

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

Proposal to Add a New Undergraduate Course

Last revised: Monday, December 8, 2003

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

1. Date: March 5th, 2014
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2013

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

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

ANTH 3555. Archaeological Science
Either semester. Three credits. Open to Sophomores. Consent of instructor required.
Hartman.
Survey of scientific methods used to answer archaeological questions. Methods, applications and lab demonstrations.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 3555

If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ☒ Yes ☐ No

3. Course Title: Archaeological Science
4. Semester offered (see [Note C](#)): Either semester
5. Number of Credits (see [Note D](#)): Three

6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Survey of scientific methods used to answer archaeological questions. Methods, applications, and lab demonstrations.

Optional Items

- 7. Number of Class Periods, if not standard (see [Note E](#)):
- 8. Prerequisites, if applicable (see [Note F](#)): None
- 9. Recommended Preparation, if applicable (see [Note G](#)):
- 10. Consent of Instructor, if applicable (see [Note T](#)): Consent of instructor required
- 11. Exclusions, if applicable (see [Note H](#)): None
- 12. Repetition for credit, if applicable (see [Note I](#)): Not applicable
- 13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Hartman
- 14. Open to Sophomores (see [Note U](#)): Yes
- 15. Skill Codes "W", "Q", or "C" (see [Note T](#)): None.
- 16. S/U grading (see [Note W](#)): No.

Justification

- 1. Reasons for adding this course: (see [Note L](#)):

The use of scientific methods such as ancient DNA analysis, isotope analysis and radiometric dating are becoming increasingly popular in archaeological research. While students are introduced to major archaeological discoveries and interpretations that were made using scientific methods in many archaeological courses at UCONN, no course provides a basic understanding of the scientific techniques themselves.

- 2. Academic Merit (see [Note L](#)):

Archaeological interpretation begins with the examination of excavated material remains. In many cases these remains contain valuable information not visible to the naked eye that can only be unraveled using scientific methods. Archaeological Science is designed to introduce students to a wide array of methods that are currently

extending the boundaries of archaeological interpretation. Dating techniques, material sciences, stable isotope techniques, and ancient DNA analysis are among the many topics that are be covered in this course. The course also includes demonstrations of scientific methods in laboratory settings.

3. Overlapping Courses (see [Note M](#)): None

4. Number of Students Expected: 12

5. Number and Size of Section: One section, 12 students

6. Effects on Other Departments (see [Note N](#)): None

7. Effects on Regional Campuses: None

8. Staffing (see [Note P](#)): Hartman

9. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: Feb 17th 2014

Department Faculty: Feb 17th 2014

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

Gideon Hartman

(860)486-486-4850

gideon.hartman@uconn.edu

Archaeological Science 3098

Instructor: Dr. Gideon Hartman

Office: Beach Hall, Room 441

Telephone: office (860) 486 4850

E-Mail: gideon.hartman@uconn.edu

Office Hours: Thursday 1:00 – 2:00pm, or by appointment

Meets: BH 304 (alternative meeting locations will be announced in class)

Meeting time: Tuesday and Thursday, 9:30am – 10:45am

Course abstract:

Archaeological interpretation begins with the examination of unearthed remains. In many cases these remains contain valuable information that can only be unraveled using scientific methods. Archaeological Science is a course that is designed to introduce students to a wide array of methods that are used to extend the boundaries of archaeological interpretations. Dating techniques, material sciences, stable isotope techniques, and ancient DNA analysis are among the many topics that will be covered in this course. The course will also include demonstrations of scientific methods in laboratory settings (see image below). The course will be pitched at a level suitable for non-science majors.

Course requirements:

Students are expected to attend the lectures and the presentations. Reading materials will be posted at the end of each lecture. Readings are not mandatory. A Quiz that covers the material taught in class will be given at the end of each module. The quizzes will take place at the first 10 minutes of class before a new module is introduced. There will be no makeup quizzes. For grading purposes the best 3 out of 4 quizzes will be averaged.

Absence from exams should be fully supported before an alternative date for a makeup exam is scheduled.

Course evaluation:

Module quizzes (3 out of 4) 20%

Midterm exam	35%
Final exam	35%
Attendance	10%



Course schedule:

August 28 Introduction

Module I: Dating

August 30 Absolute dating techniques + radiocarbon

September 4 Radiometric dating: Uranium series, $^{40}\text{Ar}/^{39}\text{Ar}$

September 6 Trapped charge dating and amino-acid racemization.

September 11 Dating Quiz

Module II: Imaging

September 11 Optical Microscopy

September 13 Sample preparation and optical microscopy demonstration

September 18 Scanning Electron microscopy

September 20 Visit to the Material Sciences SEM facility

September 25 Imaging Quiz

Module III: Biomolecular techniques

September 25 Ancient DNA

September 27 visit to a forensic DNA laboratory

October 2 Stable isotopes (IRMS)

October 4 Residue analysis

October 9 MIDTERM EXAM

Module IV: Tracing methods

October 11 XRF, EDS-SEM, NAA

October 16 ICP-MS

October 18 FTIR, XRD

October 23 visit to the CESE ICP-MS + XRF

October 25 Tracing Methods Quiz

Module V: Shape analysis

October 25 from caliper to Micro-scribe

October 30 radiography and CT scanning

November 1 3D scanning

November 6 Shape analysis Quiz

Module VI: Integrating Methods

November 8 Early evidence for the use of fire

November 13 Reconstructing the Neanderthal diet

November 15 Domestication: Zooarchaeology and genetics

November 20 THANKSGIVING RECESSION

November 22 THANKSGIVING RECESSION

November 27 Domestication: plants

November 29 Authenticity of artifacts: Turin Shrouds

December 4 The mystery of Ötzi the iceman

December 6 Last Class (review session)

Bibliography for the enthusiastic Students:

Bowman, S. 1990 Interpreting the past, radiocarbon dating. University of California/British Museum, Berkeley. (library calling number: CC78 .B68 1990)

Brothwell, D. R., Pollard, A. M., 2001. Handbook of Archaeological Sciences. John Wiley & Sons Ltd., Chichester.

Malainey, M. E., 2010. A consumer's guide to archaeological science: Analytical techniques. Springer, New-York.

Weiner, S., 2010. Microarchaeology, beyond the visible archaeological record. Cambridge University Press, Cambridge. (library calling number: CC75.7; .W45 2010)

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Committee on Curricula and Courses

Proposal to Add a New Undergraduate Course

Last revised: Monday, December 8, 2003

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

1. Date: March 05, 2014.
2. Department requesting this course: ANTH
3. Semester and year in which course will be first offered: Spring 2013

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

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

ANTH 3720 Lab Methods in Archaeological and Forensic Science
Either Semester. 1-6 credits. Consent of instructor required.
Introduction to scientific lab methods used in archaeology and forensics. Includes six stand alone modules, each dedicated to a different method.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 3720
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ☒ Yes ☐ No
3. Course Title: Lab Methods in Archaeological and Forensic Science
4. Semester offered (see [Note C](#)): Either semester.
5. Number of Credits (see [Note D](#)): 1-6

6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Introduction to scientific lab methods used in archaeology and forensics. Includes six stand alone modules, each dedicated to a different method.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 6 weekend modules worth one credit each, each module includes 15 hours of instruction per weekend on Friday evening, Saturday and Sunday.

8. Prerequisites, if applicable (see [Note F](#)): None

9. Recommended Preparation, if applicable (see [Note G](#)): None

10. Consent of Instructor, if applicable (see [Note T](#)): Consent of instructor required.

11. Exclusions, if applicable (see [Note H](#)): None

12. Repetition for credit, if applicable (see [Note I](#)): Not applicable.

13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):

14. Open to Sophomores (see [Note U](#)): No

15. Skill Codes "W", "Q", or "C" (see [Note T](#)): Not applicable

16. S/U grading (see [Note W](#)): No

Justification

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

Currently, the exposure of undergraduates to scientific methods in anthropology is limited to lectures and demonstrations. The course will add a new dimension to the curriculum on scientific research in anthropology by providing hands on laboratory training in the fields of anthropology and forensics.

2. Academic Merit (see [Note L](#)):

Archaeology and forensic science share many goals and techniques. Both disciplines strive to understand past events for which evidence is often sparse and fragmentary. Recent developments in scientific methods offer opportunities to fill voids in our understanding of archaeological sites, crime scenes, and the past events they represent. This interdisciplinary course introduces students to a

wide range of lab methods taught as weekend modules. Enrollment for each unit is independent and students are not required to enroll in all modules, but should talk to the relevant instructor for details. The course is taught to advanced undergraduate and graduate students as a series of six modules. The modules include topics such as: Genetics I,II,III; Human Osteology; Microscopy and Botany; and Stable Isotope Analysis. Each module is worth one credit. Each module consists of 15 contact hours comprised of labs and lectures and takes place during a single weekend. Scheduling the modules on weekends ensures that they do not conflict with conventional course work. Most module instructors are advanced graduates that get valuable opportunity to practice teaching in their specialized field of expertise.

3. Overlapping Courses (see [Note M](#)): The lab techniques in this course will complement theoretical and methodological discussions presented in other courses such as ANTH 3555 Archaeological Science, ANTH 3706 Archaeobotany, ANH 3702 Human Osteology

4. Number of Students Expected: 14 per module

5. Number and Size of Section: 6 sections, one per one credit module, 14 students for each module.

6. Effects on Other Departments (see [Note N](#)): The genetics and human osteology models will be taught in collaboration with the Center for Applied Genetics and Technology (CAGT) in MCB. These modules will be taught by MCB graduate students.

7. Effects on Regional Campuses: None

8. Staffing (see [Note P](#)):

9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: Feb 17th 2014
Department Faculty: Feb 17th 2014

10. Name, Phone Number, and e-mail address of principal contact person:
Gideon Hartman, course co-ordinator
(860)486-850
Gideon.Hartman@uconn.edu



College of Liberal Arts and Sciences
Department of Anthropology

MCB 5428-04, ANTH 3095-04 & 5305-32 FORENSIC HUMAN OSTEOLOGY

Jacqueline Meier

February 7-8, 2013: 6-8 pm

Feb 9-10, 2013: 10am-4pm (1 hr lunch)

1 credit

Beach Hall 452 "The Bone Lab"

This course will provide a concise overview of human skeletal anatomy from a morphological and functional perspective. Instructional format will include lecture and laboratory exercises.

Students will learn to:

- Identify the bones of the human skeleton
- Identify major anatomical landmarks
- Determine sex
- Estimate age at death
- Calculate stature
- Recognize effects of trauma and pathologies





ANTH 5305 Human Forensic Osteology 2012 February 7-10 Jacqueline Meier, Instructor

This class is intended to provide you with a brief introduction to the bones of the human body and to the application of forensic osteological techniques. As this course is short, the level of detail expected of you is much less than if this class was taken in full form, and may be repeated as ANTH 3702.

Modules will generally begin with a lecture (about 1 hr.) and be followed by a hands on laboratory for the remaining time in that module (about 1.5 hr.). **Grades will be evaluated based on your written responses on your lab forms as well as a quiz on the basics of human skeletal anatomy.** The lab forms are to be completed during the laboratory time and turned in at the end of the laboratory time for that module. This will require you to focus on the tasks, measurements and observations during lab time in order to complete them in a timely fashion.

Recommended Reading: Most of the necessary materials for the completion of this course are provided in your lab packet. Short readings will be provided for you to print or download on HuskyCT. You should purchase the following book for use in class and also to become familiar with use of this manual for future use in the field:

White, T. & Folkens, P. 2005. *The Human Bone Manual*. Academic Press. ISBN-13: **978-0120884674**

Ground Rules:

Food and Drink: Water is the only drink allowed in the laboratory. Please be sure that it is in a sealed container. There will be absolutely no eating in the laboratory

Bones: You may pick up and examine the specimens; however, you are not to pick them up more than a few inches off the tables. You must NOT carry specimens from one table to another or ever hold them over the floor! Keep them over the padded tables at all times. Bones are tough, but they can break easily if dropped on the tile floor!!



Daily Schedules: Please skim all readings prior to class to prepare. I hope that you will use these references for continuing your studies after the course.

Thursday, February 7:

Reading: Burns Chapter 13: Introduction to Forensic Lab Analysis, Bass "Human Osteology: Introduction"

Reference: White "Chap 6: Anatomical Terminology", Chs. 9-13

Schedule:

6:00 -8:00 pm Module 1: Introduction to the Bones of the Human Body: the axial skeleton, shoulder girdle, arm & hand.

Lab 1: The Bones Of The Body, Part 1

Friday, February 8:

Reading & Reference: Bass "Human Dentition" pgs 271-305 (lots of charts and useful images)

Reference: White Chs. 14-16

Schedule:

6:00 -8:00 pm Module 2: Introduction to the Bones of the Human Body: the pelvic girdle, leg, foot & skull (part 1)

Lab 2: The Bones Of The Body, Part 2

Saturday, February 9:

Reading & Reference: Schwartz 215-260 (Select pgs), White Ch. 19.3 (Age), Ch.19.4 (Sex), Bass Ageing and Sexing (Uploaded)

Schedule: 10:00-12:30 Module 3: Age at death and Skull (Part 2)

Bones of the Human Body Lab 3: Using the information provided and lecture notes you will determine the age at death for several individuals. Skull part 2 will focus on ageing techniques with the cranium and mandible.

12:30-1 :30 Lunch

1:30-4:00 Module 4: Determining the sex of a skeleton

Lab 4: Using information provided in your packet you will determine the sex of several specimens provided.



Sunday, Feb 10:

Reading & Reference: Klepinger "Stature Estimation" pgs.77-88, "Trauma" pgs.101-116, Burns Ch. 13 (Only section on trauma), White Ch. 17 (Trauma), Ch. 19.5 (Stature)

Schedule: 10:00-12:30 Module 5: Pathology and Trauma

Lab 6: Diagnosis of the type of trauma observed on several specimens and summary description of fate of individuals in the archaeological sample.

12:30-1 :30 Lunch

1:30-4:00 Module 6: Stature and **QUIZ**

Using the information provided and lecture notes estimate stature for several individuals.



I. SYLLABUS

ANTH 3095-005/5305-034

BOTANY AND MICROSCOPY

SATURDAY, MARCH 9 – SUNDAY, MARCH 10, 2012

9 AM – 5 PM

Lab Methods in Archaeological and Forensic Science

Archaeobotany and Microscopy Laboratory, Beach Hall 453

Instructor: Thomas Hart

Teaching Assistant: Breanne Clifton

Office: Beach Hall 403

Office: Beach Hall 448

E-mail: thomas.hart@uconn.edu

E-mail: breanne.clifton@uconn.edu

Macrobotanical Assistant Supervisor:

Madelynn von Baeyer

Office: Beach Hall 407

E-mail: madelynn.von_baeyer@uconn.edu

Course Description:

Phytoliths and starch grains are microscopic plant remains that can survive for millions of years. The durability of these plant remains, along with the ability to identify them to the species level, allows researchers to answer questions relating to both modern and ancient plants. This course will provide an introduction to the taxonomy of identifiable plant remains (phytoliths and starch grains), the extraction and analysis of phytoliths and starch grains, and how they are used to answer archaeological and forensic questions in both the New and Old worlds. During this module, you will receive an introduction to basic optical microscopy, an introduction to phytolith and starch grain extraction from archaeological contexts, and learn how to create your own modern phytolith and starch grain comparative collection.



Course Requirements: The bulk of your grade will be determined by your lab performance (50%) as well as your participation (40%) during this course. The lab performance grade will consist of the successful completion of laboratory exercises such as microscope calibration and comparative phytolith mounting. At the end of the second day, there will be a “mini-practical” (10%) in which you will go around the room and answer questions at each station associated with different aspects of basic microscopy and microbotanical analysis covered in this course. Because of the truncated duration of this course there will be no required reading. However, it is recommended that you take a quick glance at the “Introduction to phytolith and starch grain analysis” handout in your information packet if you are interested expanding your understanding of the subject matter.

Grade breakdown:

Lab performance- 50%

Mini-practical- 10%,

Participation- 40%

Course attire: Because this is a lab course and you will be exposed to potentially harmful chemicals, appropriate laboratory attire must be worn at all times. Contact lenses are not allowed, even when worn under safety goggles. Closed toe shoes and long pants must be worn at all times while long hair must be tied back when around open flames. Proper laboratory safety equipment such as lab goggles, lab coats, nitrile gloves, and aprons will be provided.

Useful websites:

- **University of Sheffield Archaeobotany Wiki**
 - This is the best website for an introduction to phytolith and starch grain analysis
 - http://archaeobotany.dept.shef.ac.uk/wiki/index.php/Main_Page
- George Willcox homepage
 - <http://g.willcox.pagesperso-orange.fr/first.htm>
- Dorian Fuller downloads
 - <http://www.homepages.ucl.ac.uk/~tcrndfu/downloads.htm>
- The Society for Phytolith Research- Useful links
 - <http://www.phytolithsociety.org/useful-links.html>
- The Foundation for Archaeobotanical Research in Microfossils
 - <http://www.fossilfarm.org/index.html>
- PaleoResearch Institute
 - <http://www.paleoresearch.com/mainsite/manuals/manual.html>

Academic Misconduct:

Plagiarism or cheating of any kind will not be tolerated in this class. Please read Part VI from Uconn’s student code below.



Part VI from UCONN's Student Code: Academic Integrity in Undergraduate Education and Research

The following policy on undergraduate academic integrity was originally formulated by the Scholastic Standards Committee. It was revised and adopted at the (April 10,2000) meeting of the University Senate. This part of The Student Code describes the types of acts that shall be considered academic misconduct by undergraduates, and it presents the process for imposing sanctions for such acts.

A. Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Lecture and lab schedule

Saturday, March 9:

9:00am–10:15- Lecture

- *Course overview*
- *Introduction to archaeobotany*
- *Phytolith and starch grain basics*
- *Basic optical microscopy*

10:15–10:35- Break



10:30am–Noon- Lab

- *Ice breakers*
- *Introduction to basic microscopy exercise*
- *Basics of phytolith and starch grain exercise*

Noon–12:45pm- Lunch

12:45–1:45- Lecture

- *Phytolith and starch grain distribution and identification*
- *Comparative phytolith and starch grain collection, extraction and analysis*
- *Archaeological phytolith and starch grain, collection, extraction and analysis*

1:45–2:05- Break

2:05 – 5- Lab

- *Introduction to lab basics/safety*
- *Starch grain comparative processing exercise*
- *Phytolith comparative processing exercise*

Sunday, March 10

9:00–10:15 - Lab

- *Continue with starch and phytolith comparative exercise if needed.*

10:15am–Noon- Lecture

- *Phytolith and starch grain application*

Noon –12:45pm- Lunch

12:45–3:30- Lab

- *Continue with phytolith comparative processing*
- *Processing of archaeological phytoliths and starch grains*
- *Examine comparative collection slides*



College of Liberal Arts and Sciences
Department of Anthropology

3:30–3:45- Break

3:45–5:00

- Lab mini-practical



ANTH 3905/5305 Section 6: *Introduction to Stable Isotope Analysis*

CESE center, Annex 4 building, Seminar Room, Lab #10.

Instructor:

Dr. Gideon Hartman

Office: Beach Hall room 441

Email: gideon.hartman@uconn.edu

Teaching assistant:

David Leslie

Schedule:

Friday April 12th, 2013

4:00pm – 5:00pm	Welcome/Introduction to Stable isotopes and to the preparation laboratory
5:00pm – 6:00pm	LAB Bone sampling and cleaning

Saturday April 13th, 2013

9:00am – 10:00am	LECTURE Stable isotopes
10:15am – 12:00pm	LAB Bone demineralization in HCl
12:00pm – 12:30pm	Lunch
12:30pm – 1:30pm	LECTURE Stable isotope analysis of body tissues
1:45pm – 4:00pm	LAB Collagen purification

Sunday April 14th, 2013

9:00am – 9:45am	LECTURE How does the Isotopic Ratio Mass Spectrometer (IRMS) work?
10:00am – 12:00pm	LAB Collagen freeze-drying (lyophilization) + collagen quantification
12:00pm – 12:30pm	Lunch
12:30pm – 2:00pm	LAB sample weighing
2:15pm – 3:00pm	Quiz*

*Lab notebooks and quizzes should be both submitted by 3:00pm.

Module grading breakdown: 40% Module Quiz



40% Lab notebook

20% participation

If anyone is interested in lab internships please feel free to contact me

First General Note:

Due to the remote location of the CESE (30 minute walk from the Student Union building) you are asked to bring lunch for the next two days. There are water fountains in the facility.

Basic behavior in the lab:

The lab environment can be extremely hazardous and corrosive. Protect your body, and expensive garments, by wearing a lab coat and close-toed shoes.

Protect your hands, and the samples you are processing, with gloves.

Handling of hazardous solutions requires the use of protective goggles

Don't enter food or drinks into the lab.

Don't use any solutions (acids, bases, solvents) before reading the appropriate safety data sheets.

The operation of lab equipment is only permitted after appropriate training.

Lab Notebook

The lab notebook records every action to you take in the lab. It serves as a reference to sample processing procedures, in the same way a cookbook is used to recreate elaborate dishes. It also helps determine retrospectively what went wrong in case of erroneous results.

Leave the first four pages empty for a table of content that you will fill throughout your work in the lab.

Dedicate a new page to each step or procedure you start in the lab. Writing should be limited to the right page, leaving the left side for calculations/miscellaneous. Number each right page and don't forget to add a short title and page number into your table of content.



The lab notebook should be neatly organized because you are not the only person who will need to read through it.

The information recorded in the notebook remains in the lab and held as a 'black box' by the principal investigator. He is the person held accountable for the data used in publications resulting from research that has been performed in the lab. If questions arise regarding the validity of certain results – lab notebooks will be taken out from storage and used to falsify or validate the concern.

Quiz

At the end of the module you will take a quiz that will include the material covered and practiced in the past two and a half days. You will be allowed to consult your lab notebook.



College of Liberal Arts and Sciences
Department of Anthropology



University of Connecticut

*Center for Applied Genetics and
Technology*

College of Liberal Arts and Sciences

Department of Molecular and Cell Biology

MCB 5428-001: Theory and Practice of Forensic Identification:

DNA Extraction

ANTH 3095/5305: Genetics I

Beach Hall room 209

Instructor:

Sarah Trusiak - sarah.trusiak@uconn.edu

Saturday, January 26th, 2013

9:00 AM – 9:30 AM	Welcome / Introduction to lab equipment reagents
9:30 AM – 10:30 AM	Learning to use micropipetters
10:30 AM – 11:00 AM	Begin DNA extraction from Buccal swab until incubation step
11:00 AM – 12:00 PM	Lecture on Genetics / DNA extractions
12:00 PM – 1:00 PM	Lunch
1:00 PM – 4:00 PM	DNA extraction / PCI cleanup / microcon
4:00 PM – 5:00 PM	Written Exercise

Sunday, January 27th, 2013

9:00 AM – 9:45 AM	Quantify DNA using nanodrop
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9:45 AM – 10:45 AM	Check quality of extracted DNA on agarose gel
10:45 AM – 12:00 PM	Lecture on mitochondrial DNA and ancestry
12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:00 PM	Exam review, work on notebook entries
2:00 PM – 4:00 PM	Exam available to be taken
5:00 PM	Deadline: Exam and notebook must be submitted

Grade Breakdown

Class Participation	20%
Lab Notebook	40%
Exam	40%

Notebook Guidelines

A proper laboratory notebook is a scientist's best friend. All notebooks should be kept in pen (non-erasable). Pictures and such may be taped into the notebook, but everything else must be handwritten. Lab protocols must be documented as they happen, so that anyone can come in, pick up your lab notebook, and repeat EXACTLY what you did. This includes steps that you may have done incorrectly. Take note: correctly remembering all the things that you did from the beginning of the module is very difficult if you rush to complete your notebook at the end of the class. So try to keep up with writing in your notebook. There will be several times during the class where we will have time to do so. Doing things incorrectly is not automatic grounds for losing points on the notebook. However, if you fail to document everything (including steps we may amend), points will be subtracted. The fundamental concern is that your notebook accurate records precisely what you did. You should be able to pick up your notebook a year from now and exactly repeat what you did during the module.

You can take notes in your notebook. Your notebook should also be legible—if we cannot read it, we cannot grade it. Your notebook is to be your own work. You should be able to write the steps you do from the protocols we give you in YOUR OWN WORDS. Doing this will help you understand the reasons we do all the steps. Remember, the exam will be open notebook and NOTHING ELSE. No lecture notes. No papers. No exceptions. Notebooks are to be handed in when you are ready to leave. Incomplete notebooks will be docked 10 points for each day they are late. Notebooks will be graded on a 40-point scale. Failure to meet any of the above mentioned guidelines are grounds for point loss.

Notebook Requirements

Your notebook must include:

- Name (initials) on each page
- Date on each page
- Purpose/Objective for each experiment
- All reagents and software used
- Any and all additional information given during the module



- Protocols (which include any errors made)

Plagiarism Guidelines

Plagiarism is not tolerated in any form. Any violation of the UConn Academic Code of Conduct will result in a zero for all parties involved, and a meeting with the MCB Academic Misconduct Officer.

Class Participation Guidelines

In order to receive full points for class participation, you must:

- Arrive to class on time
- Follow directions and protocols
- Be productive in class discussions
- Follow all safety rules and regulation



College of Liberal Arts and Sciences
Department of Anthropology



University of Connecticut

*Center for Applied Genetics and
Technology*

College of Liberal Arts and Sciences

Department of Molecular and Cell Biology

MCB 5428-02: Theory and Practice of Forensic Identification:

PCR

ANTH 3095/5305: Genetics II

Beach Hall room 209

Instructor:

Sarah Trusiak - sarah.trusiak@uconn.edu

Saturday, February 23, 2013

9:00 AM – 11:00 AM	Welcome / Lecture on DNA and PCR
11:00 AM – 12:00 PM	Setup practice B-actin PCR
12:00 PM – 1:15 PM	Lunch
1:15 PM – 2:45 PM	Check PCR on agarose gel / Discuss results
2:45 PM – 3:45 PM	Setup haplotype PCR
3:45 PM – 5:00 PM	Written Exercise



Sunday, February 24, 2013

9:00 AM – 10:45 AM	Check PCR on agarose gel / Discuss results
10:45 AM – 11:45 AM	Lecture mitochondrial DNA, forensics, and ancestry
11:45 AM – 1:00 PM	Lunch
1:00 PM – 2:00 PM	Exam review, work on notebook entries
2:00 PM – 4:00 PM	Exam available to be taken
5:00 PM	Deadline: Exam and notebook must be submitted

Grade Breakdown

Class Participation	20%
Lab Notebook	40%
Exam	40%

Notebook Guidelines

A proper laboratory notebook is a scientist's best friend. All notebooks should be kept in pen (non-erasable). Pictures and such may be taped into the notebook, but everything else must be handwritten. Lab protocols must be documented as they happen, so that anyone can come in, pick up your lab notebook, and repeat EXACTLY what you did. This includes steps that you may have done incorrectly. Take note: correctly remembering all the things that you did from the beginning of the module is very difficult if you rush to complete your notebook at the end of the class. So try to keep up with writing in your notebook. There will be several times during the class where we will have time to do so. Doing things incorrectly is not automatic grounds for losing points on the notebook. However, if you fail to document everything (including steps we may amend), points will be subtracted. The fundamental concern is that your notebook accurate records precisely what you did. You should be able to pick up your notebook a year from now and exactly repeat what you did during the module.

You can take notes in your notebook. Your notebook should also be legible—if we cannot read it, we cannot grade it. Your notebook is to be your own work. You should be able to write the steps you do from the protocols we give you in YOUR OWN WORDS. Doing this will help you understand the reasons we do all the steps. Remember, the exam will be open notebook and NOTHING ELSE. No lecture notes. No papers. No exceptions. Notebooks are to be handed in when you are ready to leave. Incomplete notebooks will be docked 10 points for each day they are late. Notebooks will be graded on a 40-point scale. Failure to meet any of the above mentioned guidelines are grounds for point loss.

Notebook Requirements

Your notebook must include:

- Name (initials) on each page
- Date on each page



- Purpose/Objective for each experiment
- All reagents and software used
- Any and all additional information given during the module
- Protocols (which include any errors made)

Plagiarism Guidelines

Plagiarism is not tolerated in any form. Any violation of the UConn Academic Code of Conduct will result in a zero for all parties involved, and a meeting with the MCB Academic Misconduct Officer.

Class Participation Guidelines

In order to receive full points for class participation, you must:

- Arrive to class on time
- Follow directions and protocols
- Be productive in class discussions
- Follow all safety rules and regulation



College of Liberal Arts and Sciences
Department of Anthropology



University of Connecticut

*Center for Applied Genetics and
Technology*

College of Liberal Arts and Sciences

Department of Molecular and Cell Biology

MCB 5428-003: Theory and Practice of Forensic Identification:

DNA Sequencing and Haplogroups

ANTH 3095/5305: Genetics III

Beach Hall room 209

Instructor:

Sarah Trusiak - sarah.trusiak@uconn.edu

Saturday, March 2, 2013

9:00 AM – 10:30 AM	Welcome and lecture on DNA sequencing
10:45 AM – 11:30 AM	PCR cleanup
11:30 AM – 12:25 PM	Sequencing PCR setup
12:15 PM – 1:30 PM	Lunch
1:30 PM – 2:30 PM	Lecture on ancient DNA
2:30 PM – 4:30 PM	Sequencing precipitation



4:30 PM – 5:00 PM
overnight)

Load samples onto ABI 3130XL sequencer (sequencing occurs

Sunday, March 3, 2013

9:00 AM – 10:00 AM	Lecture on degraded samples and ancient DNA
9:30 AM – 10:30 AM	Check validity of sequences
10:30 AM – 12:00 PM	Sequence Analysis/Bioinformatics
12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:00 PM	Exam review, work on notebook entries
2:00 PM – 4:00 PM	Exam available to be taken
5:00 PM	Deadline: Exam and notebook must be submitted

Grade Breakdown

Class Participation	20%
Lab Notebook	40%
Exam	40%

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A proper laboratory notebook is a scientist's best friend. All notebooks should be kept in pen (non-erasable). Pictures and such may be taped into the notebook, but everything else must be handwritten. Lab protocols must be documented as they happen, so that anyone can come in, pick up your lab notebook, and repeat EXACTLY what you did. This includes steps that you may have done incorrectly. Take note: correctly remembering all the things that you did from the beginning of the module is very difficult if you rush to complete your notebook at the end of the class. So try to keep up with writing in your notebook. There will be several times during the class where we will have time to do so. Doing things incorrectly is not automatic grounds for losing points on the notebook. However, if you fail to document everything (including steps we may amend), points will be subtracted. The fundamental concern is that your notebook accurate records precisely what you did. You should be able to pick up your notebook a year from now and exactly repeat what you did during the module.

You can take notes in your notebook. Your notebook should also be legible—if we cannot read it, we cannot grade it. Your notebook is to be your own work. You should be able to write the steps you do from the protocols we give you in YOUR OWN WORDS. Doing this will help you understand the reasons we do all the steps. Remember, the exam will be open notebook and NOTHING ELSE. No lecture notes. No papers. No exceptions. Notebooks are to be handed in when you are ready to leave. Incomplete notebooks will be docked 10 points for each day they are late. Notebooks will be graded on a 40-point scale. Failure to meet any of the above mentioned guidelines are grounds for point loss.

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- Name (initials) on each page
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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: March 26, 2014
2. Judaic Studies /LCL
3. Nature of Proposed Change ?
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: B
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

This course is appropriate for CLAS category B (Literature) because it is a survey of literary works. How does Israeli writing (poetic, prose, film, lyric) respond to the experience of exile and national rebirth? How can we use literature to explore the very human tension between the yearning for home and the experience of dispossession? How do these works ask us to think about the balance between collective and individual fulfillment, between the pull of the past (tradition, history) and the lure of the new? How does the rich literary production that has marked Israel's short history express existential themes of meaning and memory; particular themes of integration and cultural, political and social conflict; artistic themes of creation and voice, legacy and language? How does a "new" society imagine itself in literature and how does literature respond to the success or failure of that imagining? What is the meaning of "national" literature or art, who decides what works may constitute it, and what purpose does it serve?

Effective Date (semester, year): Fall 2014

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

Current Catalog Copy

HEB 3279. Literature of Modern Israel

(279) Three credits.

The major themes and literary achievements of modern Hebrew writing. Authors to be emphasized include Feilerberg, Bialik, Brenner, Berdichevsky, Tschernichowsky, Agnon, Greenberg, and Alterman.

Proposed Catalog Copy

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

HEJS 3279. Modern Israeli Literature in Translation.

(279) Three credits.

Major themes and literary achievements of modern Israeli writing in translation. Authors range from the pre-Statehood period to the present.

Justification

1. Reasons for changing this course:

There are no course offerings in modern Israeli/Hebrew literature offered on the Storrs campus. This course attempts to remedy that lacuna and to offer additional support to courses on modern Israel, the modern Middle East, Middle Eastern languages and literatures (Hebrew and Arabic), and global literature offerings.

2. Effect on Department's curriculum:

The course enriches the current menu of offerings available in the Dept of Literatures Cultures & Languages.

3. Other departments consulted:

The course is offered through the Judaic Studies section of the Dept of Literatures Cultures & Languages. No other depts were consulted but affiliated faculty in Judaic Studies (in History, Political Science, Anthropology) will be aware of it.

4. Enriches offerings on the Middle East and Mediterranean, comparative literatures, anthropology, political science.

5. Effects on regional campuses:

None. There is a survey of modern Hebrew fiction offered at the Stamford campus that is restricted to the early decades of the twentieth century; my course touches that period briefly but predominantly focuses on the 1950s to the present.

6. Staffing: Me (Susan L. Einbinder).

7. Dates approved by

Department Curriculum Committee:
Department Faculty:

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

Stuart Miller, academic section leader for Judaic Studies.

Stuart.Miller@uconn.edu

486-3279

Here is a copy of the curricula action request you saved:

1. Course Subject: HEJS/ CLCS
2. Course Number: 3279
3. Course Title: Israeli Literature in Translation
4. Initiating Dept or Unit: LCL
5. Submitters Name: Susan L Einbinder
6. Submitters Phone: +1 860 486 9249
7. Submitters Email: stuart.miller@uconn.edu
8. Contact Person: Stuart Miller
9. Contact Person Unit Number: 1057
10. Contact Person Phone: 486-3279
11. Contact Person Email: stuart.miller@uconn.edu
12. Dept Approval Date:
13. School/College Approval Date:
14. Additional Dept and School/College Approvals: ,,,
15. Proposed Implementation Term: Fall
Year: 2014
16. Offered before catalog is distributed: Yes
17. General Education Content Area:
CA_1_Arts_and_Humanities,,,CA_4_Diversity_and_Multicultural,,CA_4_International
18. Skill Code Corse: None
Non-W Section:
19. Terms Offered: Fall, Spring,,
Year:
20. Number of Sections Taught: 1
21. Number of Students/Section: 20
22. Sections and Student Numbers Clarification: Course is lecture plus discussion. There cannot be too many students to have meaningful opportunities for them to respond to the readings and interact with each other.
23. Number of Credits: 3
if VAR Min: , Max:
Credits Each Term:
24. Instructional
Pattern:

mixed lecture and discussion; film and music clips as suitable
25. Taught in a language other than English: No,
26. Prerequisites: no prerequisites

27. Consent Required: No
28. Permissions and Exclusions:
29. Repeatable for Credit: No
If yes, total credits allowed:
Allow multiple enrollments in same term:
30. Grading Basis: Graded
31. Grading Rationale:
32. Taught as Honors: The course can be adapted for a student or students enrolled in the Honors Program. I will tier assignments for such students.
33. Additional Details:
34. Special Attributes:
Off campus location:
35. Regional Campus Availability:
36. Proposed Title and Complete Catalog Copy: Israeli Literature in Translation. The major themes and literary achievements of modern Hebrew writing in translation. Authors range from the pre-Statehood period to the present.
37. Rationale: The core strength of our Judaic Studies offerings now lies in premodern Judaism (Late Antique, Medieval, Early Modern). This is one of the unique features of the program as we continue to build and enrich our offerings. Nonetheless, it is important to provide students with opportunities to dip into the modern period also, and there is currently no course at the Storrs campus that surveys literature, art, theatre, or music from contemporary Israel. Such a course not only diachronically completes the trajectory we begin with exposure to the Hebrew Bible and rabbinic texts, but synchronically becomes a link to existing offerings in Comparative Literature, Political Science, Anthropology, and Middle Eastern history and culture. It may therefore appeal to students who are interested in a history of Judaism and Jewish literatures; Middle Eastern literatures, cultures and politics; anthropology or sociology; gender studies, and questions of minority v. majority adaptation and conflict. The course is offered with no prerequisites and students of all backgrounds are welcome. The readings have been selected to raise questions of cultural tension or hybridity, identity formation, the role of literature in times of war and peace, the place and evolution of gender types in national fiction, canon formation and the emergence of minority voices in a national narrative, and the ways literature reflects or seeks to resolve existential social questions. These are questions that may draw students from almost any humanities discipline and in doing so expose them to literary and cultural works they would not otherwise have encountered. The course would be appropriately cross-listed in CLCS.
38. Syllabus: provided separately

39. For all General Education courses: a. In English translation, this course surveys Hebrew poetry and prose written in pre-Statehood Palestine and post-1948 Israel, including a recent and provocative Israeli film. It aims to introduce a national literature and its themes to an audience largely unfamiliar with them, and to explore where those themes and literature are familiar or unfamiliar to American readers.

b. The course centers on reading and discussion of the assigned poems, stories, and novels. Students will write periodic short reaction papers, and a final paper that responds to one of a few questions I provide and that require them to refer to multiple works and synthesize material discussed over the term.

c. The selections are arranged more or less chronologically, beginning with the pre-State period and poems by Bialik and Shlonsky. As we move past 1948 and into subsequent decades, the readings illustrate the inevitable tension between dream (ideal) and real; between the needs of individuals and those of the state or collective; between insider and outsider – Jew v. non-Jew, European Jew v. Oriental Jew; native-born Israelis v. immigrants; men v. women; religious v. secular communities and values. The readings have also been chosen to raise questions about the formation of national identity and loyalty, and about the parallel formation of literary canon and its outlier expressions; about the emergence of minority voices within Israeli writing; about the tension between particularist and universal meaning, and about the role of literature and writers in Israeli society.

40. All courses proposed for a General Education Content Area: This course exposes to the diverse literary voices and themes that have emerged with the creation of Israel and the rebirth of Hebrew as a spoken language. In many ways, the compressed trajectory of modern Hebrew literature exemplifies the challenges and conflicts that accompany the rise of a national literature; the readings, which are arranged chronologically, permit an overview of the rise and fall of political as well as literary expectations, the emergence of counter-voices among Jewish and non-Jewish minorities, the rise of women writers, the ongoing permutations of secular v. religious voices in a variety of genres. Although a small country, Israel's history, its presence in the news, its very visible external conflicts and its less visible internal ones, make it a valuable focus for a literary survey. First, the literature introduces students to the changing cultural backdrop and humanizes conflicts that are often perceived to be more ideological or religious than human. Second, the readings I have chosen illustrate a variety of transformations and challenges, which I construct as a series of binaries (individual v. collective; Jew v. Arab; European Jew v. Arab Jew; secular v. religious; male v. female; etc.), many of which may be relevantly compared to

other literatures and social settings. Third, the readings expand students' awareness of the world around them and open a window onto a particularly misunderstood landscape. I am interested in leaving them with a much more complex picture than they start out with, and in providing them an opportunity to grapple with texts and questions that may start out strange but become eerily familiar, and meaningful, over time.

41. For all General Education courses Specific Criteria:

a. Arts and Humanities: This course is appropriate for CA1 (Arts and Humanities) content because it is a survey of literary works that grapple with questions that are central to humanistic inquiry. How do artistic creations (poetic, prose, film, lyric) respond to the experience of exile and national rebirth? How can we use works of literature to explore the very human tension between the yearning for home and the experience of dispossession? How do these works ask us to think about the balance between collective and individual fulfillment, between the pull of the past (tradition, history) and the lure of the new? How does the rich literary production that has marked Israel's short history express existential themes of meaning and memory; particular themes of integration and cultural, political and social conflict; artistic themes of creation and voice, legacy and language? In different ways, the readings all grapple with the particular social, political and cultural scene

in Israel as well as with questions of Jewish history and the multiplicity of "identities" that have converged in modern Israel. Themes of immigration, minority v. majority, gender equity and stereotyping, militarization, East v. West, Jew v. Arab, secular v. sacred, permit exploration of Israel's particular conditions as well as their relevance for other national settings. From an artistic perspective, the course also engages with questions firmly in an arts and humanities frame, such as canon formation, genre, the importation of symbols from a religious to a secular-national language, the interplay of Hebrew and non-Hebrew literatures and themes. How does a "new" society imagine itself in literature and how does literature respond to the success or failure of that imagining? What is the meaning of "national" literature or art, who decides what works may constitute it, and what purpose does it serve?

b. Social Sciences:

c. Science and Technology:

i. Laboratory:

d. Diversity and Multiculturalism: This course is also appropriate for CA4 (Diversity and Multiculturalism) content. It not only treats a literary corpus that is largely unfamiliar to English-speaking and Western readers, but it surveys that

corpus as a multicultural microcosm. Within that microcosm, dichotomies of majority v. minority, religious v. secular; men v. women; European Jews v. Arab (or "Oriental") Jews; Jews v. Arabs; Arab-Israelis v. Palestinians; kibbutz v. city and Jerusalem v. Tel Aviv, richly engage questions of diversity, conflict and adaptation, hybridity and resistance. How do immigrants from a wide range of countries and (often traumatic) historical experience make their way in Israel? How do Israeli Jews relate to the presence of non-Jewish citizens in their midst and how have the latter altered the face of Hebrew literature forever? (What does it mean that for the first time in history, minus the dabblings of Christian Hebraists in the early modern period, Hebrew literature is no longer the exclusive property of Jews?) How have Israeli women writers emerged in the context of an early emphasis on traditional Jewish language and literacy, and a later emphasis on national themes and characters rendered in masculine form? How does Israeli literature situate Israelis vis a vis its ongoing conflict with its Arab neighbors? or in relation to Diaspora Jews, particularly in the US? What does it mean for Israeli Jews -- the story of Iraqi immigrants especially -- to write in Arabic? Is literature exclusively a secular activity in modern Israel and how does it define secular society's relationship to a growing ultra-Orthodox population? How did a generation of new Jewish writers from North Africa, Egypt, and Iraq reclaim in music and literature the Arabic cultural legacy of their parents? Finally, most if not all of the readings in this course will be new to students and hence broaden their exposure to literary works whose questions will sometimes prove familiar and other times foreign.

i. International:

e. Q course:

f. W course:

42. Resources: YES

If NO, explanation:

43. Suppleme

HEJS 3279.001 Modern Israeli Literature in Translation

Dr. Susan L. Einbinder

Oak Hall, Rm. 256

Office Hours: By appointment

In English translation, this course surveys Hebrew poetry and prose written in pre-Statehood Palestine and post-1948 Israel, concluding with a recent and provocative Israeli film. The selections illustrate the inevitable tension between dream (ideal) and real; between the needs of individuals and those of the state or collective; between insider and outsider – Jew v. non-Jew, European Jew v. Oriental Jew; native-born Israelis v. immigrants; men v. women; religious v. secular communities and values. The readings have also been chosen to raise questions about the formation of national identity and loyalty, and about the parallel formation of literary canon and its outlier expressions; about the emergence of minority voices within Israeli writing; about the tension between particularist and universal meaning, and about the role of culture (particularly literature) in delineating, provoking, even potentially resolving these binaries.

Requirements:

- *Preparation (15%)*. This means attendance, reading the assignments and coming to class prepared to discuss them. It also means coming to class with a copy of whatever we are discussing that day, either in electronic or paper form but with you. Missing more than 4 classes will justify a lowered grade. Frequent tardiness will also influence a final grade calculation. Occasional quizzes may be used to assess whether you are keeping up with the readings. Since the classes are heavily weighted toward discussion, it is also important to contribute, either by answering questions of fact or synthesis, or responding to questions that are concerned more with themes, impact, literary merit (and how we judge that), cultural context and production.
- *Short reaction papers*, 1-2 pages in length, assigned periodically (35%). The topics will be focused on specific aspects of one or more readings. They will be formulated to help you access the thematic and literary aspects of readings for further discussion in class.
- *Final paper or take-home essay final* (50%). I will provide a list of options that require you to refer to multiple works read over the term.

Readings, Texts:

The bookstore should have copies of the following:

Eli Amir, *Scapegoat*.

S. Burnshaw, T. Carmi, et al. *The Modern Hebrew Poem Itself* (Wayne State Univ., 2002).

David Grossman. *See Under: Love* (Picador, 2002).

Sayed Kashua. *Dancing Arabs*.

Etgar Keret. *The Girl on the Fridge* (Farrar Giroux & Straus, 2008).

Savyon Liebrecht. *Apples from the Desert* (CUNY Feminist Press, 2000).

Nava Semel. *And the Rat Laughed* (Hybrid, 2008).

A.B. Yehoshua. *The Lover* (Mariner Books/ Harvest, 1993).

Atallah Mansour's *In a New Light*, which is out of print, will be provided as a pdf. Any other texts not listed here will be provided on HuskyCT.

Schedule: Please note that I have estimated the number of class sessions per unit based in part on how much reading we can manage per week. We may need to revise up or down as we go. Please let me know if the assignment is too big (or too little!) to handle; I am trying to figure this out!

- I. Introduction. What is "modern Hebrew literature" and how does it emerge? An overview of the corpus. 2 classes. Introduce themes and texts of the course.
- II. Pre-Statehood. Bialik, Shlonsky, Goldberg (MHPI). 4 classes. Our first readings are poems, each of which illustrates the ways early writers understood the call to abandon traditional Jewish life and re-invent "Jewish identity" in national symbols and language. The selections permit us to approach questions of collective and individual voice and destiny; the reworking of traditional religious symbols and language to wed them inextricably to Zionist language of reclaiming the Land; the tension between a past that is forfeited or abandoned and a new environment that does not yet have an identity. We also ask about the rareness of female voices (Goldberg) in this early period and the ways that the literary canon will evolve.

Amos Oz, "The Hill of Evil Counsel." S. Agnon, "The Lady and the Peddler " 1-2 classes. Two very different stories. Oz's story, like one of Bialik's poems, exploits the voice of a child narrator – a technique we will see again in other readings – to give an impression of pre-Statehood settlement and the hardships it imposed on immigrants who were not necessarily prepared for what their new life would entail. Agnon – the only Hebrew writer ever to win the Nobel Prize for Literature – presents a mythological, folk-tale allegory of a Jewish peddler and a (gentile) vampire as a way of representing what he understood to be the cyclic seduction and destruction of European Jewry. This is our first reading to refer to the Holocaust and yet in such an eerie, at times grotesquely comical, tale that it also forces us to ask about "fatal attractions" on the personal level as well. It's a winner of a story and fun to use to illustrate close reading and technique as well as overall theme. Like the poets in this unit, Agnon relies heavily on allusion to classical religious Jewish texts and sayings; this too is a stylistic option that will gradually fade in modern Hebrew writing.

- III. Early Statehood period .
 - A. AB Yehoshua, *The Lover*, - will cover 2-3 weeks, depending on reading speed. This is a classic novel and a great winner with students whenever I have taught it. It is set in the period during and following the 1973 war and relies on shifting perspectives on the same events in the family of "Adam" (sic), a garage mechanic with a history teacher (aha) wife and problem teenager, the young Arab who works in Adam's garage and is brought into his home as Adam frantically tries to locate his wife's lover, the lover, and the lover's grandmother, a dying Sabra from Jerusalem. The allegorical level of the novel comments on the crisis of Israeli identity following the Yom Kippur War, the failed trajectory of old ideologies and the slimmest hope embodied in the young generation –

Dahlia and Na'im. The novel opens up discussion of the clash between ideal and real in the rise of the Israeli state, post-1967 demographics and their economic, social, and political effect, the rise of the ultra-religious, the gap –experienced in the novel as a failure to communicate – between old and new, ideology and reality, parents and children.

- B. Amichai, Natan Zach, Amir Gilboa, Y. Greenberg. 2 classes. Poems that illustrate what is called “the morning after” phenomenon in post -1948 Israel, the shock that came with the realities of statehood and the price paid to achieve it, the fragility of peace, the self-absorption and self-serving politics of a solidifying state bureaucracy, the signs of tension between a universally imposed national identity and mission and the frustrated yearnings of individuals. This generation of poets also marks the beginning of a new and idiomatic use of Hebrew, the commitment to Hebrew as a spoken and not just literary language.

- IV. David Grossman, *See Under : Love*, section one (“Momik”). 2 classes. We will just read the first section of this novel, which is one of Grossman’s earlier works and uneven. The reading introduces the story of Holocaust survivors in Israel and the ways that their experience – and society’s insistence that they suppress this experience – affected their children. The use of a child narrator permits Grossman to develop the theme of “the second generation” as it had never appeared before in Israeli literature. Momik is an appealing character and his story is gripping. We discuss the experience of survivors in Israel, the challenge they posed to the Zionist narrative of the “new Jew” and the harsh consequences this narrative had for traumatized refugees. The reading opens up questions of literary method – how does one depict trauma and catastrophe? – and social responsibility, the role of the Holocaust in the Israeli national narrative and how that has changed, the ways different characters deal with the past and its physical and psychological damage.

- V. Israeli Arab writing. Atallah Mansour, *In a New Light*. Said Kashu’a , *Dancing Arabs*. 6 classes. [Eventually, I might alternate Mansour with Emile Habibi’s *Pessoptimist*, Anton Shammas’ *Arabesques*, both 1980s works by Israeli Arabs.] Mansour’s novel, which appeared in 1965, was the first novel written in Hebrew by an Arab-Israeli; it experiments with flashback and stream-of-consciousness forms that were unusual in Israeli fiction of the time and reflect the greater familiarity of Arabic-speaking writers with French literature and trends. The novel is appealing to students because it creates a main character without a clear past (his parents were killed in 1948 but he doesn’t know by whom, and he is raised by a Jewish family). Yossi wants to become a member of the kibbutz where he has lived and worked for several years without telling them he is not Jewish. He is also in love with the American wife of a couple on the kibbutz, and involved in party (Communist) outreach to the neighboring Arab village. Mansour weaves together a number of themes of identity, personal v. collective responsibility and fulfillment, the limits of the socialist ideology of the kibbutz and its rhetorical (but not actual) commitment to jettisoning religion and family. Significantly, this novel was published before the 1967 war and the acquisition of the Palestinian Territories. If we also read something by Kashu’a, we can trace the evolution of Israeli-Arab identity, the emergence of a new and more self-assertive, hybrid voice in Israeli fiction and society. What is its potential? How does it interact with mainstream Jewish literature and institutional life? What is its relationship to Arabic writing and concerns? Sayed Kashua’s novels represent a new voice in Israeli fiction. Their language is a blend of

idiomatic Hebrew and Israeli-Arabic dialect, and their main characters all struggle with the challenge of living blended identities in a land where blending isn't executed easily. *Dancing Arabs* traces the story of a young boy from a Palestinian village who wins a scholarship to an Israeli school, and spends his school and post-graduation years in bursts of self-loathing, attempts to conceal his Arab identity and then to assert it, to reject his past and then reclaim it. His struggle affects his relationships with his parents, his wife, his wife's family, his professional identity and his psychological balance. Here, too, we ask questions of minority v. majority, gender (women represent national/ethnic choices), tradition v. modernity, the ways that individuals embody the schizophrenic and polarized narratives of the nation.

- VI. Savyon Liebrecht, *Apples from the Desert*. 2 or 3 classes. Liebrecht's stories permit us to explore a number of themes central to this course. As with Grossman's *See Under Love*, she is concerned in several stories with the psychological legacy of the Holocaust among the children of survivors, and the cost of suppressing the survivors' experience on society in general. Other stories explore the gulf between Oriental and Ashkenazi Jews, or between traditional religious life and kibbutz secularism. A classic of the collection, "A Room on the Roof," is an artful and at times uncomfortable treatment of Israeli gender stereotypes as well as Jewish-Arab stereotypes, which are interwoven in the ultimately failed rapprochement between an Israeli woman and an Arab worker in her home who turns out to have a past as a medical student in Beirut. The crisscrossing lines of fear and hesitation, longing and retreat, that characterize the interactions of the protagonist and the men who surround her provide an opportunity to discuss the ways that prejudice is reinforced by perceptions of class and hierarchy, the price paid by the "ruling class" in emotional sensitivity and self-awareness (cp. the same theme in much of James Baldwin's work), the no-exit stalemate in existing conditions.
- VII. Nava Semel, *And the Rat Laughed*. Semel's work is a blend of Holocaust fiction and sci-fantasy. It's a great read and illustrates the way a new generation of writers is willing to play with stock themes and bend classic genres. The novel explores questions of memory, repressed memory and distortions of memory produced in repression and transmission; the way fragments of the past are misunderstood and recalibrated for use in later times; how institutionalized representations of collective trauma also repress and censor certain types of (female, sexual, individual) experience; how resilience may be linked to silence; how newer media and forms of social control attempt to regulate individual memory.
- VIII. Etgar Keret, *The Girl on the Fridge*. 3 classes. Keret is a darling of the contemporary postmodern literary scene who specializes in very short stories, a sort of Israeli flash fiction. Often dystopic, the stories feature characters (usually but not always male) who are failures in domestic, social and professional settings. Subtly, and sometimes not so subtly, they represent a repudiation of the collective destiny and identity imposed on generations of Israelis by the Zionist national narrative. Keret's characters struggle with mundane or fantastical situations and rarely come out on top. Although I personally am not a fan of this author, students tend to like him, and it is possible with enough stories to speak of themes and characterizations that appear in different costumes. The almost total absence of religious characters or motifs, the absolute secularity of Israeli society as it appears in Keret's work, the dominance of Tel Aviv over Jerusalem and Ashkenazi characters over Oriental or African Jews and Israeli-Arabs, also lets us ask about canon and literary market,

the appeal of certain types of writers to English/American audiences, the relevance of Keret's themes and for whom.

- IX. Poetry – 1960s to 1980s. T. Carmi, Zelda, Yona Wallach, Dan Pagis. 3 classes. Wallach is really in a class by herself, and I use a few examples of her poetry to talk about “the sixties” Israel-version, the challenges faced by women writers and the very different ways in which women like Zelda and Wallach surmounted them. Zelda I like because she is a rare illustration of a religious voice in modern Hebrew poetry, and her themes are unique in their embrace of traditional religion. Wallach is a rebel, socially, linguistically, poetically, sexually. Students sometimes find her work shocking but always engaging. Carmi and Pagis form another subgroup, both richly immersed in traditional Jewish texts and language but not religious themselves (Pagis was a Holocaust survivor and some of his poems treat that subject, too). Both men frequently use biblical or traditional images that they invest with modern irony (e.g., Carmi's “Eve knew what was in that apple./ She wasn't born yesterday”). These poems let us ask about the different directions writing was taking in this period, and what relationship the writing had to actual social and political life.

- X. From Minority to Minority: Arab Jews in Israel. Eli Amir, *Scapegoat*. 2-3 classes. This is an autobiographical novel that tells the story of an Iraqi Jewish boy's arrival in Israel in 1950 and his subsequent struggles and adaptation to Israeli life. The novel emphasizes themes that are by now familiar but adds the twist of Arab v. European Jewish culture. How did the Iraqi (and other Jewish immigrants from Arab lands) make the transition to an Israeli society that disdained traditional religion and anathemized Arabic language and culture? What was the experience of Arab Jewish émigrés in the 1950s and what were the longer-term consequences of Israel's policy failures and anti-“Oriental” discrimination? How do we understand the phenomenon of Jewish minority within a hostile Jewish majority?

Erez Bitton, Jacqueline Kahanoff. Bitton, a Moroccan-Jewish poet who emigrated to Israel as a child, and Kahanoff, an Egyptian-Jewish writer, offer different perspectives on the experience of “Oriental” Jews facing the discrimination and disdain of Ashkenazi Israeli society and institutions, and the loss of mooring to the music, architecture, foods, and language that defined a past they had left behind. Different perspectives, different voices – a good way to amplify the themes of the discussion following Amir's story.

- XI. Avi Forman, “Waltz with Bashir” (film). 2 classes. The film, a big hit in Israel and among international audiences, traces the attempts of the film maker, a veteran of Israel's 1982 war in Lebanon, to recover his memory of his war experience. The film is animated and superbly done; it begins with a flashback nightmare and follows the dreamer (Forman) as he tracks down old friends from his army unit, seeks psychiatric counsel, and slowly reconstructs what happened. The film is a powerful entrée to discussion of the existential questions that confront Israel today, the price of ongoing militarism and war, the failure of the Zionist dream – and by extension, asks viewers to think about other settings and other wars and other ideologies, violence and trauma, the difficulties faced by soldiers returning to civilian life, national or collective memory in conflict with personal truth, memory and forgetting.

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: 11-5-2013
2. Department requesting this course: Pols
3. Semester and year in which course will be first offered: Fall 2014

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 3082. Critical Race Theory as Political Theory

Three credits. Prerequisite: Open to Juniors or Higher. Recommended preparation: Pols 1002.

Interdisciplinary scholarship on racial identity, legal decisions, and political action from the perspective of political science and political theory. Topics include interactions between states and social movements, the intersections of race, class, gender, and membership, and the problems with both post-racialism and identity politics.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 3082
3. Course Title: **Critical Race Theory as Political Theory**
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry). Interdisciplinary scholarship on racial identity, legal decisions, and political action from the perspective of political science and political theory. Topics include interactions between states and social movements, the intersections of race, class, gender, and membership, and the problems with both post-racialism and identity politics.

Optional Items

6. Pattern of instruction, if not standard: Lecture and discussion
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Juniors and higher
8. Recommended Preparation, if applicable: Pols 1002
9. Exclusions, if applicable: n/a
10. Repetition for credit, if applicable: n/a

11. Skill codes "W", "Q" or "C": n/a
12. University General Education Content Area, if any: n/a
If Content Area 1, CLAS areas A-E:
13. S/U grading: n/a

Justification

1. Reasons for adding this course: To expand the available offerings for our majors.
2. Academic merit: The primary objective of the course is to map out the political and theoretical contours of contemporary race studies. We will compare how critical theorists from various intellectual traditions are posing and responding to a common set of questions about the political functions of race. By the end of the course, students will be able to assess the relative strengths and weaknesses of individual critical race theorists as well as the legal, social, and political theoretical sources of their ideas.
3. Overlapping courses: Pols offers several classes on racial issues, but most focus on either a single race or focus on questions of public policy and electoral behavior, not questions of intellectual history or political philosophy. This course has some overlapping interests with Anth 3152 and Soci 1501/3501. We have shared the course material with them and amended the course descriptions to emphasize the political theory emphasis of the course in light of their concerns about overlap. Philosophy, AASI, Africana Studies, and El Instituto have no concerns with this course.
4. Number of students expected: 44
5. Number and size of sections: 1 per year
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: Fred Lee
9. Dates approved by
Department Curriculum Committee: 11-1-2013
Department Faculty: 12-10-2013
10. Name, Phone Number, and e-mail address of principal contact person:

Matt Singer
Matthew.m.singer@uconn.edu
6-2615

Syllabus

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

POLS 2998: Critical Race Theory
Course Syllabus

Class times: MWF 10:10-11 am, KNS311
Email: fred.lee@uconn.edu

Office hours: MWF 11am-12 pm
and by appointment, 436 Oak

I. Overview

Critical race theory aims at understanding and transforming (relationships between) racial identities, social orders, and political actions. Narrowly construed, the term refers to a body of legal scholarship within the American academy. Broadly understood, critical race theory is also practiced by activists, artists, and thinkers in social movements, media representations, and political texts.

This course surveys legal, social, and political theoretical approaches to problems in critical race theory. These include the construction and regulation of race in law and policy; the position of Asians and Latinos vis-à-vis white/non-white and the black/white binaries; the interactions between states and social movements on racial questions; the relationships (“intersections”) of race, class, gender, and membership; and the problems with both post-racialism and politics based on identity.

While interdisciplinary in content, our course will employ the interpretive methods of contemporary political theory. The emphasis will be on closely-reading extended selections from important (“canonical”) texts in their intellectual and historical contexts. More simply put, we will study authors like Ian Haney López and Charles Mills in the same way that we might study authors like Plato or John Rawls in a more traditional political theory class.

II. Objectives

Our primary objective is to map out the political and theoretical contours of contemporary race studies. We will compare how critical theorists from various academic disciplines, intellectual traditions, and historical contexts are posing and responding to a common set of questions about the sources, functions, and politics of race. By the end of the course, students will be able to assess the relative strengths and weaknesses of individual critical race theorists as well as the legal, social, and political theoretical sources of their ideas.

Our second objective is to put contemporary critical race theory into historical perspective. We will interpret our theorists as drawing from the intellectual traditions of legal studies (part I), social theory (part II), and political philosophy (part III). We will also consider how critical race theory in the American academy arises as a distinctively scholarly response to

identity-based inequalities and social justice movements in trans-Atlantic, trans-Pacific, and pan-American contexts.

III. Schedule

Part I. Legal Theory: Legal Power and Social Dominance

1. Legal meanings of whiteness

August 26. Introduction to class

August 28. Haney López, *White by Law* "Preface...", "A Note on Whiteness," chapter 1

August 30. Haney López, *White by Law* chapters 2-3

2. Racial requirements for naturalization

September 2. Labor Day [no class]

September 4. Haney López, *White by Law* chapter 4

September 6. Haney López, *White by Law* chapter 5

3. Broader meanings of whiteness

September 9. Haney López, *White by Law* chapter 6

September 11. Haney López, *White by Law* chapter 7-8

September 13. Bell, *Silent Covenants* "Introduction," chapters 1-3

4. Convergences of white/black interests

September 16. Bell, *Silent Covenants* chapters 4-6

September 18. Bell, *Silent Covenants* chapters 7-9

September 20. Bell, *Silent Covenants* chapters 10-11

5. African American struggles for education

September 23. Bell, *Silent Covenants* chapters 12-13

September 25. Bell, *Silent Covenants* chapter 15, "Conclusion"

September 27. **Midterm exam #1 in class**

Part II. Social Theory: Divisions of Labor and Social Movements

6. Race and gender with citizenship and labor

September 30. Nakano Glenn, *Unequal Freedom* "Introduction," chapter 1

October 2. Nakano Glenn, *Unequal Freedom* chapter 2

October 4. Nakano Glenn, *Unequal Freedom* chapter 3 [pg. 56-76]

7. Comparative histories of American inequality

October 7. Nakano Glenn, *Unequal Freedom* chapter 3 [pgs. 76-92]

October 9. Nakano Glenn, *Unequal Freedom* chapter 5 [pgs. 144-164]

October 11. Nakano Glenn, *Unequal Freedom* chapter 5 [pgs. 164-189]

8. Legacies of American inequality

October 14. Nakano Glenn, *Unequal Freedom* chapter 6 [pgs. 190-215]
October 16. Nakano Glenn, *Unequal Freedom* chapter 6 [pgs. 215-235]
October 18. Nakano Glenn, *Unequal Freedom* chapter 7

9. Movement activism and the racial state

October 21. Omi and Winant, *Racial Formation* "Preface to 1994 Edition," "Introduction," "Paradigms of Race, Ethnicity, Class, and Nation," chapter 1
October 23. Omi and Winant, *Racial Formation* chapter 4
October 25. Omi and Winant, *Racial Formation* chapter 5

10. Racial transformations and reactions

October 28. Omi and Winant, *Racial Formation* chapter 6
October 30. Omi and Winant, *Racial Formation* chapter 7, "Conclusion"
November 1. **Midterm exam #2 in class**

Part III. Political Theory: Modern Identities and Political Futures

11. Problematizing *Latinidad* and nationalism

November 4. Beltrán, *The Trouble with Unity* "Introduction," "Conclusion"
November 6. Beltrán, *The Trouble with Unity* chapter 1
November 8. Beltrán, *The Trouble with Unity* chapter 2

12. Reimagining communities and coalitions

November 11. Beltrán, *The Trouble with Unity* chapter 4
November 13. Beltrán, *The Trouble with Unity* chapter 5
November 15. No class [I'll be at the Northeastern Political Science Association meeting]

13. Origins and implications of racial inequality

November 18. Mills, *The Racial Contract* "Introduction," chapter 1
November 20. Mills, *The Racial Contract* chapter 2
November 22. Mills, *The Racial Contract* chapter 3

Thanksgiving break

November 25, 27, 29 [no class]

14. A post-racial present or a new era of racialization?

December 2. Class discussion of "[Yellow Face \(Part 1 of 2\)](#)" and "[Yellow Face \(Part 2 of 2\)](#)" on The YOMYOMF Network/YouTube [watch these videos before class]
December 4. Conclusion to the course

December 9 at 12 pm. **Final paper due online**

IV. Requirements

This course is not only organized around the legal, social, and political theories of race, but also around the practices of discussing, reading, and writing critical race scholarship. Final grades will be determined in terms of

1. **15% discussion.** At least 30 minutes of each class will be reserved for an open-ended discussion, which will allow for a collective exploration of the assigned readings and their worldly significances. I will bring questions on the first and last days of class as well as for our first discussion of an author. For all other meetings, a student in the class will bring and pose discussion questions.
2. **10% reading quizzes.** Five reading quizzes—consisting of 3 questions requiring short answer responses—will be randomly distributed over the course of the semester. The lowest score will be dropped and the remaining scores will be averaged. Quizzes are meant to encourage you to attend class regularly and keep up with the readings. They will be graded on a scale of 0-3: 3 is roughly an A, 2 is roughly a B, 1 is roughly a C, and 0 is no credit. Anyone who has read the assigned material carefully should have no problem earning a 2 on the quiz.
3. **25% first midterm exam and 25% second midterm exam.** The first midterm will cover the Haney López and Bell readings; the second midterm will cover the Nakano Glenn and Omi & Winant readings. The first part of both exams will require you to respond to 3 out of 5 short-answer questions; the second part of both exams will require you to respond to 1 out of 2 essay questions. Short answer questions will ask you to explain a particular concept, framework, argument, or passage; essay prompts will ask you to examine two texts with regards to a particular theme or problem. Essay topics, but not the exact wording of the prompts will be distributed before the exams.
4. **25% final paper.** A 6-7 page essay will respond to 1 out of 4 prompts on Beltrán, Mills, or both Beltrán and Mills (these prompts will be especially challenging). All prompts will ask you to perform what political theorists call a “close-reading”—to make a good-faith effort to *understand* what the texts mean and to undertake a thoughtful *evaluation* of what the texts argue. Outside research could be helpful, depending on your choice of prompt, but is not required. Specific criteria for evaluation as well as writing guides will be distributed as we approach the deadline for this assignment.

V. Late policies

Make-up quizzes and make-up examinations will be administered only in adequately documented cases of (a) personal or family emergency or (b) participation in University of Connecticut activities—athletic or academic—during regularly scheduled times.

It is your responsibility to inform me about the need for paper extensions at least **48 hours** before the final paper is due. Late essays will be accepted without penalty in sufficiently

documented cases of personal or family illness or emergency. Otherwise, essays submitted after the specified deadline will be penalized one mark per 12 hours: an A paper turned in 0-12 hours late will count as an A-, an A- paper turned in 12-24 hours late will count as a B+, and so forth.

VI. Academic integrity

There will be a zero-tolerance policy for any academic dishonesty or misconduct prohibited by the [University of Connecticut's Student Code](#) (quoted below):

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code."

VII. Texts

The books for this class will be available for purchase at the campus bookstore. If you purchase the required books from a different source, pay attention to the publication information listed below—and pay special attention to the publication dates for *White by Law* and *Racial Formation in the United States*, which come in multiple editions.

1. Ian Haney López, *White by Law*, rev. ed. (NYU, 2006) ISBN: 978-0814736944
2. Derrick Bell, *Silent Covenants* (Oxford, 2005) ISBN: 978-0195182477
3. Evelyn Nakano Glenn, *Unequal Freedom* (Harvard, 2004) ISBN: 978-0674013728
4. Michael Omi and Howard Winant, *Racial Formation in the United States*, rev. ed (Routledge, 1994) ISBN: 978-0415908641
5. Cristina Beltrán, *The Trouble with Unity* (Oxford, 2010) ISBN: 978-0195375916
6. Charles Mills, *The Racial Contract* (Cornell, 1999) ISBN: 978-0801484636

VIII. Supplemental material

This course will place a premium on engaging with the assigned materials and the practical and theoretical problems they address. I would suggest the resources listed below for students who want to undertake a deeper exploration of critical race theory in legal studies, social theory, and political philosophy. Furthermore, I would be happy to tailor reading suggestions to specific issues, histories, or ideas upon request.

Part I. Legal Theory

1. Richard Delgado and Jean Stefancic, *Critical Race Theory: An Introduction*, 2nd ed. (NYU, 2012)
2. Kimberlé Crenshaw et al, eds., *Critical Race Theory: The Key Writings That Formed the Movement* (New Press, 1996)
3. University of California, Davis, [Critical Race Theory \(faculty blog\)](#)

Part II. Social Theory

1. Ronald Takaki, *A Different Mirror: A History of Multicultural America*, rev. ed. (Bay Back Books, 2008)
2. Daniel Martinez HoSang et al, eds., *Racial Formation in the 21st Century* (University of California, 2012)
3. The Movement / El Movimiento, [Ethnic Studies Now \(activist blog\)](#)

Part III. Political Theory

1. Paul Taylor, *Race: A Philosophical Introduction* (Polity, 2003)
2. Linda Martín Alcoff, *Visible Identities: Race, Gender, and the Self* (Oxford, 2005)
3. Symposia on Gender, Race, and Philosophy, [Gender, Race, and Philosophy \(academic blog\)](#)

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: Feb. 17 2014
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Fall 2014

Final Catalog Listing

JOUR 3065 Visual Journalism

Three credits. Prerequisite: JOUR 2000W. Open to Juniors or higher.

Examines current trends in visual digital journalism; develops skills in photojournalism, multimedia and video storytelling. Instructor approved digital camera required.

Justification

1. [Reasons for adding this course](#): No similar course exists that features journalistic values.
2. [Academic merit](#): Visual journalism is an increasingly vital aspect of journalism as the medium transitions into a digital form of communication.
3. [Overlapping courses](#): None.
4. Number of students expected: 32 per year.
5. Number and size of sections: 2 sections, 16 each.
6. [Effects on other departments](#): None
7. Effects on regional campuses: None
8. [Staffing](#): Current staffing
9. [Dates approved](#) by
Department Curriculum Committee: 3/5/14
Department Faculty: 3/5/14
10. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss,
486-3030, Robert.wyss@uconn.edu

Syllabus

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

JournalismCourse title **Visual Journalism**

Course section number JOUR 3098-003

3 credit course Fall semester

Assistant Professor Steven G. Smith

Phone (860) 486-6845

Oak Hall, Office #454

E-mail steven.g.smith@uconn.edu**Lecture**

2:00 p.m. - 3:15 p.m., Tues. Thurs., Oak Hall 473

Office hours

Tuesday, Thursday 11:00 - 12:00

Additional office hours by appointment

Text bookPhotojournalism : ***The Professional Approach***

By Kenneth Kobre

Course requirements

Approved digital camera, card reader

External hard drive, 250 GB minimum

Course Description Visual Journalism Photojournalism still/motion

This course emphasizes practical visual journalism experience using a variety of techniques as used by media professionals. This course also looks at current trends in visual digital journalism such as fundamental photojournalism skills, multimedia, video, audio, with file preparation for press, new media, and internet presentation. **Adherence to deadlines will be strictly enforced.**

Course Objectives

Specific student learning objectives have been identified for the course. After concluding this course, students should be able to meet the following general course objectives:

1. Understand how to generate quality storytelling visual assignments.
2. Understand how to create engaging visuals that communicate content.
3. Develop skills in aesthetics and visual principles.
4. Understand the importance of ethics in journalistic visual storytelling.
5. Develop an understanding and appreciation for high quality visual journalism.
6. Develop basic skills in creating a photographic essay/picture story for multimedia.
7. Understand the audio skills for multimedia.
8. Understand and develop basic picture editing skills.
9. Develop entry level video capture skills.
10. Develop an understanding of how to assess and critique visual journalism work.

Evaluation Methods and Class Management**Grade Requirements**

A 93-100	B+ 88-89	C+ 78-79	D+ 68-69	F 59 and below
A- 90-92	B 83-87	C 73-77	D 63-67	
	B- 80-82	C- 70-72	D- 60-62	

Attendance

Students in the visual journalism courses are required to attend all classes. However, emergencies and illnesses do occur. When you are truly ill, and especially when you are contagious, it would be better if you didn't attend class. It is your responsibility to e-mail me on such occasions .

Participation 10% of grade- Students in this course are encouraged and expected to demonstrate the ability to discuss and assess work, communicate how work demonstrates application of visual principles, and to use classroom concepts, terminology of the discipline and historical reference in these discussions. Comments made in class discussions and during critiques are expected to be articulate, respectful and constructive. Free discussion, inquiry and expression are encouraged in class, but students must act in accordance with commonly accepted standards of academic conduct.

Visual Assignments 50% of grade - Assessment of visual journalism assignments is based on criteria selected by the instructor from the course rubric for visual assignments*. Please see the attached grading rubric as an example for visual assignments.

Any homework assignments given will be averaged and this average will count as one visual assignment.

Mid-Term Project 10% of grade

Final Project 30% of grade

Quizzes - Any quizzes will be averaged and count as a visual assignment.

Policy on late work (department policy)

We look at deadlines as deadlines, which means that we don't accept late work. The only exceptions are the same ones you would have at work. If there is some reason the student absolutely can not complete the work on time (sick, stranded at an airport, etc.), then he or she needs to notify the instructor **BEFORE** the deadline and request an extension. Proof may be requested. It is unacceptable not to turn in an assignment. A zero grade can easily cause you to fail this course or, at a minimum, reduce your grade significantly.

Redoing Assignments

- Redoing assignments is for the purpose of improving your grade and learning the objectives of the assignment.
- Only two assignments per class may be redone in a semester. The midterm and final projects can not be redone.
- An assignment must be redone **within one week** of receiving your grade.
- A caption can also be redone or appended, the new caption is worth a maximum of 5 pts.

Grading standards for written work (based on department policy)

This course requires quality caption writing. The following department standards also apply to caption writing for all visual journalism assignments.

- A** No factual errors; no major mechanical** errors, sound structure, organization, follows AP style; excellent writing – in other words, publishable.
- B** No serious factual errors; structure, organization; very few mechanical errors; follows AP style; clear, concise writing – could be published with minor editing.
- C** No serious factual errors; structure, organization; few mechanical errors; adequate coverage of subject – could be published with average editing.
- D** Minor, sloppy factual errors; poor structure, organization; several mechanical errors; inadequate coverage of subject; unclear, foggy writing – could not be published without substantial editing.
- F** Major factual errors including misspelled names; plagiarism; missed deadline; unacceptable lead, structure, organization; omission of important information; numerous mechanical errors that would cause the caption or story to be returned to the journalist for a second effort.

** Mechanical errors are errors in style, spelling, grammar, sentence or paragraph structure. Definition includes computerized spell checking errors and oversights as well as any typographical errors you may have failed to correct by hand when copy editing your captions.

Academic integrity (department and university policy)

Please review the revised Student Code located at: http://www.community.uconn.edu/student_code.html. Note in particular the sections on cheating and plagiarism in Appendix A: Academic Integrity in Undergraduate Education and Research http://www.community.uconn.edu/student_code_appendix.html.

Academic misconduct is taken seriously at UConn. For journalists, plagiarism is enough to end a job and often a career. We take it very seriously in this department. Students who are found to have committed plagiarism or other forms of cheating usually are given a failing grade for the course, not the assignment. As journalists, faculty members are adept at exactly the kind of research needed to reveal plagiarism. Please consider this fair warning.

The Office of the Dean of Student Affairs provides this **description of Academic misconduct**:

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor. Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Notices

Students should be prepared to spend additional time during the open lab times to complete assignments.

Photographic text books may contain images or discussion on subjects that some students may feel are controversial such as extreme violence and or nudity.

Images produced for the class may be retained by the instructor for purposes of examples and for promotion of the class and the University of Connecticut Journalism Department.

The instructor may alter any, or all, of this syllabus during the semester, as the learning environment requires.

Approximate course schedule and topics

Section 1. The **camera**, basic introduction to the digital camera (homework 30 photos)

The **software**, basic introduction to Adobe Bridge and PhotoShop

Ethics and software

2. Introduction of **aesthetics** (reading)

Introduction to visual communication

Visual journalism and ethics

3. The photojournalism **portrait**, portrait assignment

Critique and discussion

4. The **feature** photograph, feature photograph assignment

Critique and discussion

5. The **sports** photograph, sports photography assignment

Critique and discussion

6. The **general news** photograph, general news assignment

Critique and discussion

7. Video and the DSLR camera

Critique and discussion

8. Midterm Project

Video interview/portrait, video portrait assignment

9. Multimedia project, Picture story and photo essay

Pitch project proposal

10. First deadline, critique and discussion

Video Editing

11. Audio & Multimedia storytelling

Audio Assignment and critique

12. Second deadline, multimedia project

Critique and discussion

13. Third deadline, multimedia project

Critique and discussion

14. Project production

Critique and discussion

15. Project production

Critique

Final project deadline

Finals week

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: 2 April 2014
2. Department requesting this course: Marine Sciences (MARN)
3. Nature of Proposed Change: Change the description and credit range from 1-3 to 1-6.
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): Fall 2014
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN 5893 - Research
Conferences and laboratory work covering selected fields of marine sciences.

Proposed Catalog Copy

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

MARN 5893. Research

1 to 6 credits.

Field and laboratory research covering selected topics of marine sciences.

Justification

1. Reasons for changing this course: The credit range is too limited for this course and is being changed from 1-3 to 1-6. Modify the title and description to more accurately reflect the intent of the course.
2. Effect on Department's curriculum: Better suit the needs of graduate research in the department.
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: Graduate research is primarily conducted at the Avery Point campus
6. Staffing: Variable

7. **Dates approved** by

Department Curriculum Committee: 2 April, 2014

Department Faculty: 4 April 2014

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

Heidi Dierssen

860-405-9239

heidi.dierssen@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: **2 April 2014**
2. Department requesting this course: **Marine Sciences (MARN)**
3. Nature of Proposed Change: **Change the credit range from 1 to 1-6.**
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): **Fall 2014**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

MARN 5895 - Independent Study

A reading course for those wishing to pursue special work in marine sciences. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction. Designate the field of special interest by use of the appropriate section symbol.

Proposed Catalog Copy

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

MARN 5895. Independent Study

1 to 6 credits.

A reading course for those wishing to pursue special work in marine sciences. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction. Designate the field of special interest by use of the appropriate section symbol.

Justification

1. **Reasons for changing this course:** The credit range is too limited for this course and is being changed from 1 to 1-6.
2. Effect on Department's curriculum: **Better suit the needs of graduate research in the department.**
3. Other departments consulted: **None**
4. **Effects on other departments:** **None**

5. Effects on regional campuses: Graduate research is primarily conducted at the Avery Point campus

6. Staffing: Variable

7. Dates approved by

Department Curriculum Committee: 2 April, 2014

Department Faculty: 4 April 2014

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

Heidi Dierssen

860-405-9239

heidi.dierssen@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 7, 2014
2. Department requesting this course: WGSS
3. Nature of Proposed Change: change the language regarding prerequisites for WGSS 3265W.
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): Spring 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3265W. Research Methodology

(265W) (Formerly offered as WS 3265W.) Three credits. Prerequisite: [WGSS 1104](#) or [WGSS 1124](#) or [HIST 1203](#); [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#); open only to Women's, Gender, and Sexuality Studies majors. Women's, Gender, and Sexuality Studies majors are strongly urged to take this course as early as possible and before [PHIL 3218](#).

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

Proposed Catalog Copy

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

3265W. Research Methodology

(265W) (Formerly offered as WS 3265W.) Three credits. Prerequisite: any 1000-level WGSS course or [HIST 1203](#); [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#); open only to Women's, Gender, and Sexuality Studies majors. Women's, Gender, and Sexuality Studies majors are strongly urged to take this course as early as possible and before [PHIL 3218](#).

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

Justification

1. [Reasons for changing this course](#): Currently, students who take WGSS 1105 require special permission to take 3265W, even though the 1000-level course serves as adequate preparation.
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](#): professors in WGSS
7. [Dates approved](#) by
Department Curriculum Committee: 4/7 /2014
Department Faculty: 4/7 /2014
8. Name, Phone Number, and e-mail address of principal contact person: Nancy Naples; 860 486 3049; Nancy.Naples@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: March 26 2014
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Fall 2014

Final Catalog Listing

JOUR 3046. Environmental Journalism

(245) Three credits. Prerequisite: [JOUR 2000W](#) or consent of the instructor. Open to Juniors or higher.

Explores specialized coverage of environmental issues by journalists; emphasizing news reporting with the opportunity to produce print, visual and multimedia news reports.

Justification

1. [Reasons for adding this course](#): Formerly taught as JOUR 3045 as one of several specialized journalism subjects. JOUR 3045 will continue while JOUR 3046 environmental journalism will be a separate course at the request of the Environmental Studies major.
2. [Academic merit](#): Provides an opportunity for students to understand environmental issues from a journalistic perspective.
3. [Overlapping courses](#): None.
4. Number of students expected: 16 per year.
5. Number and size of sections: 1 section, 16 each.
6. [Effects on other departments](#): None
7. Effects on regional campuses: None
8. [Staffing](#): Current staffing
9. [Dates approved](#) by
Department Curriculum Committee: 4/9/14
Department Faculty: 4/9/14
10. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss, 486-3030, Robert.wyss@uconn.edu

Syllabus

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

JOUR 3046

ENVIRONMENTAL REPORTING

ABOUT THE COURSE

The class will examine environmental issues that occur locally in Eastern Connecticut and how journalism has been covering these issues and should in the future. The subject areas the course will examine include biodiversity, sustainable agriculture, water resources, recreation, solid and hazardous waste, air resources including climate change, and environmental justice. The course will also review how journalists cover environmental science and scientists, government regulators, environmental risk issues and environmental advocates. As much as possible, students will get out of the classroom and into the environment. For instance, students will learn about biodiversity issues by taking a hike near Wolf Den, where according to legend the last wolves in Connecticut were killed 200 years ago, and talk to a state wildlife biologist about wildlife issues. Students will examine how the state regulates the environment by visiting with officials at the Connecticut Department of Environmental Protection.

The instructor has been covering environmental issues for most of his 35 years as a journalist. He was a reporter and editor for 28 years at the *Providence Journal* and for years he covered the environmental beat. He has been on the journalism faculty since 2002 and has written a journalism textbook, *Covering the Environment*, which helps students and professionals understand the environmental beat. He has continued to write freelance stories on the environment for major newspapers and magazines, including the *New York Times*, *Smithsonian* and *E The Environment Magazine*.

REQUIRED TEXT AND READINGS

Wyss, Bob, *Covering the Environment*. Routledge, 2008.*

Stories and scripts from newspaper, magazine, broadcast news organizations and online news sites as listed below.

*Author royalty proceeds donated to the Journalism Department.

FIELD TRIPS

Numerous field trips are planned. You will be required to complete a field trip consent form required by the university. Complete information about the trips will be provided. Some of the trips will involve some walking and some are outdoors. Consider wearing sturdy shoes and bringing sunscreen, bug spray and rain gear. All trips off-campus will originate by the parking lot behind Arjona. Even if it is raining, classes will continue. Alternate arrangements are being made in case of inclement weather. If you have any questions about a class, please call the instructor.

GRADING

Course blog submissions	60%
Final Exam	20%
Readings Reports	10%
Discussion and Participation	10%

COURSE POLICIES

Course Blog: During the three weeks of this course we will be working on a course blog that will detail what we have learned. The blog will feature text and possibly photos, links, video and audio. If you have never used a video camera or uploaded a digital audio recording to a computer, do not panic. The emphasis in this course will be on reporting, especially how you learn and then report that information. It will not be on how to use a camera or write a blog. The editors at Courant.com have expressed an interest in possibly using some of our blog material.

Final Exam: The exam will cover the required readings from *Covering the Environment*, the presentations by speakers in class and on field trips and any supplemental materials supplied by those speakers.

Readings Reports: Students are expected to read all material before each field trip or class. Most of the readings can be accessed by links in the class site at HuskyCT or by handouts from the instructor. The readings have been selected to provide the necessary background and introduction to each day's topic. Students will be asked to summarize those readings in very short, one-page reports, that must be filed electronically and could later be posted on the blog. Those comments will be submitted for these topics and days: Climate Change, May 12, Biodiversity, May 18, Agriculture, May 20, Recreation, May 21; Waste, May 22, Rivers, May 26 and Environmental Justice, May 28.

Discussion and Participation: This is a small class and we will be learning together. Discussion and participation is a vital component of this course and it is an important part of your final grade.

COURSE SCHEDULE

Week 1

Introduction and orientation to the course.

Introduction to the beat, orientation to news story construction.

Week 2

Climate Change - The Science and the Politics and the Journalism

Orientation to audio.

Readings:

Revkin, Andrew C., "Yelling Fire on a Hot Planet." *New York Times*, April 23, 2006.

Gelbspan, Russ, "Snowed." *Mother Jones*, May, 2005.
Revkin, Andrew, C. "On Climate Issue, Industry Ignored Its Scientists." *New York Times*, April 24, 2009.
Coren, Michael Jr., "Growing Role for New Media Foreseen As Climate Science/Public Opinion Diverge." *Yale Forum on Climate Change and the Media*, April 6, 2009.
KQED News Climate Watch.
CTE Ch. 15.

Week 3

Covering Scientists - The differences between scientists and news reporters.

Orientation to still photography

Readings: CTE Ch. 4, 5.

Week 4

Covering the Regulators

Orientation to video

Readings: CTE Ch. 3, 6

Week 5

Covering the activists

Orientation to multimedia software

Readings: CTE Ch. 7

Week 6

Dams and Rivers. Meet on the banks of the Willimantic River, Willimantic.

Laura Wildman, of American Rivers and Dan Mullin, of the Willimantic Whitewater Association, will discuss their proposal to remove four dams on the river while we walk the banks of the river.

Duncan Broatch, a hydroelectric operator in Eastern Connecticut who helped develop the two hydro facilities on the Willimantic, will discuss the importance of hydroelectricity and the retention of historic dams.

Readings:

Hughes, C.J., "Are These Dams Really Necessary?" *New York Times*, February 8, 2004.

Mapes, Lynda V., "Changing Currents." *Seattle Times*, March 9, 2006.

Grunwald, Michael, "Everglades." *Smithsonian*, March, 2006.

Tibbles, Kevin, "Hydropower." *NBC Today*, April 22, 2008.

"Power in the North." *Canadian Broadcasting Corporation*, June 13, 2001

Week 7

Meet at the Preston Waste-to-Energy Plant, Preston, Ct.

Waste

Paul Nonnenmacher, director of public affairs of the Connecticut Resource Recovery Authority and others will lead a tour of the Preston Waste-to-Energy plant and discuss solid waste, recycling and environmental justice issues.

Readings:

Braccidiferro, Gail, "Plans for Landfill Draw Neighbors' Protests." *New York Times*, May 25, 2008.

Bailey, Jeff, "Rumors of a Shortage of Dump Space were Greatly Exaggerated." *New York Times*, August 12, 2005.

Sapien, Joaquin, "Life in Poison, An Alabama Town's Long Struggle to Survive." The Center for Public Integrity, May 18, 2007.

Williams, Rebecca, "Packrats Hooked on Freecycling." Great Lakes Radio, May 17, 2004.

Week 8

Meet at the Mashamoque Brook State Park, Pomfret

Biodiversity

John Folsom, Mashamoque Brook State Park superintendent, will hike with students to Wolf Den and describes how Israel Putnam may have killed the last wolf in Connecticut. Jenny Dickson with the DEP will discuss issues of biodiversity and wildlife management.

Readings:

Meersman, Tom, "Invaded Waters: Foreign Creatures are Unwelcome Guests in the Great Lakes." *Minneapolis Star Tribune*, June 13, 2004.

Stokstad, Erik, "Ornithology: Gambling on a Ghost Bird." *Science*, August 17, 2007.

Kelley, Tina, "Bats Perish, and No One Knows Why." *New York Times*, March 25, 2008.

Buck, Rinker, "A Race in on to Cure Bats." *Hartford Courant*, March 29, 2009.

Ohman, Kinna, "Wolves Make Mark on Yellowstone." Great Lakes Radio, December 17, 2007.

Week 9

Meet at Cranberry Hill Farm, Ashford and Goodwin Forest, Hampton.

Agriculture

Sherry Simpson and Art Talmadge of Cranberry Hill Farm will discuss how her small farm uses sustainable agriculture techniques.

Steven Broderick, forester and program director for the Connecticut Forest & Park Association, will discuss sustainable forestry practices at the Goodwin Forest.

Readings:

Silverman, Fran, "The Sweet Smell of Home-Grown Success." *New York Times*, August 13, 2006.

Specter, Michael, "Big Foot." *The New Yorker*, February 25, 2008.

Cummins, Roz, "Girls Just Wanna Have Farm." *Grist*, October 18, 2007.

Philpott, Tom, "Your Food Doesn't Come From the Store." *Grist*, October 9, 2007.

Philpott, Tom, "A Tale of Two Counties." *Grist*, October 10, 2007.

Week 10

Meet on the Shenipsit Trail in Vernon.

Forests

Robert Butterworth, chair of the Trail Committee of the Connecticut Forest & Park Association, will lead a hike and talk about issues of trail development, management and pressures.

Readings:

Kay, Jane, "100 Years, 100 Million Acres of Land Saved." *San Francisco Chronicle*, September 16, 2006.

Hofius, Sarah, "Urban Greenway, An Alternative Route from Maine to Florida." *USAToday*, October 5, 2004.

Barringer, Felicity and Yardley, William, "Surge in Off-Roaders Stirs Dust and Debate in West." *New York Times*, December 30, 2007.

Regenold, Stephen, "Northern Exposure: Hiking the North Country Trail. *New York Times*, April 24, 2009.

Week 11

Work on news stories and multimedia reports in class.

Week 12

Meet at Millstone nuclear station, Waterford, Ct.

Readings on nuclear energy to be provided

Week 13

Work on news stories and multimedia reports in class

Week 14

Work on news stories and multimedia reports in class

Final Exam

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Feb 17, 2014
2. Department requesting this course: Pols, PP
3. Nature of Proposed Change: Change titles and course descriptions, and a prerequisite, cross-list
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: n/a
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): ASAP
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

Pols 3625. Public Opinion in American Politics

Three credits. Prerequisite: Open to juniors or higher.

Structure and dynamics of public opinion in American politics

PP 3030. Investigating Public Opinion

(242) Three credits.

Concepts, theories, and substance of public opinion and its affect on public policy.

Proposed Catalog Copy

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

Pols 3625. Public Opinion

Three credits. Prerequisite: Open to juniors or higher

Also Offered as PP 3030

Concepts, theories, structure, and substance of public opinion.

PP 3030. Public Opinion

Three credits. Prerequisite: Open to juniors or higher

Also Offered as Pols 3625

Concepts, theories, structure, and substance of public opinion.

Justification

1. [Reasons for changing this course](#): In the March C&C meeting, Pols changed the description of Pols 3612 which focused primarily on elections. Pols 3625 focuses more on public opinion. As those divisions in topics between the two courses have become more explicit over time, Pols wants the course description to better signal to students the difference.

For 3625, it was also felt that specifying "and American politics" focused too much on the connection of public opinion and political outcome when much of the course focuses on structures and dynamics of public opinion itself. This title will better communicate the focus of the course.

As Pols considered this change, it reached out to Public Policy. The PP C&C rep was fine with the change, but mentioned that this course was likely to have a decent amount of overlap with PP 3030. We have thus proposed to cross-list the courses to avoid students being able to get double credit for related courses. As part of this process, PP has agreed to add a prerequisite to their course.

2. Effect on Department's curriculum: None-Pols hopes the name change will help students see why they might consider taking both 3612 and 3625. Then it also will help Pp and Pols students interested in public opinion to see the connections to the other major.

3. Other departments consulted: PP

4. [Effects on other departments](#): None

5. Effects on regional campuses: None

6. [Staffing](#):

7. [Dates approved](#) by

Department Curriculum Committee:

Department Faculty:

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

Matthew Singer

6-2615

Matthew.m.singer@uconn.edu

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

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: March 3, 2014
2. Department: Psychology
3. Nature of Proposed Change: Change course name
4. Current Catalog Copy:

Current Catalog Copy

3300. Emotional/Behavioral Disorders of Childhood

(249) Three credits. Prerequisite: [PSYC 2400](#).

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

Proposed Catalog Copy:

3300. Abnormal Child Psychology

(249) Three credits. Prerequisite: [PSYC 2400](#).

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

6. Effective Date (semester, year -- see [Note R](#)): Spring, 2015
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: Reasons for changing this course: The current title is cumbersome, and is not consistent with the adult form of this course, Abnormal Psychology, Psychology 2300. The proposed title more succinctly summarizes the

content of the course and is consistent with the sequence of abnormal psychology across the lifespan.

2. Effect on Department's Curriculum: None anticipated

3. Other Departments Consulted (see Note N): None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: Will remain same

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 9, 2014

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Marianne Barton, 860-486-3666, Marianne.barton@uconn.edu

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

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: March 3, 2014
2. Department: Psychology
3. Nature of Proposed Change: Change course name
4. Current Catalog Copy:

PSYC 5303 - Child Psychopathology

An examination of diagnosis, etiology, and prognosis in child psychopathology. Open to students in Clinical Psychology.

5. Proposed Catalog Copy:

PSYC 5303 - Developmental Psychopathology

An examination of diagnosis, etiology, and prognosis in child psychopathology. **Open to graduate students in Clinical Psychology and others with permission.**

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

6. Effective Date (semester, year -- see [Note R](#)): Fall, 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: It makes the content more clear to students and reviewers.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: not applicable

6. Staffing: Clinical Division faculty

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 9, 2014

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Marianne Barton,
860-486-3666, Marianne.barton@uconn.edu

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

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: March 9, 2014
2. Department: Psychology
3. Nature of Proposed Change: Description change
4. Current Catalog Copy:

PSYC 5305 - Psychodynamics

Criteria for the evaluation of personality theories. An analysis of the major methods of psychotherapy and of the personality theories on which they are based.

Open to students in Clinical Psychology.

5. Proposed Catalog Copy:

PSYC 5305 - Psychodynamics

Theories of personality development and behavior change. Overview of theoretical and empirical literature about theories of personality development and models of behavior change processes.

Open to graduate students in Clinical Psychology and to others with permission.

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

6. Effective Date (semester, year -- see [Note R](#)): Fall, 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: Changes better describe the course content
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: not applicable

6. Staffing: Barton

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 9, 2014

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Marianne Barton,
860-486-3666, Marianne.barton@uconn.edu

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

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: March 10, 2014
2. Department: Psychology
3. Nature of Proposed Change: Change course name
4. Current Catalog Copy:

PSYC 5307 - Empirically Validated Methods of Psychotherapy

Instruction and supervised practice of empirically validated, psychotherapeutic techniques and treatments.

Open to graduate students in Clinical Psychology and others with permission.

5. Proposed Catalog Copy:

PSYC 5307 - Empirically Supported Therapy

Instruction and supervised practice of empirically supported therapeutic techniques and treatments.

Open to graduate students in Clinical Psychology and to others with permission (RG 3643).

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

6. Effective Date (semester, year -- see [Note R](#)): Fall, 2014
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: The new title better describes the content of the

course.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted (see Note N): none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: not applicable

6. Staffing: Gorin

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 9, 2014

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Marianne Barton,
860-486-3666, Marianne.barton@uconn.edu

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

Proposal to Drop an Existing Course

Last revised: Monday, April 21, 2003

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

1. Date: March 11, 2014
2. Department: Psychology
3. catalog Copy:

PSYC 5311 Group Psychotherapy.
Theories and Methods of Group Psychotherapy.

4. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for dropping this course: This course is no longer taught.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: n/a
5. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: April 9, 2014
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:

Marianne Barton
869 486 3666
marianne.barton@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 15 April, 2014
2. Department requesting this course: Philosophy
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

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

PHIL 2410. Know Thyself

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

Nature, value and limitations of self-knowledge; introspection, unconscious phenomena, self-deception, affective forecasting, interaction of neurophysiological and psychological explanations of behavior. Western as well as non-Western (specifically Buddhist) perspectives on the self. Readings from classical and contemporary sources. Content Area 1.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: PHIL
2. Course Number: 2xxx
3. Course Title: Know Thyself
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Nature, value and limitations of self-knowledge; topics include introspection, unconscious phenomena, self-deception, affective forecasting, and the interaction of neurophysiological and psychological explanations of behavior. Western as well as non-Western (specifically Buddhist) perspectives on the self will be examined. Readings from classical and contemporary sources.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: n/a
 - b. Open to sophomores/juniors or higher: yes
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:

11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: 1
a. If Content Area 1, specify a CLAS area, A-E: D
b. Justification for inclusion in CLAS area, A-E:

Socrates held that the unexamined life is not worth living, and reflection on this dictum has continued for the two-plus millennia since he made this remark. A continuing theme of the course is the examination of the remark's significance and plausibility, and throughout the focus is on assessing arguments for this and related positions as well as examining those positions in light of questions about morality and life's meaning more broadly.

The final 3.5 weeks of the course will focus on Buddhist approaches to the self according to which there is in some sense no self to know. We will interpret classical arguments aiming to disprove the existence of selves and examine their significance. The class will also cultivate meditative practices (both during class (briefly) and outside of class) in order to understand the Buddhist perspective(s) on these issues.

13. S/U grading: permitted.

Justification

1. **Reasons for adding this course:** No course of this kind is currently offered by Philosophy, or any related department such as Psychology or Linguistics.
2. **Academic merit:** In preparing future citizens to occupy positions of responsibility, universities are charged with helping students to cultivate themselves as persons and not just as thinkers. Helping students to better understand themselves, as well as to appreciate the significance and limitations of such self-knowledge, contributes to this enterprise. We also enhance our students as persons by enabling them to engage with thinkers from the last two millennia of Western and non-Western traditions who have addressed issues of self-knowledge. 'Know Thyself' aims to further our university's mission along these lines. In addition, because it is a Philosophy course, the emphasis throughout the semester is on the construction and analysis of arguments in favor of controversial positions. As such, the course aims to sharpen out students' critical acumen.
3. **Overlapping courses:** None that we know of.
4. **Number of students expected:** 30
5. **Number and size of sections:** n/a
6. **Effects on other departments:** Instructor intends to propose this course as a way of satisfying one of the requirements for the Cognitive Science major. If that proposal is approved, the course will be of interest to students in Philosophy, Psychology, Linguistics, and PNB among other majors. Consulted: Psychology and Cognitive Science.
7. **Effects on regional campuses:** n/a
8. **Staffing:** Faculty member
9. **Dates approved by**
Department Curriculum Committee: February, 2014.
Department Faculty: Lionel Shapiro
10. **Name, Phone Number, and e-mail address of principal contact person:**
Mitchel Green; (434) 327-2059; Mitchell.green@uconn.edu

Syllabus

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

Please see attached syllabus from when this course was last offered, at the Univ. of Virginia in spring 2013.

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question (?)

a. A brief (2-3 sentences) course description that includes course goals and learning objectives.

Investigation of nature, value and limitations of self-knowledge; topics include introspection, unconscious phenomena, self-deception, affective forecasting, and the interaction of neurophysiological and psychological explanations of behavior. Western as well as non-Western (specifically Buddhist) perspectives on the self will be examined, and readings will be from both classical and contemporary sources.

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

One midterm, and one final exam; both will be based on study questions that will be made available to students beforehand. Two papers, and weekly readings drawn from empirical, philosophical and literary sources; active participation in class discussion.

c. List the major themes, issues, topics, etc., to be covered.

Major themes are the nature, value and limitations of self-knowledge. Among the topics will be significance of the “examined life”, the evidence in favor of positing unconscious phenomena, self-deception, the self and skepticism about its existence, and the status of freedom of will in light of recent advances in neuroscience.

d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

This is not an existing general education course.

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. (?) If this course is not being proposed for a content area, please skip this question and proceed to the next section.

The course will help students achieve most of the seven goals of Gen Education that are specified, but I will mention just two of them:

2. *Acquire intellectual breadth and versatility*: Students will achieve intellectual breadth by examining views of self-knowledge from a wide variety of perspectives, including that of Ancient Greece, early modern Philosophy, various forms of Buddhism, and the perspective on the self that is emerging from recent work in cognitive science. They will achieve versatility by being required, in class discussion, in their exams, and in their papers, to defend a controversial view about the nature, value or limitations of self-knowledge against one or more of the foregoing perspectives. Doing so will help students to cultivate a suppleness of mind that will enable them to question their own opinions and to engage fruitfully with the possibly opposed views of others, whether those others are contemporary thinkers or those from ancient traditions.

3. *Acquire critical judgment*: This course will help students to acquire critical judgment because it is integral to the practice of philosophy that we engage with theories, as well as our own views, skeptically. Students are required to defend their opinions when they express them in class discussion, just as they are when writing papers. As a result, students are asked to discern not just what they believe, but why they do so (in the sense

of ‘why’ pertaining to providing persuasive reasons, rather than just an autobiographical account.) Two of the most important questions in Philosophy are What do you mean?, and How do you know?

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question: describe how the proposed course meets the Specific Criteria for the particular content area and/or competency chosen.

a. **Arts and Humanities (?)**: This course satisfied the Arts and Humanities Content Area because it fulfills criterion 2) (“Inquiries into philosophical and/or political theory”): Although we do make contact with recent research in experimental psychology and neuroscience, the bulk of discussion is in the framework of Philosophy, as attested not just by the description in the syllabus but also in the authors whose work we read, the study questions, and the paper assignments that students will complete.

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

Proposal to Change an existing Major

Last revised: Tuesday, April 8, 2003

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

1. Date: 4-15-2014
2. Department requesting this change: Pols
3. Title of Major: Political Science
4. Nature of Change:

Add courses added to the catalog in 2013-2014 academic year to the major so that they can count for the subfield distribution requirements.

Then we wanted to limit the number of S/U fieldwork credits that majors could apply to the major. In doing so we have explicitly limited the number of 3991 credits that students can take.

5. Existing catalog Description of the Major:

Political Science

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

Major Courses: A minimum of 24 credits in Political Science numbered 2000 or above (none on a pass-fail basis). Inter-departmental courses may not be included in the 24 credits. No more than 6 credits of independent study and/or field work can be counted toward the 24 credits.

A. Students majoring in Political Science must pass introductory 1000-level courses in three of the following four subdivisions: Theory and Methodology (1002), Comparative Politics (1202 or 1207), International Relations (1402), and American Politics (1602). It is recommended that these courses should be taken during the student's first two years of study.

B. All majors in political science must pass at least one course in four of the following six subdivisions (total of 12 credits). A W or Q course may be substituted for the same numbered course. Cross-listed courses may count only once toward this distribution requirement:

- I. I. Theory and Methodology: 2072, 3002, 3012, 3022, 3032, 3042, 3052, 3062
- II. II. Comparative Politics: 2222, 3202, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3245, 3252, 3255
- III. III. International Relations: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462, 3464, 3472, 3476
- IV. IV. American Politics: 2607, 2622, 3602, 3604, 3612, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850
- V. V. Public Administration, Policy and Law: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837, 3842, 3847, 3852, 3857
- VI. VI. Race, Gender, and Ethnic Politics: 3052, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662,

3667, 3807, 3834, 3837

POLS 2998 and 3995 may be counted toward this distribution only with consent of advisor. POLS 3426, 3991, 3993, 3999, 4994, 4997W may not be counted toward the Group B distribution requirement.

The writing in the major requirement may be satisfied by passing any 2000-level W course. Advanced information literacy exit requirements are incorporated into all Ws in the major, and students who successfully complete political science W courses will have met this requirement.

A minor in Political Science is described in the "Minors" section.

Description of the major in the plan of study:

PLAN OF STUDY: Department of Political Science (2013-2014)

Name of student _____	Expected date of graduation _____
Peoplesoft ID # _____	Date _____

MAJOR COURSES: A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis). Inter-departmental courses may not be included in the 24 credits. No more than 6 credits of independent study and/or field work can be counted toward the 24 credits.

A. A. Students majoring in Political Science must take introductory 1000-level courses in three of the following four subdivisions: Theory and Methodology (1002), Comparative Politics (1202 or 1207), International Relations (1402), and American Politics (1602). It is recommended that these courses be taken during the student's first two years of study. POLS 1993 and POLS 1007 may not be used towards POLS major.

A. B. At least one course must be taken in four of the following subdivisions (total of 12 credits). A W or Q course may be substituted for the same numbered course. **Cross-listed courses may count only once toward this distribution requirement:**

Theory and Methodology: 2072, 3002, 3012, 3022, 3032, 3042, 3052, 3062

Comparative Politics: 2222, 3202, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3245, 3252, 3255

International Relations: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462,

3464, 3472, 3476

American Politics: 2607, 2622, 3602, 3604, 3612, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850

Public Administration, Policy and Law: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837, 3842, 3847, 3852, 3857

Race, Gender, and Ethnic Politics: 3052, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662, 3667,

3807, 3834, 3837

Pols 2998 and 3995 may be counted toward this distribution only with consent of advisor. Pols 3426, 3991, 3993, 3999, 4994, 4997 may **NOT** be counted toward the Group B distribution requirement.

A. C. _____ Other 2000 level (or higher)
Political Science courses totaling a minimum of 12 credits:

<u>Course Number</u>	<u>Credits</u>	<u>Course Number</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____

RELATED COURSES: At least 12 credits in courses related to Political Science courses taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Philosophy, and Sociology will meet this requirement. Certain Inter-departmental courses and courses in other majors, such as English, Journalism, Linguistics, Psychology and Communication Science, may be approved as related courses at the discretion of your adviser.

<u>Department</u>	<u>Course Number</u>	<u>Credits</u>	<u>Department</u>	<u>Course Number</u>
<u>Credits</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Are you pursuing a Minor? _____
 If yes, with what department _____

Are you a double major or dual degree? _____
 If yes, with what other department or school _____

POLS Assessment Test complete _____

_____	Date: _____
Student Signature	
_____	Date: _____
Major Advisor Signature	

6. Proposed catalog Description of the Major:

Major:

Political Science

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

Major Courses: A minimum of 24 credits in Political Science numbered 2000 or above (none on a pass-fail basis). Inter-departmental courses may not be included in the 24 credits. No more than 6 credits of independent study and/or field work (of which no more than 3 credits may be for POLS 3991) can be counted toward the 24 credits.

A. Students majoring in Political Science must pass introductory 1000-level courses in three of the following four subdivisions: Theory and Methodology (1002), Comparative Politics (1202 or 1207), International Relations (1402), and American Politics (1602). It is recommended that these courses should be taken during the student's first two years of study.

B. All majors in political science must pass at least one course in four of the following six subdivisions (total of 12 credits). A W or Q course may be substituted for the same numbered course. Cross-listed courses may count only once toward this distribution requirement:

- I. I. Theory and Methodology: 2072, 3002, 3012, 3017, 3022, 3032, 3042, 3052, 3062, 3072, 3082
- II. II. Comparative Politics: 2222, 3202, 3205, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3239, 3245, 3252, 3255, 3256
- III. III. International Relations: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3429, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462, 3464, 3472, 3476
- IV. IV. American Politics: 2607, 2622, 3602, 3604, 3612, 3613, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850
- V. V. Public Administration, Policy and Law: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837, 3842, 3847, 3852, 3857
- VI. VI. Race, Gender, and Ethnic Politics: 3052, 3082, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662, 3667, 3807, 3834, 3837

POLS 2998 and 3995 may be counted toward this distribution only with consent of advisor. POLS 3426, 3991, 3993, 3999, 4994, 4997W may not be counted toward the Group B distribution requirement.

The writing in the major requirement may be satisfied by passing any 2000-level W course. Advanced information literacy exit requirements are incorporated into all Ws in the major, and students who successfully complete political science W courses will have met this requirement.

A minor in Political Science is described in the “Minors” section.

Description of the major in the plan of study (section describing university/college requirements is unchanged):

PLAN OF STUDY: Department of Political Science (2014-2015)

Name of student _____	Expected date of graduation

Peoplesoft ID # _____	Date _____

MAJOR COURSES: A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis). Inter-departmental courses may not be included in the 24 credits. No more than 6 credits of independent study and/or field work (of which no more than 3 credits may be for POLS 3991) can be counted toward the 24 credits.

- A. D.** Students majoring in Political Science must take introductory 1000-level courses in three of the following four subdivisions: Theory and Methodology (1002), Comparative Politics (1202 or 1207), International Relations (1402), and American Politics (1602). It is recommended that these courses be taken during the student's first two years of study. POLS 1993 and POLS 1007 may not be used towards POLS major.
- A. E.** At least one course must be taken in four of the following subdivisions (total of 12 credits). A W or Q course may be substituted for the same numbered course. **Cross-listed courses may count only once toward this distribution requirement:**

Theory and Methodology: 2072, 3002, 3012, 3017, 3022, 3032, 3042, 3052, 3062, 3072, 3082
Comparative Politics: 2222, 3202, 3205, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3239, 3245, 3252, 3255, 3256
International Relations: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3429, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462, 3464, 3472, 3476
American Politics: 2607, 2622, 3602, 3604, 3612, 3613, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850
Public Administration, Policy and Law: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837,

3842, 3847, 3852, 3857

Race, Gender, and Ethnic Politics: 3052, 3082, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662, 3667, 3807, 3834, 3837

Pols 2998 and 3995 may be counted toward this distribution only with consent of advisor. Pols 3426, 3991, 3993, 3999, 4994, 4997 may **NOT** be counted toward the Group B distribution requirement.

A. **F.**

Other 2000 level (or higher)

Political Science courses totaling a minimum of 12 credits:

<u>Course Number</u>	<u>Credits</u>	<u>Course Number</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____

RELATED COURSES: At least 12 credits in courses related to Political Science courses taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Philosophy, and Sociology will meet this requirement. Certain Inter-departmental courses and courses in other majors, such as English, Journalism, Linguistics, Psychology and Communication Science, may be approved as related courses at the discretion of your adviser.

<u>Department</u>	<u>Course Number</u>	<u>Credits</u>	<u>Department</u>	<u>Course Number</u>
<u>Credits</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Are you pursuing a Minor? _____

If yes, with what department _____

Are you a double major or dual degree? _____

If yes, with what other department or school _____

POLS Assessment Test complete _____

Date: _____

Student Signature _____

Date: _____

B. At least one course must be taken in four of the following subdivisions (total of 12 credits). A W or Q course may be substituted for the same numbered course. **Cross-listed courses may count only once toward this distribution requirement:**

Theory and Methodology: 2072, 3002, 3012, 3017, 3022, 3032, 3042, 3052, 3062, 3072, 3082

Comparative Politics: 2222, 3202, 3205, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3239, 3245, 3252, 3255, 3256

International Relations: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3429, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462, 3464, 3472, 3476

American Politics: 2607, 2622, 3033, 3602, 3604, 3612, 3613, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850

Public Administration, Policy and Law: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837, 3842, 3847, 3852, 3857

Race, Gender, and Ethnic Politics: 3052, 3033, 3082, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662, 3667, 3807, 3834, 3837

7. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

These represent additions to the major done since we last updated the major description.

2. What is the impact on students?

Makes more classes automatically available in the major's subcategories, which allows for easier planning. Inclusion of classes in the major is especially important for the political science minors who otherwise cannot get credit (we are submitting an update to their plan of study as well).

3. What is the impact on regional campuses? none

4. Dates approved by (see Note Q):

Department Curriculum Committee: April 2, 2014

Department Faculty: April 2, 2014

5. Name, Phone Number, and e-mail address of principal contact person: Matthew Singer, 6-2615, matthew.m.singer@uconn.edu

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

Proposal to Change an existing Minor

Last revised: Friday, April 11, 2003

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

1. Date: Apr 15, 2014
2. Department requesting this change: Political Science
3. Title of Minor: Political Science
4. Nature of Change: Update plan of study
5. Existing catalog Description of the Minor:

No changes needed to the description in the catalog, just the plan of study

6. Proposed catalog Description of the Minor:

New plan of study is attached.

7. Effective Date (semester, year -- see [Note R](#)):
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

We have added courses to the major and need to add them to the plan of study for the minor for them to be able to be counted.

2. What is the impact on students?

Makes it easier for students to fulfil their minor degree requirements.

3. What is the impact on regional campuses?

none

4. Attach a revised "Minor Plan of Study" form to this proposal (see [Note P](#)). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework.

See below

5. Dates approved by (see Note Q):
Department Curriculum Committee: Apr 2, 2014
Department Faculty: Apr 2, 2014
6. Name, Phone Number, and e-mail address of principal contact person:

Matthew Singer
6-2615
Matthew.m.singer@uconn.edu

OLD Plan of Study

Minor in Political Science Plan of Study **See the minor advisor when you begin preparing your plan of study.**

- Students must begin preparation by taking at least one introductory 1000-level course selected from among POLS 1002, 1202, 1207, 1402, or 1602. At least one additional 1000-level course is recommended.
 - Students must complete at least 15 credits of course work at the 2000-level (or higher, with consent of instructor and minor advisor). A W or Q course may be substituted for the same numbered course.
 - POLS 2998 and 3995 may be counted toward the minor only with consent of the adviser. POLS 3991 and 3999 may **not** be counted toward the minor.
 - Courses must be selected from at least three of the six disciplinary subdivisions.
 - Completion of a minor requires that a student earn a C (2.0) grade or better in each of the required courses for that minor.
 - **SUBSTITUTIONS ARE NOT ALLOWED.**
-

The introductory 1000-level course offered for the minor: POLS _____
Recommended second 1000-level course, if taken: POLS _____

Circle each course offered for the minor in at least three subdivisions. **Cross-listed courses may count only once.**

1. **Theory and Methodology**: 2072Q, 3002, 3012, 3022, 3032, 3042, 3052, 3062
2. **Comparative Politics**: 2222, 3202, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3245, 3252, 3255
3. **International Relations**: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462, 3464, 3472, 3476
4. **American Politics**: 2607, 2622, 3602, 3604, 3612, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850
5. **Public Administration, Policy and Law**: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837, 3842, 3847, 3852, 3857

6. **Race, Gender, and Ethnic Politics**: 3052, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662, 3667, 3807, 3834, 3837

Two additional courses offered for the minor in political science

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Name of Student _____
Student ID _____
Major _____

I approve the above program for the Minor in Political Science.

Political Science Minor Advisor **or** _____
Department Head Date Rev. 6/2013

New Plan of Study

Minor in Political Science Plan of Study **See the minor advisor when you begin preparing your plan of study.**

- Students must begin preparation by taking at least one introductory 1000-level course selected from among POLS 1002, 1202, 1207, 1402, or 1602. At least one additional 1000-level course is recommended.
- Students must complete at least 15 credits of course work at the 2000-level (or higher, with consent of instructor and minor advisor). A W or Q course may be substituted for the same numbered course.
- POLS 2998 and 3995 may be counted toward the minor only with consent of the adviser. POLS 3991 and 3999 may **not** be counted toward the minor.
- Courses must be selected from at least three of the six disciplinary subdivisions.
- Completion of a minor requires that a student earn a C (2.0) grade or better in each of the required courses for that minor.
- **SUBSTITUTIONS ARE NOT ALLOWED.**

The introductory 1000-level course offered for the minor: POLS _____
Recommended second 1000-level course, if taken: POLS _____

Circle each course offered for the minor in at least three subdivisions. **Cross-listed courses may count only once.**

1. Theory and Methodology: 2072, 3002, 3012, **3017**, 3022, 3032, 3042, 3052, 3062, **3072, 3082**
2. Comparative Politics: 2222, 3202, **3205**, 3206, 3208, 3212, 3214, 3216, 3225, 3228, 3232, 3235, 3237, 3239, 3245, 3252, 3255, 3256

3. International Relations: 3402, 3406, 3410, 3412, 3414, 3418, 3422, 3429, 3432, 3437, 3438, 3442, 3447, 3452, 3457, 3462, 3464, 3472, 3476
4. American Politics: 2607, 2622, 3033, 3602, 3604, 3612, 3613, 3615, 3617, 3622, 3625, 3627, 3632, 3642, 3647, 3652, 3662, 3667, 3850
5. Public Administration, Policy and Law: 3802, 3807, 3812, 3817, 3822, 3827, 3832, 3834, 3837, 3842, 3847, 3852, 3857
6. Race, Gender, and Ethnic Politics: 3052, 3033, 3082, 3210, 3216, 3218, 3252, 3418, 3464, 3632, 3642, 3647, 3652, 3662, 3667, 3807, 3834, 3837

Two additional courses offered for the minor in political science

--	--

Name of Student _____

Student ID _____

Major _____

I approve the above program for the Minor in Political Science.

_____	or	_____	_____
Political Science Minor Advisor		Department Head	Date

Rev.4/2014

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: 9 April 2014
2. Department requesting this course: Marine Sciences
3. Semester and year in which course will be first offered: Fall 2015.

Final Catalog Listing

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

MARN 5500. Professional Development in Marine Sciences

3 credits.

Survey of practical skills required for professional integration into the scientific community, including proposal writing, scientific and public presentations, manuscript preparation and publication, scientific peer review, resume building, and interview skills.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: MARN
2. **Course Number**: 5500
3. **Course Title**: Professional Development in Marine Sciences
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):

The goal of this course is to provide graduate students with the skills required to succeed as a professional academic within marine sciences. Topics include: developing a research plan, completing a dissertation, grant writing, preparation of manuscripts for publication, conference presentations, teaching philosophies, job preparation and communicating with the media. Heavy emphasis is placed on student involvement, active learning, peer-review, and developing positive work habits. Each meeting includes a presentation, discussion of assigned readings, peer-review of work completed, and intensive feedback on work from both instructor and other class members within a constructive and encouraging setting.

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

Optional Items

7. **Prerequisites**, if applicable: none
8. **Recommended Preparation**, if applicable: none

9. [Consent of Instructor](#), if applicable:
10. [Exclusions](#), if applicable:
11. [Repetition for credit](#), if applicable:
12. [S/U grading](#):

Justification

1. [Reasons for adding this course](#):

Graduate students typically receive high-level training in research, gain some experience in teaching, but lack formal training in many aspects of professional development including how to integrate into the scientific community. Addition of this course will advance graduate training beyond formal courses and research. Socializing graduate students, or describing the non-research aspects of career management, is key to their future success, be it in academia or other venues. This course will provide students with a suite of practical skills applicable across career choices from proposal writing through job interviewing. While specific topics will be covered, the students will be encouraged to bring questions and suggestions for discussion topics of specific interest to them to class for discussion.

2. [Academic merit](#): This course provides needed graduate training, is consistent with similar offerings in other Departments at UCONN, and may additionally help improve National Research Council (NRC) program rankings regarding graduate training.

3. [Overlapping courses](#):

4. Number of students expected: 10

5. Number and size of sections: 1

6. [Effects on other departments](#): none foreseen

7. [Staffing](#): Dr. Sandra Shumway, Research Professor (CV attached)

8. [Dates approved](#) by

Department Curriculum Committee: 4/15/2014

Department Faculty: 4/25/2014

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.

CURRICULUM VITAE
SANDRA E. SHUMWAY

Research Professor
Department of Marine Sciences
University of Connecticut
1080 Shennecossett Road
Groton, CT 06340

DATE OF BIRTH: March 29, 1952

Phone: 860 405 0770
FAX: 960 405 9153
email: Sandra.shumway@uconn.edu

EDUCATION:

UNDERGRADUATE - B.S. (*Summa Cum Laude*) 1974 (Marine Science/Biology)
Southampton College of Long Island University, Southampton, New York 11968

GRADUATE - Marshall Scholar; Awarded a fellowship from the Marshall Aid Commemoration Commission for graduate study in the United Kingdom; Ph.D. (1976), D.Sc. (1992), University College of North Wales, Bangor, Gwynedd, Wales. Advisor: D.J. Crisp, FRS (deceased)

POST-GRADUATE - Postdoctoral Fellow: Marine Science Laboratories, Menai Bridge, Gwynedd, North Wales (1977); University of Otago, Dunedin, New Zealand (1978-1979); Department of Ecology and Evolution, State University of New York, Stony Brook, New York (1979-1982)

RESEARCH EXPERIENCE:

Skidaway Institute of Oceanography, Savannah, Georgia (1973/1974)

Marine Science Laboratories, Menai Bridge, Wales (1974-1977)

Portobello Marine Laboratory, Portobello, New Zealand (1978-1979)

Universidade de Sao Paulo, Sao Paulo, Brazil (invited researcher, 1980)

Department of Ecology and Evolution, State University of New York, Stony Brook, New York
Research Assistant, 1979-1982)

Department of Marine Resources, West Boothbay Harbor, Maine and Graduate Faculty,
Department of Zoology, University of Maine, Orono, Maine (Research Scientist, 1983-1993)

Bigelow Laboratory for Ocean Sciences, West Boothbay Harbor, Maine (Adjunct Principal Investigator, 1984-present)

Friday Harbor Laboratories, Friday Harbor, Washington (visiting investigator 1995- 2000)

North Carolina State University, Raleigh (visiting investigator 1995 - present)

Belle Baruch Marine Laboratory, University of South Carolina (visiting scientist 2003)

University of Connecticut, Avery Point (Research Professor) 2002- present

TEACHING EXPERIENCE:

Laboratory Instructor Southampton College (1973-74) **Course:** Field Biology

Teaching Assistant Southampton College (1974) **Course:** Field Biology for Elementary School Teachers (graduate)

Instructor Southampton College (1974) **Course:** Marine Field Biology, a non- credit course for laymen; **Course:** Marine Biology, for Children 6-12

Adjunct Assistant Professor Southampton College (Spring,1981) **Course:** Comparative Physiology

Adjunct Associate Professor Southampton College (Spring,1981/summer,1982)

Courses: Scientific Writing; Marine Invertebrate Zoology, Research Methods in Comparative Physiology (Summer 1982);

Professor of Marine Science and Biology (with tenure; 1994-2001), Southampton College, Long Island University, Southampton, New York

Courses: Comparative Physiology, Marine Ecology, Oceans, Scientific Writing, Current Topics in Marine Science

Research Professor (2002 - present), University of Connecticut, Avery Point, CT

Course: Career Development for Graduate Students

Thesis committee of M.S. students: University of Connecticut, University of Maine, Orono; College of William and Mary; University of Washington, Stony Brook University; Ph.D. thesis committees: University of South Florida, University of Maine, University of Connecticut, North Carolina State University, Rutgers; College of William and Mary; Florida Gulf Coast University, Stony Brook University

External Examiner (Ph.D.): University of Auckland (New Zealand); University of Cape Town (South Africa); Berhampur University (India); University of Guelph (Canada); Dalhousie University (Canada); Université de Laval (Quebec); University of Otago (New Zealand); University of Tasmania (M.Sc.; Ph.D.); Memorial University (Newfoundland); University of Technology (Sydney, Australia); University of Liverpool (England); University of New South Wales (Australia), University of New England (Australia), University of Newcastle (Australia); Australian National University; City University of Hong Kong;

ADMINISTRATIVE/SUPERVISORY EXPERIENCE

Maine Department of Marine Resources - supervised technical staff and scientists (10 years) and running of the public aquarium (including seals) (3 years)

Coordinator of Marine Science program (elected), Southampton College (1995-2001) - responsible for course scheduling, budgets, faculty searches, seminar program and other general duties

Coordinator Marine Station (appointed), Southampton College (1995-2001) - liaison between faculty, administration and marine station staff; budgeting, staff hiring, course scheduling, summer hires

GRANTS:

University of Otago Research Grant. A study of salt effects on haemocyanin oxygen binding in *Amphibola crenata*. (\$2000)

University of Otago Research Grant. A study of respiration in a terrebellid polychaete. (\$2000)

University of Otago Research Grant. Respiratory function of punctae in brachiopods and respiration in an intertidal crab. (\$2000)

Sigma Xi Grant-In-Aid-Of-Research (1981). Physiological adaptations in decapod crustaceans.

NOAA/Sea Grant - Superior shellfish stocks by polyploidization. (with H. Hidu, 1984-1987).

National Coastal Resources Research and Development Institute. Symposium: Toxic Algal Blooms - Hazards to Shellfish and Industry. (\$20,000)

International Pectinid Workshop 1989 - Total funding obtained through sixteen separate agencies. (\$18,000)

Maine Aquaculture Innovation Center - Effects of toxic algae on commercially important shellfish 1989.

Saltonstall-Kennedy (NOAA/NMFS) - Significance of domoic acid, DSP and PSP in the Gulf of Maine: an issue of economics and public safety (subcontract from New England Fisheries Development Association) 1990-1992.

Saltonstall-Kennedy (NOAA/NMFS) - Dinoflagellate bloom effects on oyster production (with K. Sellner, M. Luckenbach) 1991-1993.

Gulf of Maine Regional Marine Research Program - Preparation of a review of uptake and depuration kinetics of algal toxins by filter-feeding molluscan shellfish (with V.M. Bricelj) 1993-1995. (\$90,594)

Maine Aquaculture Innovation Center - Investigations in the biology and culture of the Arctic surfclam (*Mactromeris polynyma*) and the Atlantic surfclam (*Spisula solidissima*) (with C. Davis) 1992-1993.

Maine Aquaculture Innovation Center - Survey of *Bonamia* Disease in European oysters in Maine (with C. Davis) 1992-1993.

Maine Aquaculture Innovation Center and Northeast Regional Aquaculture Center - Possible cytotoxic effects of *Gyrodinium aureolum* on juvenile shellfish (with R. Smolowitz) 1993.

Saltonstall-Kennedy (NOAA/NMFS) - Polyculture of sea scallops suspended from salmon net pens (subcontract from New England Fisheries Development Association) 1994-1995.

National Science Foundation - (Levinton, Ward and Shumway) - Feeding strategies and limitations of marine bivalves (1994-1997; \$314,985)

Saltonstall-Kennedy (NOAA/NMFS) - A new harvest: Sea scallop enhancement and culture in New England. (subcontract from New England Fisheries Development Association) (1996-1997)

US Environmental Protection Agency-National Science Foundation (Burkholder, Shumway, and Rublee) - Toxic ambush-predator dinoflagellates: Potential biosensors of estuarine stress. (1997-1999 \$512,000)

National Science Foundation SBIR-Phase I - (Davis and Shumway) - Aquaculture development of Stimpson's surfclam, *Mactromeris polynyma*. (1996-1997) \$66,327)

Hudson River Foundation and NY Sea Grant (Levinton, Shumway and Ward) - Feeding responses of zebra mussels and effects on biodeposition and soft bottom communities, Hudson River Estuary. (\$159,853)

The Moore Foundation (Shumway and Sadove) New York marine turtle population monitoring program. (1996 - \$9,640; 1997 -\$9,640; 1998 - \$10,000)

ECOHAB (Wikfors, Shumway, Dam, McManus, Smolowitz) Trophic effects of two dinoflagellates. (1996-1997; \$125,000)

Connecticut Sea Grant (McManus, Wikfors, Shumway, Dam, Smolowitz, Martin) Trophic effects of two dinoflagellates upon representative pelagic and benthic consumers. (1998-2000; \$136,050)

NOAA/NMFS Cooperative Marine Education and Research Program (CMERS) - Factors governing the perceived decline in bluefish abundance along the Atlantic coast of the U.S.(1999-2001 \$200,000)

National Science Foundation (Levinton, Ward, Shumway) Feeding selectivity and strategies of marine bivalves (1998-2001; \$427,043)

ECOHAB Comparative biology, toxins, and bloom activity of *Pfiesteria*-like species; Impacts of *Pfiesteria piscicida* on filter-feeding shellfish and the role of shellfish as possible toxin vectors. (1999-2004; \$436,000)

NOAA/NMFS Cooperative Marine Education and Research Program (CMERS) (renewal 2001-2003 \$200,000)

National Science Foundation (Ward and Shumway) Functional mechanisms of control in the bivalve pump: an experimental approach to resolve current controversy (2004-2007; \$430,558)

ECOHAB-EPA (Shumway, Wikfors, Burkholder) Assessment of the potential for introduction of harmful algal bloom (HAB) species via shellfish transport (2004-2007; \$487,523)

Northeast Regional Aquaculture Center Effects of temperature on the infection of hard clams (*Mercenaria mercenaria*) by the protistan organism, quahog parasite unknown. (Smolowitz et al. 2005-2007; UCONN portion \$44,765)

NOAA/National Sea Grant (Whitlatch, Shumway, Osman, Adams, Getchis) The control of aquatic nuisance species in marine aquaculture operations (2005-2007; \$298,198)

National Science Foundation (Serb and Shumway) A multi-gene phylogeny of scallops (Mollusca: Bivalvia: Pectinidae) and an examination of morphological and behavioral trait evolution. (2006-2008; UCONN portion \$23,000)

NSF: Collaborative Research: Separating the grain from the chaff: a functional and comparable approach to elucidate particle selection mechanisms in suspension-feeding molluscs (Ward and Shumway; \$457,350; 2007-2009)

NOAA Marine Aquaculture Program: Molluscan shellfish aquaculture and the environment (Shumway; \$160,000; 2008-2010)

Saltonstall-Kennedy (NOAA/NMFS) Biofouling tunicates on aquaculture gear as potential vectors of harmful algal introductions (Shumway, Bullard, Getchis); \$248,690; 2009-2012)

NSF: Collaborative Research: Phenotypic plasticity in feeding: Ontogenetic solutions to scaling limitations (Padilla and Shumway; 2009-2013; SES \$313,000)

NSF: Collaborative Research: Elucidating the factors mediating particle-selection processes in suspension-feeding molluscs: A functional and comparative approach (Ward and Shumway; 2012 - 2015; \$447,007)

PROFESSIONAL SOCIETIES:

National Shellfisheries Association; Marine Biological Association, United Kingdom; World Aquaculture Society; Canadian Aquaculture Association; American Malacological Union; American Society of Zoologists; The Association for Women in Science; The Nature Conservancy; Council of Biology Editors; European Association of Science Editors; Sigma Xi; American Association for the Advancement of Science

HONORS AND AWARDS

Marshall Scholar, 1974-1977

William Evans Visiting Professor, University of Otago, Dunedin, New Zealand, 1992.

Taunton High School Hall of Fame, 1995

Long Island University Trustees Award for Lifetime Scholarly Achievement 1997

Education Service Award, Science Council of New York City 2000

David Newton Award for Excellence in Teaching, Long Island University 2000

Aldo Leopold Leadership Fellow 2001

Long Island University Trustees Award for Scholarly Achievement (2001)

National Shellfisheries Association Honored Life Member (2001)

Belle Baruch Marine Field Laboratory Visiting Scientist (2003)

Robert L. Carroll Lecturer, Fairmont University (2005)

Elise B. Newell Lecturer, Florida Sea Grant (2006)

Visitas de Profesores Distinguidos Academia Mexicana de Ciencias (2006)

Fellow, American Association for the Advancement of Science (2006)

Visiting Professor, Institute of Marine Research, Bergen, Norway (2007)

David H. Wallace Award for Contributions to Industry National Shellfisheries Association (2009)

Honorary Fellow, University of Wales (2009)

Erasmus Mundas Scholar (2010)

Fellow, Connecticut Academy of Science and Engineering (2011)

Fellow, The World Aquaculture Society (2011)

OTHER:

Editor in Chief: *Journal of Shellfish Research* (1986 - present)

Journal of Experimental Marine Biology and Ecology (1998 - present)

Harmful Algae Founder and Co-Editor-in-Chief (2001- present)

Reviews in Fisheries Science (2010 -)

Associate Editor: *Journal of the World Aquaculture Society*; *Frontiers in Aquatic Physiology*

Editorial Boards: Current - *Reviews in Fisheries Sciences*; *Advances in Marine Biology*; Prior - *Malacological Review*; *Journal of Aquaculture (Korea)*; *Shellfish World*; *Journal of Medical and Applied Malacology*

American Men and Women of Science

Who's Who in Science and Engineering; Who's Who of American Women; Who's Who in Medicine and Healthcare; International Who's Who of Professional and Business Women; Who's Who Among America's Teachers; Who's Who of Executives and Professionals

Conference Chair, International Pectinid Workshop (Portland, Maine) 1989

NATO Advanced Study Institute. Particle analysis in oceanography. Aquifreda, Italy. 1991.

President-elect, National Shellfisheries Association 1990-1991; President, National Shellfisheries Association 1991-1992; President-elect 2002-2003; President, 2003 - 2005

Northeast Regional Aquaculture Center, Technical/Industrial Advisory Committee 1991 - 1993

Invited participant at the Marine Phytoplankton Toxin Workshop, NMFS Southeast Fisheries Center, Charleston, South Carolina, to establish a national U.S. program on marine phycotoxins, 1992

Invited member National Sea Grant College Program (Washington, D.C.) 1991 Task Force on Harmful Algal Blooms

NATO Advanced Research Workshop. Bivalve filter feeders and marine ecosystem processes, Renesse, The Netherlands 1992

Site review panel member: NMFS, Milford Laboratory, Milford, CT, 1990 (chairman); EPA

Laboratory, Gulf Breeze, FL 1991; EPA Laboratory, Narragansett, RI, 1991

Invited Panel Member, National Panel on Assessment of Management and Mitigation of Harmful Algal Blooms; National Fish and Wildlife Foundation Harmful Algal Bloom Assessment Project 96-171 (1996).

Secretary, World Aquaculture Society 1993-1994; 1994-1995; Board of Directors 1995; Vice-President 1996-1997; Board of Directors 2012-2015

International Advisory Panel, 8th International Conference on Harmful Algal Blooms, Vigo, Spain, June 1997

Long Island Sound Study Technical Advisory Steering Committee 1996-2001

Coastal Research and Education Society of Long Island (CRESLI). Founding Member; Board of Directors 1996-1997; Vice-President 1997-2000; President 2000-2001

International Advisory Committee, 9th International Conference on Harmful Algal Blooms, Hobart, Tasmania, February 2000

Chair, National Shellfish Workshop sponsored by CRII (Cooperative Research and Information Institute), Charleston, South Carolina, 2000

Chair, Steering Committee Aquaculture 2001 (Triennial meeting of the National Shellfisheries Association, World Aquaculture Society and Fish Culture Section of the American Fisheries Society)

Conference Chair and Organizer, 3rd International Conference on Molluscan Shellfish Safety 2000

Program Chair and Steering Committee, Aquaculture 2004, the triennial meeting of the National Shellfisheries Association, World Aquaculture Society and Fish Culture Section of the American Fisheries Society. Honolulu, Hawaii

National Healthy Beaches Campaign Board of Advisors 2003 - present

New York Sea Grant Hard Clam Steering Committee (2003 - 2008)

Seafood Watch Board of Scientific Advisors (Monterey Bay Aquarium) 2003-2005

Steering Committee, National Plan for Marine Biotoxins and Harmful Algae Workshop 2005

Sea Grant Program Assessment Team (Virginia, 2004)

Program Committee Aquaculture 2006 - European Aquaculture Society/World Aquaculture Society meeting, Florence, Italy

Steering Committee and Program Chair, Aquaculture 2007, the triennial meeting of the National Shellfisheries Association, World Aquaculture Society and Fish Culture Section of the American Fisheries Society San Antonio, Texas.

Member, National HAB Committee 2006 - 2009; Chair, Education and Outreach Committee

Panel Manager, USDA-SBIR Aquaculture 2007

Conference Chair, Benthic Ecology Meeting 2008, Providence, Rhode Island

Conference Chair, National Shellfisheries Association Centennial Meeting, 2008 Providence, RI

Steering Committee Chair, Aquaculture 2010, the Triennial meeting of the National Shellfisheries Association, World Aquaculture Society and Fish Culture Section of the American Fisheries Society, San Diego, CA

Conference Chair, NOAA Shellfish and the Environment Meeting, Providence, RI, June 2008

Panel Manager, USDA-SBIR Aquaculture 2009

International Steering Committee, 14th International Conference on Harmful Algal Blooms, Crete, Greece 2010

Global Steering Committee (elected)

World Wildlife Foundation Molluscan Dialogues 2009

APEX Award for Publication Excellence - *Journal of Shellfish Research* (2008, 2009, 2010, 2011, 2012)

APEX Award for Publication Excellence - Executive Summary, Shellfish Aquaculture and the Environment (2012)

Association Trends - *Journal of Shellfish Research* - Bronze Award (2009); Silver Award (2010); Silver Award (2012)

Hermes Creative Awards Platinum Certificate - Executive Summary, Shellfish Aquaculture and the Environment (2012)

International Steering Committee, 15th International Conference on Harmful Algal Blooms, Korea, 2012

Steering Committee Member and Program Co-Chair, Aquaculture 2013, the Triennial meeting of the National Shellfisheries Association, World Aquaculture Society and Fish Culture Section of the American Fisheries Society, Nashville, TN

Aquaculture Stewardship Council Technical Advisory Group Vice-Chair (2010 - present)

Monterey Bay Aquarium Seafood Watch program Science Advisory Board (2012 - present; elected Chair)

PUBLICATIONS

1. Stickney, R.R. and S.E. Shumway - 1974. Occurrence of cellulase activity in the stomachs of fishes. *J. Fish Biol.* 6: 779-790.
2. Shumway, S.E. and R.R. Stickney - 1974. Notes on the biology and food habits of the cunner N.Y. Fish and Game J. 22: 71-79.
3. Harshbarger, J.C., S.E. Shumway and G.W. Bane. Variably differentiating oral neoplasms, ranging from epidermal papilloma to odontogenic ameloblastoma in cunners (*Tautoglabrus adspersus*) in: **Progress in Experimental Tumor Research**, Vol. 20, Neoplasms in Aquatic Animals as Indicators of Environmental Carcinogens. F. Homburger (ed.), pp.113-128 (Karger, Basel 1976).
4. Shumway, S.E. - 1977. The effects of salinity fluctuations on the osmotic pressure and Na^+ , Ca^{++} and Mg^{++} ion concentrations in the haemolymph of bivalve molluscs. *Marine Biology* 41: 153-178.
5. Shumway, S.E. - 1977. The effect of fluctuating salinity on the tissue water content of eight species of bivalve molluscs. *J. Comp. Physiol.* 116: 269-285.
6. Shumway, S.E., P.A. Gabbott and A. Youngson - 1977. The effect of fluctuating salinity on the concentrations of free amino acids and ninhydrin-positive substances in the adductor muscles of eight species of bivalve molluscs. *J. Exp. Mar. Biol. Ecol.* 29:131-150.
7. Shumway, S.E. - 1977. The effects of fluctuating salinities on four species of asteroid echinoderms. *Comp. Biochem. Physiol.* 58: 177-180.
8. Shumway, S.E. and J. Davenport - 1977. Some aspects of the physiology of *Arenicola marina* (Polychaeta) exposed to fluctuating salinities. *J. Mar. Biol. Assoc. U.K.* 57: 907-924.
9. Crisp, M., J. Davenport and S.E. Shumway - 1978. Effects of feeding and of chemical stimulation on the oxygen uptake of *Nassarius reticulatus* (Gastropoda: Prosobranchia). *J. Mar. Biol. Assoc. U.K.* 58: 869-876.
10. Shumway, S.E. - 1978. Respiration, pumping activity and heart rate in *Ciona intestinalis* L. exposed to fluctuating salinities. *Mar. Biol.* 48: 235-242.
11. Shumway, S.E. - 1978. Osmotic balance and respiration in the hermit crab *Pagurus bernhardus* exposed to fluctuating salinities. *J. Mar. Biol. Assoc. U.K.* 58: 869-876.
12. Shumway, S.E. - 1978. Activity and respiration in the anemone *Metridium senile* (L.) exposed to salinity fluctuations. *J. Exp. Mar. Biol. Ecol.* 33: 85-92.
13. Djangmah, J., S.E. Shumway and J. Davenport - 1979. The effects of fluctuating salinity on the behavior of the West African blood clam *Anadara senilis* and on the osmotic pressure and ionic concentrations of the haemolymph. *Mar. Biol.* 50: 209-213.

14. Djangmah, J., J. Davenport and S.E. Shumway - 1980. Oxygen consumption of the West African blood clam *Anadara senilis*. Mar. Biol. 56: 213-217.
15. Shumway, S.E. - 1979. The effects of changing salinities on respiration in gastropod molluscs. Comp. Biochem. Physiol. 63A: 279-283.
16. Shumway, S.E. - 1979. The effects of body size, oxygen tension and mode of life on the oxygen uptake rate of polychaetes. Comp. Biochem. Physiol. 64A: 273-278.
17. Shumway, S.E. and A. Youngson - 1979. The effect of fluctuating salinity on the physiology of *Modiolus demissus*. J. Exp. Mar. Biol. Ecol. 40: 167-181.
18. Murdoch, R. and S.E. Shumway - 1980. Oxygen consumption in six species of chitons in relation to their position on the shore. Ophelia 19: 127-144.
19. Wells, R.M.G. and S.E. Shumway - 1980. The effects of salts on haemocyanin-oxygen binding in the marine pulmonate snail *Amphibola crenata* (Martyn). J. Exp. Mar. Biol. Ecol. 43: 11-27.
20. Mackay, J. and S.E. Shumway - 1980. Factors affecting oxygen consumption in the scallop *Chlamys delicatula* (Hutton). Ophelia 19: 19-26.
21. Wells, R.M.G., P. Jarvis and S.E. Shumway - 1980. Oxygen uptake, the circulatory system and haemoglobin function in the intertidal polychaete *Terebella haplochaeta* (Ehlers). J. Exp. Mar. Biol. Ecol. 46: 255-277.
22. Shumway, S.E. - 1981. Factors affecting the oxygen consumption of the marine pulmonate *Amphibola crenata* (Martyn). Biol. Bull. 160: 332-347.
23. Haresign T.W. and S.E. Shumway - 1981. Permeability of the marsupium of the pipefish *Syngnathus fuscus* to C-14 alpha amino isobutyric acid. Comp. Biochem. Physiol. 69A: 603-604.
24. Shumway, S.E. - 1982. Oxygen consumption in brachiopods and the possible role of punctae J. Exp. Mar. Biol. Ecol. 58: 207-220.
25. Shumway, S.E. and M.B. Jones - 1981. The influence of salinity on respiration of an estuarine mud crab *Helice crassa* (Grapsidae). Comp. Biochem. Physiol. 70A: 551-553.
26. Koehn, R.K. and S.E. Shumway - 1982. A genetic/physiological explanation for differential growth rate among individuals of the American oyster, *Crassostrea virginica* (Gmelin). Mar. Biol. Lett. 3: 35-42.
27. Shumway, S.E. - 1982. Oxygen consumption in oysters: an overview. Mar. Biol. Lett. 3: 1-23.
28. Shumway, S.E. and I.D. Marsden - 1982. The combined effects of temperature, salinity and declining oxygen tension on oxygen consumption in the marine pulmonate *Amphibola crenata* (Gmelin, 1791). J. Exp. Mar. Biol. Ecol. 61: 133-146.

29. Shumway, S.E. and R.K. Koehn - 1982. Oxygen consumption in the American oyster *Crassostrea virginica*. Mar. Ecol. Prog. Ser. 9: 59-68.
30. Moreira, G.S., J.S. McNamara, S.E. Shumway, and P. Moreira - 1983. Osmoregulation and respiratory metabolism in Brazilian *Macrobrachium* (Decapoda, Palaemonidae). Comp. Biochem. Physiol. 74A: 57-62.
31. Shumway, S.E. - 1983. Oxygen consumption and salinity tolerance in four species of Brazilian crabs. Crustaceana. 44: 76-82.
32. Shumway, S.E., T.M. Scott and J.M. Shick - 1983. The effects of anoxia and hydrogen sulphide on survival, activity and metabolic rate in the coot clam, *Mulinia lateralis* (Say). J. Exp. Mar. Biol. Ecol. 71:135-146.
33. Shumway, S.E. - 1983. Factors affecting oxygen consumption in the coot clam, *Mulinia lateralis* (Say). Ophelia. 22: 143-171.
34. Shumway, S.E. and R.F.H. Freeman - 1984. Osmotic balance in a marine pulmonate *Amphibola crenata*. Mar. Behav. Physiol. 11: 157-183.
35. Shumway, S.E. and R.C. Newell - 1984. Energy resource allocation in *Mulinia lateralis* (Say), an opportunistic bivalve from shallow water sediments. Ophelia. 23: 101-118.
36. Cucci, T.L., S.E. Shumway, R.C. Newell, R. Selvin, R.R.L. Guillard and C.M. Yentsch - 1985. Flow cytometry: a new method for characterization of differential ingestion, digestion and egestion by suspension feeders. Mar. Ecol. Prog. Ser. 24: 201-204.
37. Shumway, S.E., T.L. Cucci, R.C. Newell and C.M. Yentsch - 1985. Particle selection, ingestion and adsorption in filter feeding bivalves. J. Exp. Mar. Biol. Ecol. 91: 77-92.
38. Shumway, S.E., T.L. Cucci, L. Gainey and C.M. Yentsch - 1985. A preliminary study of the behavioral and physiological effects of *Gonyaulax tamarensis* on bivalve molluscs. Pages 389-394 In: **Toxic Dinoflagellates** (Anderson, D.M., A.W. White and D.G. Baden, eds.) Elsevier, N.Y.
39. Cucci, T.L., S.E. Shumway, R.C. Newell and C.M. Yentsch - 1985. A preliminary study of the effects of *Gonyaulax tamarensis* on feeding in bivalve molluscs. Pages 395-400 In: **Toxic Dinoflagellates** (Anderson, D.M., A.W. White and D.G. Baden, eds.) Elsevier, N.Y.
40. Shumway, S.E., H.C. Perkins, D.F. Schick and A.P. Stickney - 1985. Synopsis of biological data on the pink shrimp, *Pandalus borealis* Krøyer, 1838. NOAA Technical Report. NMFS 30, 58pp.
41. Lucas, M.I., R.C. Newell, S.E. Shumway, L.J. Seiderer and R. Bally - 1987. Particle clearance and yield in relation to bacterioplankton and suspended particulate availability in estuarine and open coast populations of the mussel *Mytilus edulis*. Mar. Ecol. Prog. Ser. 36: 215-224.
42. Shumway, S.E. and T.L. Cucci - 1987. The effects of the toxic dinoflagellate *Protogonyaulax tamarensis* on the feeding and behavior of bivalve molluscs. Aquat. Toxic. 10: 9-27.
43. Shumway, S.E., D.F. Schick and R. Selvin - 1987. Food resources related to habitat in the scallop, *Placopecten magellanicus* (Gmelin, 1791): A qualitative study. J. Shellfish Res. 6: 89-95.

44. Shumway, S.E., F.C. Pierce and K. Knowlton - 1987. The effect of *Protogonyaulax tamarensis* on byssus production in *Mytilus edulis* L., *Modiolus modiolus* Linnaeus, 1758 and *Geukensia demissa* Dillwyn. Comp. Biochem. Physiol. 87: 1021-1023.
45. Shumway, S.E., J. Barter and J. Stahlnecker - 1988. Seasonal changes in oxygen consumption of the giant scallop *Placopecten magellanicus* (Gmelin). J. Shellfish Res. 7:77-82.
46. Schick, D.F., Shumway, S.E. and M.A. Hunter - 1988. A comparison of growth rate between shallow water and deep water populations of scallops *Placopecten magellanicus* (Gmelin, 1791), in the Gulf of Maine. Amer. Malacol. Bull. 6: 1-8.
47. Barber, B.J., R. Getchell, S.E. Shumway and D.F. Schick - 1988. Reduced fecundity in a deep-water population of the giant scallop, *Placopecten magellanicus* in the Gulf of Maine, USA. Mar. Ecol. Prog. Ser. 42: 207-212.
48. Shumway, S.E., D. Card, R. Getchell and C. Newell - 1988. Effects of calcium oxide (quicklime) on nontarget organisms in mussel beds. Bull. Environ. Contam. Toxicol. 40: 503-509.
49. Mason, K., S.E. Shumway and H. Hidu - 1988. Induced triploidy in the soft-shelled clam *Mya arenaria* L: Energetic implications. Mar. Biol. 98: 519-528.
50. Moreira, G.S., P.V. Ngan, P.S. Moreira and S.E. Shumway - 1988. The effect of salinity on the osmo-ionic regulation of *Macrobrachium carcinus* (Linnaeus). Comp. Biochem. Physiol. 91A: 105-108.
51. Gainey, L. and S.E. Shumway - 1988. Physiological effects of *Protogonyaulax tamarensis* on cardiac activity in bivalve molluscs. Comp. Biochem. Physiol. 91C:159-164.
52. S.E. Shumway, C. Bogdanowicz and D. Dean - 1988. Oxygen consumption and feeding rates of the sabellid polychaete, *Myxicola infundibulum* (Renier). Comp. Biochem. Physiol. 90A: 425-428.
53. Shumway, S.E., S. Sherman-Caswell and J.W. Hurst - 1988. Paralytic shellfish poisoning in Maine: Monitoring a monster. J. Shellfish Res. 7: 643-652.
54. Gainey, L.G. and S.E. Shumway - 1988. A compendium of the responses of bivalve molluscs to toxic dinoflagellates. J. Shellfish Res. 7: 623-628.
55. Beirbaum, R. and S.E. Shumway - 1988. Filtration and oxygen consumption in mussels, *Mytilus edulis*, with and without pea crabs, *Pinnotheres maculatus*. Estuaries. 11: 264-271.
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Godfrey, J. and S.E. Shumway (editors) 2005. Proceedings AAUS Diving for Science Symposium.

Shumway, S.E. and G.J. Parsons (editors) 2006. **Scallops: Biology, Ecology and Aquaculture.** Elsevier. 2nd Edition. Elsevier Science Publishers. 1500 pp

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Shumway, S.E. (Editor) 2011 **Shellfish Aquaculture and the Environment.** Wiley-Blackwell Science Publishers, Ames, Iowa. 508p.

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Leatherman, S.P., S.E. Shumway, and D.W. Christel - 1999. The Hamptons' South Shore: A history of beach changes and storm impacts. Eastern Long Island Coastal Conservation Alliance, Ltd. 26p.

Lewitus, A.J., P.A. Rublee, M.A. Mallin, and S.E. Shumway - 1999. Human Health and Environmental Impacts from *Pfiesteria*: A science-based rebuttal to Griffith (1999). Human Organization 58: 455-458.

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Peer review: journal articles versus research proposals (contributor) 2004 Mar. Ecol.Prog. Ser. 277:301-309.

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Shumway, S.E. Oyster Stuffing. *Wracklines* Fall/Winter Issue 2008 Vol 8(2) p. 2

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Shumway, S.E. and E. Heupel 2010 Molluscan Diversity Playing Cards

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Getchis, T., M. Rosa and S.E. Shumway 2013 Sea squirts as potential vectors of harmful algal introductions. Connecticut Sea Grant Aquaculture Fact Sheet. Publication Number CTSG-12-07.

Glenn Lopez, Drew Carey, James T. Carlton, Robert Cerrato, Hans Dam, Rob DiGiovanni, Chris Elphick, Michael Frisk, Christopher Gobler, Lyndie Hice, Penny Howell, Adrian Jordaan, Senjie Lin, Sheng Liu, Darcy Lonsdale, Maryann McEnroe, Kim McKown, George McManus, Rick Orson, Bradley Peterson, Chris Pickerell, Ron Rozsa, Sandra E. Shumway, Amy Siuda, Kelly Streich, Stephanie Talmage, Gordon Taylor, Ellen Thomas, Margaret Van Patten, Jamie Vaudrey, Gary Wikfors, Charles Yarish, and Roman Zajac, 2013. Chapter 6: Biology and Ecology of Long Island Sound. In: James S. Latimer, Mark A. Tedesco, R. Lawrence Swanson, Charles Yarish, Paul E. Stacey, and Corey Garza (Editors), ***Long Island Sound: Prospects for the Urban Sea***. Springer Series on Environmental Management. In Press.

Syllabus for proposed course – *Career Development Seminar for Graduate Students*

Sandra Shumway, Research Professor

Office: 860 405 9282

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Office Hours: By appointment

Class Hours: TBD

Graduate students typically receive high-level training in research, gain some experience in teaching, but are left to learn how to integrate into the scientific community on a ‘catch as catch can’ basis. There is considerably more to graduate education than formal courses and research. Socializing graduate students, or describing the non-research aspects of career management, is key to their future success, be it in academia or other venues. This course will provide students with a suite of practical skills applicable across career choices.

This course is designed to provide graduate students with the skills needed to succeed as a professional within the academic community. While specific topics will be covered, the students will be encouraged to bring questions and suggestions for discussion topics of specific interest to them to class for discussion. Topics for discussion will be general and applicable to an array of careers post-graduation. Topics include, but are not limited to: completing a dissertation, grant writing, preparation of manuscripts for publication, conference presentations, teaching philosophies, professional behavior and ethics, job applications, and communicating with the media. Other topics may be included as appropriate or as requested by the participants. Guest presentations by specialists in various fields will be arranged as possibilities present themselves.

Course requirements:

Grades will be based upon participation in class discussions, a final presentation, performance in the mock interview, and preparation of a current resume, and teaching statement.

A semester-long project will also be required. Projects will be designed according to individual interests and needs and could include (but not limited to): preparation of a grant proposal, development of a semester-long course, preparation of a manuscript for publication. These projects will be peer-reviewed by class members as well as graded by the instructor.

A presentation outlining the results of the individual project or of a conference presentation will be required at the end of the semester.

Active participation in the class including readings, discussions, and contribution to the peer-review process will be expected.

Plagiarism will not be tolerated and if discovered will result in a failing grade (F) for the course.

Prerequisites: Graduate student status

Textbook: Directed Readings (see below)

Other materials: Additional readings as appropriate

Week Topic

- 1 Why are you in graduate school?
- 2 The Ivory Tower isn't for everyone - other options for your degree
- 3 Resume building and writing
- 4 Proposal Writing
- 5 Presentations (conferences, seminars, job interviews, and others)
- 6 Publishing your work
- 7 How to review a scientific paper/report

SPRING BREAK

- 8 How to make the most out of conferences
- 9 Presenting science to the public
- 10 Applying for post-docs and other employment
- 11 Cover letters - one size does not fit all!
- 12 Mock interviews
- 13 Student Presentations and critiques/peer-review
- 14 Student Presentations and critiques/peer-review

Specific reading assignments will be provided during the semester. The following general references are recommended readings and information sources:

The Ivory Tower Nancy Baron Island Press

The Scientist's Handbook for Writing Papers and Dissertations A.M. Wilkinson. Prentice Hall

Presenting Science to the Public Barbara Gastel ISI Press

Effective College and University Teaching. Strategies and Tactics for New Professors
Buskist, W. and V.A. and Benassi, eds. Los Angeles, CA.

The Chicago Guide to Your Academic Career. A Portable Mentor for Scholars from Graduate School through Tenure. Goldsmith, J., J. Lomlos, and P.S. Gold University of Chicago Press. 2001.

Proposals that Work: A Guide for Planning Dissertations and Grant Proposals. Locke, L.F., W.W. Spirduso, and S.J. Silvermann 2007. Thousand Oaks, CA: Sage Publications.
National Science Foundation "A Guide for Proposal Writing"
<http://www.nsf.gov/pubs/1998/nsf9891/nsf9891.pdf>

The Academic Job Search Handbook. Miller Vic, J. and J.S. Furlong 2008. The University of Pennsylvania Press: Philadelphia

The Chicago Manual of Style. Chicago: The University of Chicago Press.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 16 2014
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

JOUR 2111 Journalism Portfolio I: Multimedia Skills

One credit. Prerequisite: JOUR 2000W.

Introduction to online and multimedia skills used by journalists; emphasis on ethical applications. Students provided portfolio space on a department-maintained site.

Justification

1. [Reasons for adding this course](#): Journalism Department accrediting standards require that all majors must be exposed to a range of digital skills including text, still and video photography, audio and multimedia. Their abilities must be assessed over time.
2. [Academic merit](#): Journalism is an evolving discipline where a range of communication skills in a variety of digital media has become paramount and this is the first of three one-credit courses designed to insure that every major learns those skills.
3. [Overlapping courses](#): None.
4. Number of students expected: 60 per year.
5. Number and size of sections: 4 sections, 15 each.
6. [Effects on other departments](#): None
7. Effects on regional campuses: None
8. [Staffing](#): Current staffing
9. [Dates approved](#) by
Department Curriculum Committee: 4/16/14
Department Faculty: 4/16/14
10. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss,
486-3030, Robert.wyss@uconn.edu

Syllabus

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

Journalism 2111

Journalism Portfolio I / Multimedia Skills

Syllabus

Journalism majors must develop the technical, research and writing skills and the professional knowledge needed to succeed not only in their first jobs but throughout their careers. In this course, students learn a range of technical skills that they will apply and hone in later courses. They also establish an online portfolio, which they will maintain as they progress toward their degrees.

The best journalism education is not mass produced. It meets not only broad academic goals, but also the specific interests and goals of the student. Through the portfolio process students are able to thoughtfully shape their course selections and work experiences to fit their career plans. They also establish a process of personal assessment and growth that is essential in our rapidly changing field.

This is the first of three, one-credit courses that make up the Portfolio Sequence.

Course goals:

- Recognize the ways in which journalists use audio, video and still images on multiple platforms and related ethical issues.
- Use online tutorials and in-class mentoring to learn to capture and edit audio, video and still images. (All images and audio to relate to one topic to be announced by the professor)
- Learn basic HTML coding conventions
- Establish and personalize a professional online portfolio on a department-maintained site.

Texts:

Online tutorials will be provided through HuskyCT.

Software:

Worpress, Photoshop, Audition, Premier

Grading:

Grading is based on a points system:

- Final exam (uses of multimedia in journalism, ethical issues) – 10 points
- HTML exercise – 10 points
- Portfolio established on department-maintained site – 10 points
- Still images captured and edited – 15 points
- Audio captured and edited (20 seconds) – 15 points
- Video captured and edited (20 seconds) – 15 points
- Images and audio uploaded to portfolio as a package – 20 points
- Participation – 5 points

Week 1: Introduction to the portfolio sequence.

Goals, grading; intro to HTML

Assign: HTML exercise on HuskyCT

Week 2: Introduction to Wordpress

Set up individual accounts, demonstrate Wordpress functions, demonstrate upload function, discuss uses of Wordpress in journalism.

Assign: Wordpress tutorial

Week 3: Wordpress lab

Week 4: Introduction to still image capture (smart phone or iPad).

Demonstration of critical concepts: composition, lighting, resolution, etc.

Week 5: Still photo lab.

Assign: topic for still images, video and audio package (e.g. A day in the life of a student.)

Week 6: Introduction to Photoshop

Assign: Photoshop tutorial; shoot photos

Week 7: Photoshop lab using photos taken for package

Week 8: Introduction to Premier

Demonstration of import, export and basic editing functions.

Assign: Premier tutorial; shoot raw video.

Week 9: Premier workshop using video taken for package

Week 10: Introduction to Audition

Demonstrate audio capture, input, timelines, editing.

Week 11: Audition lab using audio shot for package.

Week 12: Portfolio lab

Week 13: Portfolio lab

Week 14: Final exam

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 16 2014
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

JOUR 3111 Journalism Portfolio II: Content Development

One credit. Prerequisite: JOUR 2111.

Development of online and multimedia skills used by journalists; emphasis on ethical applications. Students will contribute journalism content completed in other courses and develop new content to build a professional portfolio provided on a department-maintained site.

Justification

1. [Reasons for adding this course](#): Mid-level course for Journalism majors where students continue to learn the importance of developing a range of digital skills for journalistic reasons.
2. [Academic merit](#): Students will use the skills they learned in JOUR 2111 to use existing and new content including text, still and video photography, audio and multimedia to develop a professional portfolio.
3. [Overlapping courses](#): None.
4. Number of students expected: 60 per year.
5. Number and size of sections: 4 sections, 15 each.
6. [Effects on other departments](#): None
7. Effects on regional campuses: None
8. [Staffing](#): Current staffing
9. [Dates approved](#) by
Department Curriculum Committee: 4/16/14
Department Faculty: 4/16/14
10. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss, 486-3030, Robert.wyss@uconn.edu

Syllabus

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

Syllabus

JOUR 3111 – Journalism Portfolio – Content Development

Prerequisite: Journalism 2111. JOUR 2001 is preferred or can be taken concurrently.

1 Credit. One hour of classroom instruction per week.

The course focuses on using the skills learned in JOUR 2111 to establish the foundation for a journalism portfolio. The course emphasizes using software and technology skills to package news stories, audio, video, still photography and design skills primarily learned and produced in other journalism courses. However, some content will need to be produced in this course to produce a basic portfolio.

Text: Online tutorials on HuskyCT

Software: Wordpress, Audition, Premier, Photoshop

All students must provide:

- Evidence of the ability to produce and edit audio, video and still images.
- Thoroughly researched and well written work for print, online or broadcast media.
- A statement summarizing the student's ongoing journalism experience.

By the conclusion of the course the minimum content in a student's portfolio will be:

- One print news story
- Still photographs to compliment the print news story.
- One live link.
- One minute of edited video with audio.
- A statement of student and professional journalistic experience.

Any student who wishes to earn a grade higher than a C must have other elements in the portfolio. Possibilities include:

- At least two print news stories, one of which is considered in-depth and comprehensive.
- Several still photographs to compliment the print news stories.
- One or more still photographic essays.
- Live links to news stories.
- Edited video with audio.
- Edited audio.
- One or more multimedia packages, which includes edited video, audio and still photographs.
- Data visualization project.
- Examples of new media (Twitter, Facebook, Storify, Instagram)

The instructor will meet with each student at the beginning of the semester and assess what the student has produced in other courses and what can be expected to be produced in those courses in this semester. Most content will be produced outside of this class. The student will then contract with the instructor on what content will be in the portfolio at the end of the semester.

Grading:

Editing and design of the portfolio	75%
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Originality and creativity of the required course content	25%
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The Journalism Portfolio that you produce in this course does not stop at the end of the semester. All students must take JOUR 4111 Journalism Portfolio III and the amount of the content should grow and reflect what the student has produced in the minimum eight advanced courses for the major.

Calendar

Week 1	Introduction
Week 2	Review and agreement with each student on their portfolio plans.
Week 3	Writing the professional statement.
Week 4	Design elements for the portfolio
Week 5	Interviewing, links and finding diverse sources.
Week 6	Still photography review - Photoshop.
Week 7	Mid-term review.
Week 8	Audio recording review - Audition.
Week 9	Video recording review – Premier.
Week 10	Multimedia production
Week 11	Lab - Portfolio production
Week 12	Lab - Portfolio production
Week 13	Planning session for future contributions to the portfolio
Week 14	Final Exam – Complete student portfolios.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 16 2014
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

JOUR 4111 Journalism Portfolio III: Professional Presentation

One credit. Prerequisite: JOUR 3111.

Completion of student journalism portfolios that include examples of journalistic endeavors in print, still and video photography, audio and multimedia packages.

Justification

1. [Reasons for adding this course](#): Third and final course for Journalism majors on the importance of developing a range of digital skills for journalistic reasons; completes the assessment portfolio.
2. [Academic merit](#): Students will complete the journalism portfolio that was outlined in JOUR 2111 and that they began to develop in JOUR 3111. The final portfolio must offer a wide range of skills that will showcase their educational development.
3. [Overlapping courses](#): None.
4. Number of students expected: 60 per year.
5. Number and size of sections: 4 sections, 15 each.
6. [Effects on other departments](#): None
7. Effects on regional campuses: None
8. [Staffing](#): Current staffing
9. [Dates approved](#) by
Department Curriculum Committee: 4/16/14
Department Faculty: 4/16/14
10. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss,
486-3030, Robert.wyss@uconn.edu

Syllabus

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

Syllabus
Journalism 4111
Journalism Portfolio III / Professional Presentation

In this class, students complete the portfolio they have been assembling throughout their time in the journalism department. The class consists of seven, two-hour, mentored lab sessions. The final product is the completed portfolio, which can then be linked to professional networking sites.

Each portfolio must contain:

- at least two print news stories, one of which is considered in-depth and comprehensive.
- several still photographs to complement the print news stories
- live links
- edited video with audio
- edited audio
- one or more multimedia packages, which includes edited video, audio and still photographs
- a well written, edited resume

Additional suggested elements:

- video or audio audition tape
- video or audio news package
- data visualization project
- copies or links to student's published work
- one or more photographic essays
- one-or-more photo-and-audio essays
- examples of new media used for journalistic purposes (Twitter, Facebook, Storify, Instagram, etc.)
- links to news blogs maintained by the student

Grading:

- F – Two or more required elements missing or of unacceptable quality
- D – One or more required elements missing or of unacceptable quality
- C – All required elements present and of acceptable quality
- B – “C” standard, with at least one more optional element
- A – “B” standard with two or more optional elements.

Class schedule:

Students are expected to attend each lab to work on their portfolios. Although students may work on any part of their portfolio, certain software will be spotlighted in particular sessions.

Week 1: Two-hour mentored lab. Highlighted software: Wordpress

Week 2: Two-hour mentored lab: Highlighted software: Photoshop and Wordpress

Week 3: Two-hour mentored lab: Highlighted software: Audacity and Wordpress

Week 4: Two-hour mentored lab: Highlighted software: Premier and Wordpress.

Week 5: Two-hour mentored lab

Week 6: Two-hour mentored lab

Week 7: Two-hour mentored lab. Portfolio submitted to faculty for review.

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

Proposal to Change an existing Major

Last revised: Tuesday, April 8, 2003

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

1. Date: 4/16/14
2. Department requesting this change: Journalism
3. Title of Major: Journalism
4. Nature of Change: Changes in required classes for major
5. Existing catalog Description of the Major:

Journalism

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience before graduation, either through part-time jobs, the Co-operative Education Program or the department's internship program. Internships are available at newspapers, radio and television stations, magazines, online publications and political press offices.

In addition to satisfying the requirements of the College, majors must complete 24 credits in journalism at the 2000-level or above, including [JOUR 2000W](#), [2001W](#), [3002](#), [3020](#) and [3030](#). [JOUR 1002](#) is a prerequisite for [JOUR 3002](#).

A journalism education is, by definition, an education in writing and information literacy. A journalism major will fulfill the writing in the major requirement and the information literacy competency by completing the department's core courses ([JOUR 2000W](#), [2001W](#), [3002](#), [3020](#) and [3030](#)).

Students will fulfill the computer technology competency by (a) meeting the university's expectations in computer operation basics, word processing, presentation software, spreadsheets, database basics, graphics and multimedia,

Internet basics and electronic communication, and (b) completing [JOUR 3030](#).

Journalism majors are advised to consult with their advisors about additional computer skills that may be helpful to them, based on individual career plans. Students who major in journalism will be expected to own basic digital audio and imaging equipment for use in classes and professionally. The department's website, www.journalism.uconn.edu, lists current requirements.

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester. A student who is not accepted initially may reapply in subsequent semesters. Forms can be obtained online or in the Journalism Department Student Resource Room, 457 Oak Hall.

Students must meet the following two requirements:

1. Successful completion of at least 39 credits. (Students who are members in good standing of the University Honors Program may apply after completing 23 credits at UConn.)
2. Cumulative GPA of at least 2.8 - or - successful performance on a timed writing exercise administered by the department. Applicants taking the test must show mastery of the fundamental tools of writing, including spelling, grammar and syntax. The applicant's academic record and goals also will be considered.

Link to: [Journalism Department](#)

Link to: [Course Descriptions](#)

6. Proposed catalog Description of the Major:

Journalism

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience

before graduation, either through part-time jobs, the Co-operative Education Program or the department's internship program. Internships are available at newspapers, radio and television stations, magazines, online publications and political press offices.

In addition to satisfying the requirements of the College, majors must complete **27** credits in journalism at the 2000-level or above, including [JOUR 2000W](#), [2001W](#), [3002](#), [3020](#) and [3030](#), **the three credit portfolio sequence, (JOUR 2111, JOUR 3111 and JOUR 411) and one of the following courses: JOUR 3000 (Public Affairs Reporting), JOUR 3012 (Feature Writing), JOUR 3013 (Magazine Writing), JOUR 3041 (Reporting and Editing TV News) JOUR 3045 (Specialized Journalism), JOUR 3046 (Environmental Journalism), JOUR 4035 (Investigative Reporting) or other advanced courses if accepted with the consent of the department. JOUR 1002 is a prerequisite for JOUR 3002.**

A journalism education is, by definition, an education in writing and information literacy. A journalism major will fulfill the writing in the major requirement and the information literacy competency by completing the department's core courses ([JOUR 2000W](#), [2001W](#), [3002](#), [3020](#) and [3030](#)).

Students will fulfill the computer technology competency by (a) meeting the university's expectations in computer operation basics, word processing, presentation software, spreadsheets, database basics, graphics and multimedia, Internet basics and electronic communication, and (b) completing [JOUR 3030](#), [JOUR 2111](#), [JOUR 3111](#), [JOUR 4111](#).

Journalism majors are advised to consult with their advisors about additional computer skills that may be helpful to them, based on individual career plans. Students who major in journalism will be expected to own basic digital audio and imaging equipment for use in classes and professionally. The department's website, www.journalism.uconn.edu, lists current requirements.

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester. A student who is not accepted initially may reapply in subsequent semesters. Forms can be obtained online or in the Journalism Department Student Resource Room, 457 Oak Hall.

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exercise administered by the department. Applicants taking the test must show mastery of the fundamental tools of writing, including spelling, grammar and syntax. The applicant's academic record and goals also will be considered.

Link to: [Journalism Department](#)

Link to: [Course Descriptions](#)

7. Effective Date (semester, year -- see [Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

The addition of the three one-credit journalism portfolio courses requires all students to meet a range of digital journalistic skills and meets department accrediting standards allowing those abilities to be assessed over time. The addition of the requirement to take an advanced journalism course strengthens the curriculum.

2. What is the impact on students? Students will be required to take 27 credits instead of the current requirement of 24 credits.

3. What is the impact on regional campuses? None

4. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 4/16/14

Department Faculty: 4/16/14

5. Name, Phone Number, and e-mail address of principal contact person: Robert Wyss, 486-3030, robert.wyss@uconn.edu.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 18 April 2014
2. Department requesting this course: Cognitive Science Program
3. Semester and year in which course will be first offered: Fall 2014

Final Catalog Listing

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

COGS 5120. Structure, Acquisition and Processing of Language

3 credits. Seminar. Permission of the instructor is required.

Selected topics in syntax, semantics, phonology, morphology.

Connections to current research in language acquisition, sentence processing, neurogenic disorders.

Items Included in Catalog Listing

Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): COGS
2. [Course Number](#): 5120
3. Course Title: Structure, Acquisition and Processing of Language
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

Selected topics in syntax, semantics, phonology, morphology.

Connections to current research in language acquisition, sentence processing, neurogenic disorders.

6. [Course Type](#), if appropriate:
☐ Lecture ☐ Laboratory ☒ Seminar ☐ Practicum

Optional Items

7. [Prerequisites](#), if applicable:
8. [Recommended Preparation](#), if applicable:
9. [Consent of Instructor](#), if applicable: *Consent of Instructor*
10. [Exclusions](#), if applicable:
11. [Repetition for credit](#), if applicable:

12. S/U grading:

Justification

1. Reasons for adding this course:

This is one of several newly developed graduate courses in the neurobiology of language. The intent of these courses is to prepare students to investigate the human capacity for language in collaboration with other students and faculty across a number of distinct UConn doctoral programs: Linguistics; Physiology & Neurobiology; Speech / Language / Hearing Sciences; and within Psychology, the programs in Behavioral Neuroscience, Clinical Psychology, Developmental Psychology, and Perception / Action / Cognition.

The impetus for this effort at interdisciplinary collaboration is a recent IGERT grant from the National Science Foundation to (PI) Jim Magnuson (Psychology-PAC), with Co-PIs Carl Coelho (SLHS), Ken Pugh (Psychology-PAC / Haskins Laboratories), Holly Fitch (Psychology-BNS), and William Snyder (Linguistics).

One near-term goal is the creation of a Graduate Certificate Program in the Neurobiology of Language. The proposed course would be one of the requirements for the certificate.

2. Academic merit:

The course is designed to meet the needs of students in the aforementioned program in the neurobiology of language. For students in doctoral programs other than Linguistics, COGS 5120 will provide an intensive introduction to contemporary theoretical linguistics, with an emphasis on primary data. For students in the Linguistics Program, COGS 5120 will provide an introduction to experimental and clinical research outside the Linguistics Department, especially in the areas of child language acquisition, on-line sentence processing, and neurogenic language disorders. For all of the students, the course will provide background they need in order to engage with current research on language across a number of distinct disciplines.

3. [Overlapping courses:](#)

The course most similar to the one proposed here is LING 5500:

LING 5500 - ADVANCED INTRODUCTION TO SYNTAX

Concepts and tools of current syntactic theory. Syntactic features, lexical and functional categories, representation of phrase structure, argument structure, Case, movement, locality.

Unlike LING 5500, however, COGS 5120 will be specifically tailored to the needs of graduate students in the Neurobiology-of-Language Program. Where LING 5500 emphasizes the background knowledge needed in order to take more advanced syntax courses in the Linguistics Program, COGS 5120 will emphasize connections of linguistic theory (including syntax, semantics, phonology, and morphology) to related research in other disciplines – including, in particular, psychology and communication disorders. The emphasis will be on preparing doctoral students from Linguistics and related fields to engage in mutually beneficial collaborative research that crosses traditional disciplinary boundaries.

Note that it would be quite reasonable for a student to take both LING 5500 and COGS 5120.

4. Number of students expected: 15

5. Number and size of sections: One section.

6. [Effects on other departments:](#)

We do not foresee significant effects on other departments or programs.

7. [Staffing:](#)

At present William Snyder, Professor of Linguistics, is available to teach or co-teach COGS 5120. In the longer term, staffing could involve other faculty in Linguistics, possibly in a team-teaching arrangement with someone from Psychology or SLHS.

8. [Dates approved](#) by

Department Curriculum Committee: (COGS Steering Committee)

April 22, 2014

Department Faculty: (N/A)

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

William Snyder, 860-486-0157, william.snyder@uconn.edu

Syllabus

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

The attached syllabus was used in Fall 2013, when the proposed course was offered under variable-topics course numbers in Linguistics and Psychology, and was co-taught by Professors Whit Tabor (Psychology-PAC) and William Snyder.

Additional Approval

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

IGERT Foundations II (LING 6120 / PSYC 5570-002)
'Language Acquisition, Structure & Psycholinguistics'

Fall 2013: Fridays, 9:05am - 12:05 PM in Oak 338

Instructors: Whitney Tabor and William Snyder

Course Description:

This course examines the relationship between linguistic theory, which tends to emphasize ideal structures, and psycholinguistic theory, which tends to focus on the interface between language and the world. Through readings, discussions, and exercises, the course provides a foundation in key concepts and mechanisms for students without previous graduate-level training in one or both of these areas. Students from a wide variety of backgrounds (not limited to psychology and linguistics) are welcome.

Course Requirements:

(i) Participation in classroom discussion. (ii) In-class exercises. (iii) Assigned readings, to be announced in class. (Please be prepared to discuss them at the next class meeting.) (iv) Homework exercises. (An exercise, due the following week, will sometimes be distributed with the reading assignment.)

Communication:

If you have questions about anything in the course (or related matters) you can raise them during class, or you can feel free to meet with the instructors outside of class, by appointment.

William Snyder:	william.snyder@uconn.edu	Oak 350	860-486-0157
Whitney Tabor:	whitney.tabor@uconn.edu	Bousfield 124	860-486-4910

Very Tentative Schedule:

Aug. 30 (Discussion led by Tabor & Snyder)

Course overview: For generative linguistics and for contemporary psycholinguistics, what are the principal questions? What would count as an answer?

Sep. 6 (Discussion led by Snyder)

Syntax overview (1): Phrase structure; movement; theory of grammar.

Sep. 13 (Discussion led by Snyder)

Syntax overview (2): Constraints on movement; relativized minimality.

Sep. 20 (Discussion led by Tabor)

Garden paths (1): Standard approaches; the modularity question.

Sep. 27 (Discussion led by Tabor)

Garden paths (2): Trace-related effects; statistical approaches; neuropsychological evidence.

Oct. 4 (Discussion led by Snyder)

Syntactic derivations: Bottom-up or top-down?

Oct. 11 (Discussion led by Snyder)

Syntax and psycholinguistics: Islands – competence or performance? (RT, EEG, fMRI)

Oct. 18 (Discussion led by Tabor)

Emergence (1): Neural-net models; relation to neuroscience.

- Oct. 25** (Discussion led by Tabor)
Emergence (2): Neural nets and classical representations.
- Nov. 1** (Discussion led by Snyder)
Acquisition (1): Syntactic variation and child language acquisition.
- Nov. 8** (Discussion led by Snyder)
Acquisition (2): Formal learnability theory; PLD; parameter setting; Bayesian learning.
- Nov. 15** (Discussion led by Tabor)
Emergence (3): Statistical modeling; processing and development; local coherence.
- Nov. 22** (Discussion led by Tabor)
Brain: Imaging; EEG; training effects.
- Dec. 6** (Discussion led by Snyder & Tabor)
Synthesis.