orthogonal Functions**
	"Right now I feel like I could take on the whole Empire myself."
13	**Working on projects**
	"Two Minus Three Equals Negative Fun"
14	**Presenting project results**
	"Back off man, I'm a scientist."

Course Requirements and Grading

Successful completion of this course requires actively participating in class, promptly reading assigned chapters in the text, and completing homework assignments, in-class presentations, the midterm project, and the final project.

The final grade in the course will not be curved based on the highest grade in the class. The final grade will be calculated as the weighted average of the scores obtained in each of the following categories:

Course Components	Weight
Participation	20%
Assignments	35%
Midterm Project	20%
Final Project	25%

Participation: Participation includes attending class, completing assigned presentations, actively participating in class discussions, and completing assigned readings.

Assignments: Assignments are based on materials presented in the lectures and assigned readings. Students are expected to return completed homework assignments by 5 PM one week after they are assigned.

Midterm Project: The midterm project will be on a topic assigned by the instructor and will apply analysis skills to oceanographic data.

Final Project: The final project will be on an individually-selected topic (in consultation with the instructor) that applies data analysis skills covered in this course and conveys scientifically meaningful results.

Grading Scale:

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

Due Dates and Late Policy
All course due dates are identified in the syllabus and via HuskyCT assignments and HuskyCT messages. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

The following penalty guidelines will be assessed for late assignments: 10% penalty within 1 week, 25% penalty within 2 weeks, 100% penalty (no credit) beyond 2 weeks after the due date. No assignments will be accepted for credit after the last day of classes for the semester.

Illnesses and other personal circumstances may be grounds for excused absences and relief from assignment deadlines at the discretion of the instructor. The student is expected to contact the instructor in advance of class in most situations or shortly thereafter in extreme circumstances. Make-up tests should be scheduled and completed within 1 week of the student's return. Deadlines for work missed during absences will be extended by no more than 2 weeks beyond the student's return. Specific arrangements will be determined by the instructor on a case by case basis. The student is responsible for all material covered during the absence and the student is expected to keep up with any work assigned following an absence. The Director of Student Affairs at Avery Point (http://averypoint.uconn.edu/student-affairs/) and the Dean of Students (http://dos.uconn.edu/) have additional information concerning absences.

Feedback and Grades

Every effort will be made to provide feedback and grades in a timely manner**.** To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

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

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

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

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

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

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

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

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

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

Academic Calendar
The University's Academic Calendar contains important semester dates.

Academic Support Resources
Technology and Academic Help provides a guide to technical and academic assistance.

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

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

Software Requirements and Technical Help

- MATLAB (available on skybox.uconn.edu)
- Word processing software (available on skybox.uconn.edu)
- Adobe Acrobat Reader
- Internet access

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

Minimum Technical Skills

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

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

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

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

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