

Syllabus, Spring 2024

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

Course and Instructor Information

Course Title: ARE 1110E - Population, Food, and the Environment (sections 1 and 2)

Class Schedule: Tuesday and Thursday 9:30 am - 10:45 am in RHBA 201

Credits: 3

Format: In person

Prerequisites: None

Professor: Emma Bojinova, Ph.D. (she/her/hers)

Teaching Assistant: Jaber Rana (he/him/his)

Email: emma.bojinova@uconn.edu (preferred method of contact)

Phone: 860-486-2838

Availability: If you have questions about the course material, you are encouraged to stop by my office or contact me by email. It's best to schedule an appointment in advance.

Office Hours: Tuesday 12:45 pm – 1:45 pm & 3:30 pm – 4:45 pm in Young 316

Wednesday by appointment - virtual or in person

Thursday – 12:45 pm – 1:45 pm in Young 316

Jaber Rana's office hours: If you want to meet with my teaching assistant in person or virtually, please email him at md_jaber.rana@uconn.edu at least 24 hours in advance to schedule your appointment. Meet with Jaber (especially on the days I am not available) to get help if you struggle with the course material.

E-mail communication: Please include ARE 1110 in the subject line. I will check into the course frequently and I will try to answer emails within 48 hours. Please do not send me an email the night before an assignment is due and expect an answer that night. I will not be able to check my email all the time. If I expect to be away for any reason (travel, illness, family obligations, etc.), I will let you know in advance. Most of the general questions can be answered by checking either the course syllabus, course schedule, or the posted announcements on the course webpage. You can also post general questions in the discussion forum "Ask the Professor, the TA, or Your Classmates" and you can get a response either from me, my teaching assistant, or your classmates.

Course Materials

Required Materials:

1. *Environment: The Science Behind the Stories* by Withgott, J. and M. Laposata, 7th edition, Pearson Education, Inc..
2. Modified Mastering Environmental Science – a web-based learning system, which will be used for completing the three online homework assignments and the eight dynamic study modules. You will access Mastering Environmental Science (MES) via HuskyCT.
3. i>clicker 2 for class participation

Digital materials required for this course (Mastering Environmental Science bundled with the etext) are provided to students participating in the Husky Book Bundle at no additional charge. These materials have been integrated with HuskyCT and can be found in the "Book Bundle Digital Access" link in your HuskyCT course. Please sign into HuskyCT to access your course and course materials. If you are not

participating in the Husky Book Bundle program, you can buy the required materials from the [UConn Bookstore](#) or from Pearson via the course website when you register for MES. You can choose from a physical textbook or an etext, but usually the etext is cheaper when it is purchased with access to MES as a bundle (etext + MES is about \$100 directly from Pearson). You will be able to access MES for free during the grace period of 14 days. You must register for Mastering Environmental Science via the course website. Please see the [Orientation module](#) for instructions. MES is fully integrated with our course management system (HuskyCT).

Articles, book chapters and videos will be assigned and discussed during the semester (primarily in the discussion sessions). You will find that the outside articles that you read or videos that you watch will help you immensely in understanding the real-world applications of the material that we learn in class. Additional course readings and media will be available within HuskyCT.

Copyright

All course materials including but not limited to syllabi, study guides, handouts, in-class materials, assignments, exams, and video lectures are protected by state common law and federal copyright law. They are my own original expression and I've prepared them prior or during my lecture in order to ensure that I obtain copyright protection. You are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. All course materials are for your personal use. You may not copy recordings or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me. This includes sharing course materials on websites. Please remember that the unauthorized recording or sharing of course content may be considered a violation of the law, University policy, and/or The Student Code.

Course Description

The course introduces students to a broad spectrum of domestic and international issues related to human population growth and welfare, food production and distribution, natural resource use, and protection of the environment. The subject matter is interdisciplinary, but a strong emphasis is placed on the role of social and economic factors. Credits earned by taking ARE 1110E count towards meeting the University's General Education Requirements in Content Area 2 (Social Sciences) and Environmental Literacy (E).

Students will participate in active learning through think-pair-share, small group work, role play activities or debates, and by engaging in group discussions in which they apply knowledge gained from the course to address various socio-economic issues. Guidelines pertaining to the discussion sessions are provided on page 5.

Catalog description: The role of agriculture in the growth and development of societies throughout the world. Economic, social, and environmental problems of food production and resource needs in developing and advanced societies. CA 2.

Course Learning Objectives

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

1. Describe and/or depict graphically basic principles of economics, as well as concepts from other social and natural sciences.
2. Clearly identify important global, national, and local issues related to population, food, and the environment.
3. Explain the causes and consequences of the issues identified above.
4. Apply economic principles and concepts from other social and natural sciences to assess the alternative economic, political, and technological strategies for addressing these issues.
5. Propose appropriate policy recommendations based on this assessment.

Teaching Philosophy and Methods

I love teaching and I am excited to interact with you throughout the semester about the subject matter and other interests you might have. I will assign the before-class reading material, and we will work together on the more demanding parts of the course - analyzing, applying, synthesizing, and evaluating various economic ideas.

Class time will be a mixture of lecture and active learning. Lectures will be used to motivate, clarify, extend, and synthesize the material. Active learning will be used to involve you in an active discussion of economic ideas and their application to real-world problems.

Some parts of the course will be **flipped** – you will study the course content/assigned materials at home and the class time will be used for clarification, discussions, or problem-solving activities. In addition, you will regularly work with your classmates during class. I will ask you to discuss a question or solve a problem with your neighbor or neighbors and present your results. You can expect regular interaction with your classmates. *Teamwork* is important in this course.

Tentative Course Outline

The topics covered in the course are organized in four distinct modules. All readings and films/documentaries besides the main textbook will be available either in the *Module Materials folder* or in the *Discussion folder* on HuskyCT.

I. Module 1: Introduction and Basic Principles of Economics

Readings:

- Withgott, J. and M. Laposata, Chapter 6 (mainly the section on Economics)
- Hubbard and O'Brien, "Where Prices Come From: The interaction of Demand and Supply" in *Microeconomics*, Pearson Publishing, Chapter 3, pp. 68-91
- "Positive Externalities Vs Negative Externalities" *Quickonomics*, 2016
<https://quickonomics.com/positive-externalities-vs-negative-externalities/>
- Miller, G. and S. Spoolman, *Living in the Environment: Principles, Connections, and Solutions*, Thomson Learning, Inc., 2009, Chapter 1
- Baumol, W. and A. Blinder "Environmental Protection and Resource Conservation" in *Economics: Principles and Policy*, Orlando: Harcourt Brace Jovanovich, 1988, pp. 739–746
- Last, J. "Book Review: *The Bet*, by Paul Sabin," *The Wall Street Journal*, Aug. 30, 2013

II. Module 2: Population

Readings:

1. Population Growth and Regulation

- Withgott, J. and M. Laposata, Chapter 8: Human Population
- Data Sheet, Population Reference Bureau, 2023, <https://www.prb.org/wp-content/uploads/2023/12/2023-World-Population-Data-Sheet-Booklet.pdf>
- Dasgupta, P. "Population, Poverty and the Local Environment," *Scientific American*, February 1995, pp. 40-45
- Jacobson, J. "Baby Budget," *World Watch*, September -October 1989, pp. 21-31
- "Why is China relaxing its One-Child Policy?," *The Economist*, December 10, 2013.
- Buckley, C. "China Ends One Child Policy, Allowing Families Two Children", *The New York Times*, Asia Pacific, October 29, 2015.
- Chan, C., D'Acry, M., Hills, S., and F. Ophaso "Demographic Consequences of China's One-Child Policy", 2006.
- Prosterman, R., T. Hanstad, and L. Ping "Can China Feed Itself?" *Scientific American*, November 1996, pp. 90-96
- Haas, B. "China could scrap two-child policy, ending nearly 40 years of limits", *The Guardian*, August 2018, <https://www.theguardian.com/world/2018/aug/28/china-could-scrap-two-child->

- [policy-ending-nearly-40-years-of-limits](#)
- “Three-child policy: China lifts cap on births in major policy shift”, Reuters, June 1, 2021, <https://www.reuters.com/world/china/china-says-each-couple-can-have-three-children-change-policy-2021-05-31/>
- Optional: Bradshaw, C. and B. Brook “Human Population Reduction is Not a Quick Fix for Environmental Problems,” Proceedings of the National Academy of Sciences, 2014, pp. 16610-16615 – <http://www.pnas.org/content/111/46/16610.full.pdf>

2. Population Distribution and Urbanization Issues

- Withgott, J. and M. Laposata, Chapter 13: The Urban Environment
- Optional: “Living with the Car: No Room, No Room,” The Economist, December 6, 1997, pp. 21-23
- Optional: Galbright, K. “TRAFFIC: Relieving congestion remains a high priority”, December 24, 2015

Film: Population growth documentary, e.g., “Overpopulated” or “Overpopulation and Overconsumption” - <https://www.youtube.com/watch?v=HrEimAzxYzo>

III. Module 3: Water, Food, and Other Resources

Readings:

1. Water Resources

- Withgott, J. and M. Laposata, Chapter 15: Freshwater Systems and Resources
- Yeung, J., Gupta, S. & Michael Guy, “India has just five years to solve its water crisis, experts fear. Otherwise hundreds of millions of lives will be in danger,” CNN, July 3, 2019 <https://www.cnn.com/2019/06/27/india/india-water-crisis-intl-hnk/index.html>

2. Soil

- Withgott, J. and M. Laposata, Chapter 9: The Underpinnings of Agriculture

3. Food Resources - Productivity, Sustainability, Nutritional Adequacy, Food Safety

- Withgott, J. and M. Laposata, Chapter 10: Making Agriculture Sustainable
- Kates, R. "Ending Hunger: Current Status and Future Prospects," Consequences, Vol 2, No. 2, 1996, pp. 3-11 - <http://rwkates.org/pdfs/a1996.04.pdf>
- Optional: Driessen, P. “Enforce Rules Against False and Misleading Organic Claims,” Townhall, August 11, 2019, <https://townhall.com/columnists/pauldriessen/2019/08/11/enforce-rules-against-false-and-misleading-organic-claims-n2551487>

4. Forests

- Withgott, J. and M. Laposata, Chapter 12: Forests, Forest Management, and Protected Areas
- Shogren, E. “What Fire Researchers Learned from California’s blazes,” High Country News, December 11, 2017 <https://www.hcn.org/issues/49.21/wildfire-what-fire-researchers-learned-from-northern-california-blazes>

Film: BBC Documentary “Future of Food”, Part I, II, or III or another documentary focused on water shortages or agricultural production

IV. Module 4: Environmental Management

Readings:

1. Economics and the Design of Environmental Policy

- Withgott, J. and M. Laposata, Chapter 7: Environmental Policy: Making Decisions and Solving Problems
- Baumol, W. and A. Blinder "Environmental Protection and Resource Conservation" in Economics: Principles and Policy, Orlando: Harcourt Brace Jovanovich, 1988, pp. 739 - 768

2. Waste Management (self-study in preparation for discussion 5)

- Withgott, J. and M. Laposata, Chapter 10: Managing Our Waste

3. Air and Water Pollution

- Withgott, J. and M. Laposata, Chapter 17: The Atmosphere, Air Quality, and Pollution Control (some sections)
- Withgott, J. and M. Laposata, Chapter 18: Global Climate Change (some sections)
- Harris, J. and A. Codur "Economics of Climate Change," The Encyclopedia of Earth, 2012 - <http://www.eoearth.org/view/article/151943>
- Nunes, C., "Sea level rise, explained," National Geographic, August 2019 <https://www.nationalgeographic.com/environment/global-warming/sea-level-rise/>

Films:

1. Global warming and climate change documentary
2. "Unwasted: the future of businesses on Earth" - <https://www.youtube.com/watch?v=CtrF4QAVjyM> or/and another video related to waste management

Disclaimer: The instructor reserves the right to change the course schedule throughout the semester. Changes to the schedule will be announced in class or via email.

Course Requirements and Grading

You are expected to keep up with the course material by completing the weekly tasks and attending class. Grading in the course will be based upon five homework assignments, eight dynamic study modules, three concept quizzes, 4 discussion sessions, class participation, one group project, two midterm exams, and a final exam. Four hundred and sixty points are possible and your grade in the course will be the number of points you receive divided by four hundred and sixty.

Summary of Course Grading:

Course Components	Points	Weight
Homework Assignments (Best 4 of 5)	80 (20 pts. each)	17.39%
Dynamic Study Modules (8)	16 (2 pts. each)	3.48%
Concept Quizzes (Best 2 of 3)	20 (10 pts. each)	4.35%
Class Participation via i>Clickers	16 (1 pt. each)	3.48%
Discussion Sessions (4)	36	7.83%
Group Project	32	6.96%
Midterm Exam I	80	17.39%
Midterm Exam II	80	17.39%
Final Exam	100	21.74%
Total	460	100.00%

Grading Scale:

Grade	Letter Grade	Score
Excellent	A	93-100
	A-	89-93
Very Good	B+	86-88
Good	B	82-85
	B-	79-81
	C+	76-78
Average	C	72-75
Fair	C-	68-71
Poor	D+	65-67
	D	60-64
Merely Passing	D-	55-59
Failure	F	<55

Homework Assignments

There will be five homework assignments during the semester. Three of them are on Mastering Environmental Science. These assignments will be graded automatically by the system. Their level of difficulty and length will vary. You will have multiple attempts for each answer with some penalty for subsequent attempts.

The other two assignments (homework #1 and homework #4) will be available on HuskyCT. You will be required to submit an electronic copy of your written assignments as a Word document or a PDF file via the drop box created on HuskyCT. The *four highest grades* will count toward your final homework grade.

Completing homework assignments is a vital means to assist you in learning the material and will help you perform better on exams. Late submissions will be subject to a penalty.

Tentative Due dates:

- Homework 1 on HuskyCT – due on Friday, Sept. 20, 2024
- Homework 2 on Mastering – due on Sunday, Sept. 29, 2024
- Homework 3 on Mastering – due on Sunday, Nov. 3, 2024
- Homework 4 on HuskyCT – due on Friday, Nov. 22, 2024
- Homework 5 on Mastering – due on Thursday, December 5, 2024

Don't wait until the last moment to work on your homework assignment. If you struggle with a question, please contact me. I will not solve the question for you, but we can go over a similar question to help you understand and learn the material. You can also meet with my teaching assistant.

Dynamic Study Modules (DSM)

The assigned 8 Dynamic Study Modules on Mastering Environmental Science should be completed before each exam. They will help you learn the meaning of some concepts, understand various topics, and prepare you better for the exams. Upon mastery of each dynamic study module you will receive 2 pts. for a total of 16 pts. DSMs are due the day before each exam. Don't wait until the last moment to complete the DSMs. Late submissions are not allowed. The course schedule lists the due dates.

Concept Quizzes

The concept quizzes provide additional opportunity for learning and practicing the course concepts before exams. There will be 3 concept quizzes worth 10 points each. Each quiz will consist of 10 multiple-choice or True/False questions. The *lowest quiz grade* will be dropped.

	Coverage	Complete Before
Quiz 1	Module 1 and Population Growth	Exam 1
Quiz 2	Urbanization, Water, and Soil	Exam 2
Quiz 3	Food Resources, Forests, and Module 4	Final Exam

Class Participation

You are expected to attend all class sessions. Class participation exercises for credit will take place during regularly scheduled class periods. These exercises cannot be made up; if you miss class, you will not get credit for these exercises.

You will use an i>clicker 2 remote for in-class participation. I>clicker 2 is a response system that will be used in class every day as a teaching/learning tool. The remote devices are easy to use. With them, you can answer multiple choice and True/False questions in real time so that both you and I can get immediate feedback. This is useful for learning because it promotes active thinking about the material and gives students a way to assess their level of understanding. As an instructor, I will use student responses to clicker questions to find when the class needs more (or less) work on a particular topic, and I will adjust accordingly. The clickers can also be used to anonymously poll the class on different topics and to collect data for classroom demonstrations.

You will need to bring your clicker to class every day. Using clickers in class will count towards a classroom participation grade. We will begin counting clickers towards your grade in the fifth class period (Sept. 10th).

You can purchase a clicker at the university bookstore or online. In order to receive credit for your classroom participation with the i>clicker 2, you will need to register it within HuskyCT. Log into HuskyCT, find your course and look for the link "iClicker Student Registration". You will need to enter the 8-character Remote ID found on the back of your i>clicker 2. For more details refer to <http://clickers.uconn.edu/register-my-iclicker/>.

Some days, class will begin with a clicker question, so if you arrive late, you will not get credit for the first question, but that does not mean you will not get credit for the day. Most of the time I will give credit simply for participating, but some days you will get credit only for providing correct answers. This will not be announced ahead of time.

There are a total of 22 lectures (we will not use clickers during the first two weeks of the semester and the exam times) and I will count your responses from 16 total lectures. Everyone is allotted 6 free absences, so if you have to miss class a few times for illness or personal reasons, this will not be a problem. Each day of participation is worth up to 1 pt. for a total of 16 pts. If you respond to clicker questions in more than 16 lectures, you can earn up to 2 extra credit points.

I consider bringing a fellow student's i>clicker to class to be cheating and a violation of the UConn's Academic Integrity Policy. If you are caught with a remote other than your own or have votes in a class that you did not attend, you will receive a 3 pts. deduction for the clicker session (i.e. you will lose the points for three class participations). If you are caught a second time, you will get zero for the overall class participation (future participation will not count) and you may face additional disciplinary actions.

Discussions

There will be four discussion sessions during the semester and one practice discussion. You will be assigned to a group, or you will choose a group yourself and you will be discussing questions with your group members. You will be expected to read articles or watch a documentary prior to each discussion. The group will have about 20-25 minutes to answer a question related to the assigned articles or documentary. Your group will submit a short-written response and present it to the class. You will be graded based on your submitted work.

Alternatively, discussions can take the form of a role play activity, a debate, a fishbowl activity, or online discussion posts. The topics for the discussion sessions and the details about the activities will be announced in class and posted on HuskyCT.

Tentative Dates for the Discussions – part of class time (about 45-50 minutes)

- 0) Practice Discussion: Thursday, Sept. 12 – Externalities (no grade, get to know your group)
- 1) Thursday, Sept. 19 – Topic: Overpopulation (9 pts.)
- 2) Initial post on HuskyCT due on Thursday, October 24 and follow-up post due on Sunday – Topic: Food Production/Water Shortages (9 pts.)
- 3) Thursday, Nov. 14 – Topic: Global Warming and Climate Change (9 pts.)
- 4) Thursday, Nov. 21 – Topic: Waste Management (9 pts.)

Examinations

There will be two midterm exams and a final exam. The exams cover material from the text, any additional assigned readings or materials, and discussion questions. Exam questions will be a mixture of multiple-choice questions and short-answer questions. If I feel that a curve is necessary, it will be determined separately for each exam and announced to the class. The allowed resources during exams are: a simple calculator for Exam 1, a few pages of scrap paper, pens and pencils.

Exam	Date	Coverage	Points
Midterm Exam #1 (Taken in class on your device and paper)	Thursday, October 3	Introduction Module and Population Growth and Regulation	80
Midterm Exam #2 (Taken in class on your device)	Thursday, November 7	Population Distribution and Urbanization Issues, Water, and Soil	80
Final Exam (Taken in class on your device)	According to final exam schedule, TBA	Food Resources, Forests, Environmental Management	100

Makeup Exams

Makeup exams are given only for excused absences or if the student has obtained the instructor's prior approval. If you miss an exam with an unexcused absence, you will receive a zero for the exam. The following are considered excused absences: illness of the student or serious illness of a member of the student's immediate family; death of a member of the student's immediate family; College sponsored trips; or major religious holidays.

In each foreseen case, written verification will be required at least one week before the scheduled exam and permission to miss the exam must be secured before the scheduled exam time unless the cause of the absence is unforeseen. **IF YOU MISS AN EXAM FOR AN UNFORESEEN REASON, YOU SHOULD CONTACT ME ASAP.**

Due Dates

Assessment due dates will be announced in class and will be listed in the **Course Schedule**. Deadlines are based on Eastern Standard Time; *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy for All Assessments Except for Dynamic Study Modules and Exams

You are expected to submit all your work by the specified deadlines. I will accept late submissions without penalty if requests for extensions are received in advance of due dates and stated reasons for the requests are reasonable and deemed acceptable. Partial credit will be given for late submissions that have not been previously approved. Late submissions will be subject to the following penalties:

Within 24 hours after due date	10% penalty
Within 1-8 days after the due date	10% penalty for each day
More than 8 days after the due date	No credit

Feedback and Grades

I will make every effort to provide feedback and grades within 10 days of the assigned due dates. This amount of time is necessary since the exams and two of the homework assignments have short answer questions and the class is large. To keep track of your performance in the course, refer to *My Grades* on HuskyCT.

Appeal Procedure

Some assignments and the three exams will be graded by my teaching assistant and reviewed by me. Anyone feeling that a dispute exists after grading an assignment or exam may submit a written grievance via email (addressed to me and to my teaching assistant). This grievance should identify the question in dispute and arguments supporting the student's position. The appeal should be submitted within 7 days after the grade is posted.

Class Cancellation Procedures Due to Inclement Weather

Emergency closing information regarding the University of Connecticut is available at: <http://alert.uconn.edu/>. In case of class cancellations due to inclement weather, the instructor will post an announcement on HuskyCT to explain the procedures for making up the missed class.

Recording Lectures

Some classes for this semester's course may be conducted over Blackboard Collaborate (e.g. in case of inclement weather, review sessions, or due to COVID restrictions). As the host, I will record these sessions using Blackboard Collaborate's recording feature. I will let the class know at the beginning of a session if I plan to record the session. The recording feature for others in attendance will be disabled so that no one else will be able to record a session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any session, or any portion of a session, by other means. At my discretion and in accordance with University policies and guidelines, I may share one or more of the recorded sessions with the class to provide students with an additional opportunity to review course content. The sharing of any recorded content without my written permission is prohibited. If you would like to ensure your likeness is not captured during an online class, please turn your camera off. Please remember that the unauthorized recording or sharing of course content may be considered a violation of the law, University policy, and/or The Student Code.

Mask and Social Distancing Expectations

Refer to [UConn Campus Guidelines](#) for ongoing updates. Please be respectful of the wishes of those who prefer to wear a mask or to maintain social distancing if the classroom setting allows that. For their own protection, unvaccinated individuals are requested to maintain 6 feet social distancing from others.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Student Responsibilities and Resources

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

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

Academic Integrity

You are allowed to collaborate with your classmates on the homework assignments (homework 1 and homework 4). However, each student is expected to submit their own work. Submitting the same answers as a fellow student or simply copying information from a publication/internet source is considered plagiarism. According to Uconn's policies such assignments receive a minimum penalty of 0 points. Please make sure to properly cite your sources of information.

I consider bringing a fellow student's i>clicker to class to be cheating and a violation of the Academic Integrity. If you are caught with a remote other than your own or have votes in a class that you did not attend, you will receive a 3 pts. deduction for the clicker session (i.e. you will lose the points for three class participations). If you are caught a second time, you will get zero for your overall class participation (future participation will not count) and you may face additional disciplinary actions.

Using course materials and other resources or collaborating with someone else during exams is not allowed and is considered cheating. It is against UConn's policies for academic integrity and is subject to serious penalties.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain

private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

Course Expectations

Being Prepared: Students are expected to read assigned material prior to class and participate in class discussion and class participation activities. Do not be afraid to participate and if you have a question, never let it go unanswered. If you do not get an opportunity to ask your question during class, stop by during my office hours or feel free to contact me via electronic mail. Being prepared also means going through the notes from one class period before coming to the next class period. If you look at the new material at least once within forty-eight hours of first seeing it, you will learn the material more thoroughly and studying for the exam will be easier. You are also expected to print off the posted “skeleton” lecture notes to help you with note taking.

Being in Class (both physically and mentally): Consistent attendance is essential for acceptable performance in the course. Many students find economic concepts difficult to grasp. Missing class will only make the process of absorbing this material more difficult. I will also present material in class that may not be found in the text.

If you find yourself falling behind or you are having problems with the material, I encourage you to come to me for assistance. My posted office hours list the times that you are guaranteed to find me in my office. However, if you have a conflict, you may arrange a meeting time outside of my office hours.

Being Courteous:

1. If you do plan to attend class, please be on time and do not leave until class is dismissed. Late arrivals and early departures are very disruptive to your fellow students and to me and show disrespect. If you cannot come on time or you need to leave early, let me know in advance. If nature calls so loudly that you must answer, please leave and return to the classroom as quietly as possible.
2. Please avoid carrying on private conversations during class. This behavior shows disrespect for your classmates who would like to hear the lecture and it can have a negative impact on the learning experience of the entire class.
3. Please turn off all cell phones, pagers, etc. (or have them on mute). It is very disruptive to your peers and to me to have a cell phone ring during class. TEXTING is not allowed during class time. Students caught texting will forfeit the class participation points for that day.

Other Expectations

Cell phones, tablets, laptops, textbooks, or notes are not allowed during exams; they should be kept in your bag/backpack. You should place your bags or personal items away from your desk. Any student that has a cell phone at their desk that audibly rings or any student who uses a cell phone during an examination will receive a zero for that examination.

Bathroom breaks are not recommended during exams, but if you need to go the following policies apply. One student at a time may leave the exam room to use the restroom and the bathroom break should not exceed a five-minute duration.

How to Succeed in this Course

All students can succeed in this course and I and my TA are here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important. Success in this course depends heavily on your personal health and well-being. Recognize that stress is an expected part of the

college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started. See this [video](#) or check [here](#) for more information.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness](#) (SHaW) office. Through SHaW, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness located in Storrs on the main campus in the Arjona Building** <https://counseling.uconn.edu/g>, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Absences from Class Due to Religious Observances and Extra-Curricular Activities

Please review the course syllabus at the beginning of the semester for potential conflicts and promptly notify your instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up for missed work.

Final Exam Rescheduling

For conflicts with final examinations, students must contact the Dean of Students Office.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps @ UConn Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Respondus LockDown browser (Instructions ([https://kb.uconn.edu/space/TL/10770820319/Lockdown%20Browser%20\(Student\)](https://kb.uconn.edu/space/TL/10770820319/Lockdown%20Browser%20(Student))))
- Headphones or working speakers connected to the computer.
- A microphone connected to your computer
- A web camera connected to your computer
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended) with Adobe Flash Player installed.

NOTE: This course has NOT been designed for use with mobile devices.

Help

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

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

Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline.

Minimum Technical Skills

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

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Use a camera (web or smartphone) to take photos of your work.

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

Evaluation of the Course

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

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