

2013-xxx [previously 2012-024] Add GEOG 4096W Senior Thesis

1. Date: 3/15/2012

2. Department requesting this course: Geography

3. Semester and year in which course will be first offered: Spring Semester, 2014

Proposed catalog Listing

GEOG 4096W. Senior Thesis

Either semester. Three credits. Hours by arrangement. Prerequisite: **ENGL 1010 or 1011 or 2011 or 3800**; one **3000-level or above course in GEOG** and/or 3 credits of independent study in geography; open to juniors or higher; open only with consent of instructor and department head.

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG

2. Course Number: 4096W

3. Course Title: Senior Thesis

4. Semester offered: Either semester

5. Number of Credits: Three

6. Course description: Senior Thesis

Optional Items

7. Number of Class Periods: by arrangement

8. Prerequisites, if applicable: An advanced seminar in geography and/or 3 credits of independent study in geography

9. Recommended Preparation: None

10. Consent of Instructor: Yes

11. Exclusions: only open to juniors or higher

12. Repetition for credit: No

13. Instructor(s) names if they will appear in catalog copy: None

14. Open to Sophomores: No

15. Skill Codes "W", "Q", or "C": W

16. S/U grading: No

Justification

1. Reasons for adding this course: **Senate C&C and CLAS C&C requests revision of prerequisites - changing 'advanced-level seminar' to '3000-level or above course' and adding required W prereqs.**

[2012-024: This would give geography majors completing an undergraduate thesis the ability to satisfy their W requirement.]

2. Academic Merit: Student would receive a full research experience.

3. Overlapping Courses: There is an existing non-W version of the proposed course which will be retained.

4. Number of Students Expected: 1-4

5. Number and Size of Section: Individualized

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: Geography Faculty

9. Dates approved: Dept. Curriculum Committee: 3/6/2012 Dept. Faculty: 3/7/2012

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

Robert Cromley, robert.cromley@uconn.edu, x-2059

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

Proposal to Add a New Undergraduate Course

1. Date: 4/12/2013
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2014

Final catalog Listing (see Note A):

3413. Concepts of Genetic Analysis

Four credits. Two class periods and 3-hour laboratory. Prerequisite: MCB 2410 or MCB 2400.

Survey of genetic theory and applications of genetic analysis to model organisms including animals, plants, and microbes. A fee of \$50 is charged for this course.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 3413
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ____
Yes ____ No ____
3. Course Title: Concepts of Genetic Analysis
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): 4
6. Course description: Four credits. Two class periods and 3-hour laboratory. Prerequisite: MCB 2410 or MCB 2400.

Survey of genetic theory and applications of genetic analysis to model organisms including animals, plants, and microbes. A fee of \$50 is charged for this course.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): MCB 2400 or 2410
14. Open to Sophomores (see Note U):

Justification

1. Reasons for adding this course: MCB 213/2413 has been a basic genetics course for many years. MCB began teaching 2410 and 2400 a number of years ago and those courses have been evolving in a different direction than 2413. We are now revising the curriculum so that MCB 2400 will be targeted at non-MCB majors interested in Human Genetics, MCB 2410 will be targeted at MCB majors, and MCB 2413 will become MCB 3413 as a follow up courses to 2410.

2. Academic Merit (see Note L): MCB 2410 and MCB 2413 both cover principles of genetics, while MCB 2413 also offers advanced genetic concepts for MCB majors and a laboratory. The proposed change would make MCB 3413 a follow up to MCB 2413 or 2400 in order to explore more advanced topics in model genetic systems.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 50

5. Number and Size of Section: 1 section

6. Effects on Other Departments (see Note N): Many other departments require either 2413 or 2410 for their majors. Those departments will be consulted on the change so they can change their majors accordingly.

7. Effects on Regional Campuses: none

8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: April 10, 2013

Department Faculty: May 10, 2013

10. Name, Phone Number, and e-mail address of principal contact person: Ping Zhang – 486-5421 – ping.zhang@uconn.edu

Introduction to Genetic Analysis

MCB 3xxx

Spring 2014

Instructor: Dr. Ping Zhang, Room 328, Beach Hall, 486-5421, ping.zhang@uconn.edu
Office Hours: Tu 1:30-2:30 PM and by appointment

TAs:

Lab Supervisor Dr. Gino Intrieri, gino.intrieri@uconn.edu

Text: *Advanced Genetic Analysis*, P. Meneely, Oxford University Press, 2009

Lab Manual: *Concepts of Genetic Analysis-A Laboratory Manual* (2014),
Intrieri and Zhang (Available at UCONN COOP)

**Additional course materials will be posted periodically on
HuskyCT. Students are expected to check regularly.**

Lecture: Tuesday and Thursday 8:00 AM – 9:13 AM in BPB131

Labs: *All lab sections begin in week of January 27 in TLS 203*

Course Aims This course provides a broad understanding in genetic principles. It has a focus on genetic research with major model organisms. The course helps students develop a basic knowledge of theories, tools, and experimental applications of genetic research. It is intended for undergraduate students (juniors and seniors) who have taken introductory genetics and have a general understanding with biochemistry, molecular and cell biology.

Mid-term Exam I, Thursday February 20

Exams: Exam II, Tuesday, April 8

Final Exam: To be announced

Some questions may require quantitative answers, so you may bring a simple calculator to the exams.

Grades:	Mid-term Exam I	25%
	Mid-term Exam II	25%
	Final Exam	25%
	Labs*	25%

* Policies on the lab grades, including quizzes and 10 lab reports are described in the lab manual and are detailed on HuskyCT.

Problem Sets: Problems sets are given during the laboratory sessions and are graded. Specific instructions of these problem sets are discussed in the laboratory.

LECTURE OUTLINE

Unit 1

Genes and genomes

1/21	Chapter 1	The logic of genetic analysis
1/23 1/27	Chapter 2	Model organisms and their genomes: yeast, worm, fly, and mouse

Unit 2

Genes and mutants

1/29 2/4	Chapter 3	Identifying mutants
2/6 2/11	Chapter 4	Classifying mutants
2/13 2/18	Chapter 5	Connecting a phenotype to a DNA sequence
2/20	Exam I	
2/25 2/27	Chapter 6	Finding mutant phenotypes for cloned genes (reverse genetics)
3/4 3/6 3/11	Chapter 7	Genome-wide mutant screens

Unit 3

Gene activity

3/13	Chapter 8	Molecular analysis of gene expression: a review
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3/25		on DNA-RNA-protein-gene function; Southern/Northern/PCR/sequencing/Microarray...
3/27 4/1 4/3	Chapter 9	Analysis of gene activity using mutants

4/8	Exam II
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Unit 4

Gene interaction

4/10 4/15 4/17	Chapter 10	From one gene to more genes
4/22 4/24	Chapter 11	Epistasis and genetic pathways
4/29 5/1	Chapter 12	Pathways, networks, and systems

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

1. Date: April 12, 2013
2. Department: Molecular and Cell Biology
3. catalog Copy:

2413. Concepts of Genetic Analysis

(213) Four credits. Three class periods and 2-hour laboratory. Prerequisite: [BIOL 1108](#) or [1110](#), or [MCB 2410](#) or equivalent, and [CHEM 1128](#).

Survey of genetic theory and applications of genetic analysis. Model genetic systems in animals, plants, and microbes. A fee of \$50 is charged for this course.

4. Effective Date:

Justification

1. Reasons for dropping this course: The course is being replaced by MCB 3413 to be taught at a higher level with a prerequisite of one of the introductory Genetics courses (2400 or 2410).
2. Other Departments Consulted:
3. Effects on Other Departments:
4. Effects on Regional Campuses:
5. Dates approved by (see Note Q):
Department Curriculum Committee: April 10, 2013
Department Faculty: May 10, 2013
6. Name, Phone Number, and e-mail address of principal contact person:
Ping Zhang, 486-5421, ping.zhang@uconn.edu

Proposal to create a W-version of an Existing Undergraduate Course

Last revised: December 8, 2003

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

1. Date: 9/24/20123
2. Department requesting this course: Mathematics
3. Semester and year in which course will be first offered:

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 and graduate courses are listed.

MATH 2710. Transition to Advanced Mathematics

Either semester. Three credits. Prerequisite: Math 1132 or 1152. Not open for credit to students who have passed MATH 2143. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.

MATH 2710W. Transition to Advanced Mathematics

Either semester. Three credits. Prerequisite: Math 1132 or 1152; and ENGL 1010 or 1011 or 2011 or 3800. Not open for credit to students who have passed MATH 2143. Not open to students with credit for Math 2710. Open only to Mathematics Department majors. Students intending to major in mathematics should ordinarily take this course or Math 2710 during the third or fourth semester.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MATH
2. Course Number (see [Note B](#)): 2710W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ☒ Yes ☐ No
3. Course Title: Transition to Advanced Mathematics
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical

induction, relations, functions. Concepts from abstract algebra and analysis.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
Math 1132 or 1152; and ENGL 1010 or 1011 or 2011 or 3800.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
Not open for credit to students who have passed MATH 2143. Not open to students with credit for Math 2710. Open only to Mathematics Department majors.
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L)
We need additional methods of handling the increased strain in meeting the "W in the major" requirement for Math Department majors.
2. Academic Merit (see Note L): The academic merit of this course was already approved by the CLAS C&CC when Math 2710 was approved long ago.
3. Overlapping Courses (see Note M): Math 2710 and 2710W will cover the same content.
4. Number of Students Expected: Undetermined, but with Next Generation UConn, more majors than we can handle in our existing W courses are expected.
5. Number and Size of Section: 19 per W-section, number of sections depends on student need and resource restrictions
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none
8. Staffing (see Note P): this will be taught by regular faculty and by VAPs.
9. Dates approved by (see Note Q):
Department Curriculum Committee: 4/26/2013
Department Faculty: 5/9/2013
10. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 860-486-1292

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

Proposal to Change an Existing Course

1. Date: 4/26/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in name, prerequisites, credits.
4. Current Catalog Copy:

2794W. Undergraduate Seminar II

(201W) Two credits. Prerequisite: MATH 2784; ENGL 1010 or 1011 or 2011 or 3800.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in MATH 2784.

5. Proposed Catalog Copy:

2794W. Mathematical Writing Seminar

(201W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800, and one of the following: (1) MATH 2144 or (2) one of MATH 2110, 2130, 2143 and one of MATH 2210, 2410, 2420.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

6. Effective Date (semester, year -- see Note R):

Justification

1. Reasons for changing this course:

We have a W sequence made up of Math 2784 and Math 2794W, with the former being a prerequisite for the latter and the writing requirement spread out over the two semester sequence. The fact that this is a two semester sequence seems to make it less appealing to students, so we are altering it to be a one semester W course and

adjusting the prerequisites and credit allocation accordingly. We are also renaming the course to make it more clear what it being taught. We hope that making this change will increase the number of students who take this course for their W in the major and reduce enrollment pressure on our other W course offering.

2. Effect on Department's Curriculum: We anticipate a reduction in enrollment pressure on our other W course, Math 2720, making it easier for students to complete their requirements at their chosen pace.

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: Unchanged

7. Dates approved by (see Note Q):

Department Curriculum Committee: 4/12/2013

Department Faculty: 4/19/2013

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

David Gross, 486-1292, david.gross@uconn.edu

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

Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

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

1. Date: September 11, 2013
2. Department requesting this course: Human Development and Family Studies
3. Semester and year in which course will be first offered: **Spring 2014**

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 and graduate courses are listed.

HDFS 3127. Professional Development and Advocacy in Early Childhood

Either semester. Three credits. Prerequisite: HDFS 3120. Consent of the instructor is required. Not open to students who completed HDFS 3126

Examination of historical, philosophical, psychological, and contemporary influences on the field of Early Childhood Education. Issues discussed include comprehensive services, the workforce, quality, funding, and child outcomes. Topics are analyzed with a focus on each student's professional development and on advocacy for change.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **HDFS**
2. Course Number (see [Note B](#)): **3127**
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? **X** **Yes**
 No
3. Course Title: **Professional Development and Advocacy in Early Childhood**
4. Semester offered (see [Note C](#)): **Either – it will be taught in Storrs in the Second semester and in Stamford in either the first or second semester.**
5. Number of Credits (see [Note D](#)): **Three credits**
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Examination of historical, philosophical, psychological, and contemporary influences on the field of Early Childhood Education. Issues discussed include comprehensive services, the workforce, quality, funding, and child outcomes. Topics are analyzed with a focus on each student's professional development and on advocacy for change.

Optional Items

7. Number of Class Periods, if not standard (see Note E): **N/A**
8. Prerequisites, if applicable (see Note F): **HDFS 3120**
9. Recommended Preparation, if applicable (see Note G): **N/A**
10. Consent of Instructor, if applicable (see Note T): **Yes**
11. Exclusions, if applicable (see Note H): **Cannot be taken for credit by students who have completed HDFS 3126**
12. Repetition for credit, if applicable (see Note I): **No**
13. Instructor(s) names if they will appear in catalog copy (see Note J): **N/A**
14. Open to Sophomores (see Note U): **N/A**
15. Skill Codes "W", "Q", or "C" (see Note T): **Consent of the instructor is required.**
16. S/U grading (see Note W): **N/A**

Justification

1. Reasons for adding this course: (see Note L) **This course is needed for students to meet the requirements of the State of Connecticut Early Childhood Teaching Credential and the National Association for the Education of Young Children Standards for Preparing Teachers.**
2. Academic Merit (see Note L): **This course will provide the capstone experience for the HDFS Early Childhood Development and Education students preparing for the State of Connecticut Early Childhood Teaching Credential. It will support their development in reflective practice, analysis of the history and current issues in Early Childhood Education, professionalism and advocacy. Investigations, analysis and active participation in the development of these skills are required for completing the preparation necessary to be granted the Early Childhood Teaching Credential.**
3. Overlapping Courses (see Note M): **No –this course will replace HDFS 3126 which will be dropped.**
4. Number of Students Expected: **25**
5. Number and Size of Section: **N/A**
6. Effects on Other Departments (see Note N): **None**
7. Effects on Regional Campuses: **This course will be taught at the Stamford campus and the HDFS faculty person there who will teach**

it has been a part of the planning of this course.

8. Staffing (see Note P): **Mary Ellen Galante-DeAngelis at Storrs and Mary Tabb at Stamford**

9. Dates approved by (see Note Q):

Department Curriculum Committee: **September 11, 2013**

Department Faculty: **September 11, 2013**

10. Name, Phone Number, and e-mail address of principal contact person:
Steven Wisensale, (860) 486-4576 , steven.wisensale@uconn.edu

HDFS 3127 - Professional Development and Advocacy in Early Childhood

The University of Connecticut
Department of Human Development and Family Studies

We teach who we are. Parker Palmer

If a doctor, lawyer, or dentist had forty people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

Donald D. Quinn

Instructor: Meg Galante-DeAngelis
Lectures: Tues/Thurs 11:00 - 12:20
E-Mail: Mary.Galante-DeAngelis@uconn.edu

Office: HDC 106
Phone: 486-5920 (No Voicemail)
Office Hours: Wednesday 10 - 11 and by Appointment

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Catalog Description: Professional Development and Advocacy in Early Childhood Three credits. Prerequisite: HDFS 3120. Instructor permission required.

Examination of historical, philosophical, psychological, and contemporary influences on the field of Early Childhood Education. Issues discussed include comprehensive services, the workforce, quality, funding, and child outcomes. Topics are analyzed with a focus on each student's professional development and on advocacy for change.

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Texts: Under consideration

1. **Foundations and Best Practices in Early Childhood Education: History, Theories and Approaches to Learning** Lissanna Follari Pearson; 2nd edition (January 16, 2010)
2. **To Teach: The Journey** by William Ayers and Ryan Alexander- Tanner Teachers College Press; 3rd Edition (May 1, 2010)
3. **Informed Advocacy in Early Childhood Care and Education** by Judith E Kieff Prentice Hall, (2008)
4. **Professionalism in Early Childhood Education: Doing Our Best for Young Children** by Stephanie Feeney Pearson; 1 edition (September 18, 2011)

5. Teaching Young Children in Violent Times: Building a Peaceable Classroom by Diane E. Levin Educators for Social (June 10, 2003)

6. Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills by Dan Gartrell NAEYC 2012

(For more from Dan Gartrell see <http://www.naeyc.org/yc/columns/guidance>)

7. Topic Specific Readings on HuskyCT

A. Curriculum from Unsmiling Faces (Handout)

B. Children Need Attentive Support in Wartime

C. When One Family Is Not Enough: The Lives of Young Children in Foster Care

D. Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual and transgender (LGBT) Families in Early Childhood settings

E. NAEYC Advocacy Tool Kit

F. Team Teaching and the Question of Philosophy

G. Others as assigned

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Course Objectives

Our course objectives are varied but we begin a journey with a quote from Parker Palmer, “Technique is what teachers use until the real teacher arrives.” You have all had time to experience the uses of many techniques helpful to teachers. This course will help you to begin to engage with your inner self and to find yourself as a beginning professional, your place in teaching, develop your skills for identifying your future needs and goals and your skills for advocacy.

1. To build an historical perspective of early childhood education practices in the United States and their international roots by studying the various philosophical and theoretical paradigms upon which early learning programs are based.
2. To examine recent events in early education and childcare, and the place of early childhood education in society and to become part of the future through the development of advocacy skills.
3. To address the issues in developing and implementing high quality early childhood education including the importance of family, culture, and community, the needs of diverse learners, the role of assessment in early learning, and the support of children’s emotional and social well being as essential components of the learning process.
4. To examine the concept of developmentally appropriate practice, particularly authentic assessment, and its application to across a range of early childhood settings and different developmental levels through research, inquiry, and discussion the role of the teacher, the family, the community and other agencies in early childhood education.
5. To develop an individualized framework for critical analysis of and reflection on the information and theories covered in this course and to use them as a guide for identifying future areas of growth.
6. To explore and reflect upon the students individual learning and teaching styles and to examine these in the context of a goodness of fit with any particular theory or practice with the goal of developing the skills to be able to choose an appropriate professional setting.
7. To synthesize the information from other HDFS courses and to begin to apply this information in practical ways to beginning professional teaching career.

How will this course prepare me to teach Young Children?

This course is designed to meet the following NAEYC Standards for Preparing Teachers specific to Foundations of Early Childhood Education (Found in Appendix 1

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Course Design

This course will expand upon principles and information presented in other HDFS courses, most especially HDFS 3120. The course will be divided into six sections:

1. The History of Early Childhood Education in America (Lecture and Discussion)

In this section of the course we will examine the long, interesting and somewhat checkered history of childhood and Early Childhood Education in the United States. Selected readings will be provided to enhance class discussions. We will:

- a. define early childhood education
- b. provide a chronological historical overview of the changing concept of childhood and education throughout history.
- c. examine the ideas of the theorists whose work and writings helped to shape the early developments in early childhood education
- d. introduce major historical developments in early childhood programs from the early 19th century, including the establishment of the common schools, public elementary schools and early childhood programs including kindergarten, nursery school, day care centers and family based care.
- e. explore the work of several important pioneers in the field of kindergarten education and describe the first kindergarten programs in America.
- f. examine the development of a new focus for the kindergarten away from the original Froebelian model, particularly with regard to the influence of the new field of child study.
- g. discuss the evolution of child study and the impact that developmental theories have had on research and practice in the field of early childhood education.
- h. review the development of the nursery school from its beginnings in England to its development as a unique early childhood education program in North America.
- i. review the contributions of these European programs to early childhood education in North America.
- j. examine the role played by the U.S. government in the development of child care and early childhood education programs and the influence this involvement has had on the entire field.
- k. survey the history of the day care movement and discusses recent development in day care
- l. analyze how the early childhood curriculum developed and changed from the days of the Froebelian kindergarten to post modern views of curriculum.
- m. discuss significant recent developments and contemporary issues in the field of early childhood.

2. Comparative Educational Programs Models and Evaluation of Models (Student Lead Discussions)

In this section of the course we will examine the various programs available for the education of young children. You will use the Follari book as your base for the discussion you will lead. Chapters 3 - 11 of Follari will be assigned to frame our discussions in Section II – Comparative Educational Programs Models and Evaluation of Models. You will also choose a book about your topic of choice which you will review as part of your discussion. We will:

- a. examine the diversity of settings, teacher qualifications, types of employment, locations, etc. in the early childhood field.
- b. learn the basic components of quality in an early childhood program setting.
- c. define developmentally appropriate practice in relation to age, individual, and social and cultural contexts.
- d. identify the goals and basic components of several prominent, theoretical curriculum models (i.e. Montessori, High Scope, Reggio Emilia, Project Approach, Constructivism, Creative Curriculum, Waldorf, Head Start, PITS etc.)
- e. explain developmentally appropriate practices in relation to the major theoretical and practical curriculum models.
- f. examine some of the theories of learning and development and explain the influence of these beliefs on early childhood programs today.

3. Early Childhood Development and Family Interactions in Popular Culture (Student Lead Discussions)

In this section of the course we will examine how early childhood development and family interactions are portrayed in popular media and culture. This will include our presentations on **Children in the News**. We will pose the following questions:

- a. What is the level of understanding of early childhood development and family interactions in popular culture and media?
- b. What effect does this level of understanding or misunderstanding have on our work, parent's interactions with us, and with their children and on the educational system in general.

4. Tough Topics: Making It Better (Roundtable)

In this section of the course we will examine difficult topics that teachers deal with in their professional life. The topics will include but not be limited to: **Prescriptive Curriculum, Children in Wartime, Children and Foster Care, Diverse Family Constellations**. Other topics will be generated from class interest and experience.

5. Becoming a Professional: Philosophy of Education and Reflective Practice in Teaching (Roundtable)

We will spend the last weeks of the course in discussion of philosophy of education and the use of reflective practice in teaching. How do we sustain ourselves in teaching and how do we balance the many roles and demands that are part of a teacher's life? How do we keep ourselves engaged and ready to take on the daily challenges? How do we do the most important and most difficult of all careers in the present climate of education in America?

We will:

- a. examine and use the NAEYC Code of Ethical Conduct to resolve basic ethical dilemmas in early education.
- b. explore the importance of reflective thinking and practice in becoming an effective early childhood teacher.
- c. explore methods to enjoy and enhance your own wellness using contemplation, reflection, relaxation, mindfulness and other meditative and self-acknowledging processes of being and growth.

- d. identify professional journals, websites, organizations, and community agencies that support the early childhood professional.
- e. enhance the skills necessary to begin to build support systems within the teaching profession that will help to guide and sustain you in your career.
- f. craft a personal teaching philosophy that reflects your individuality, personality and your beliefs about your future as a teacher and the future you hope to help build for your students.
- g. develop a plan for future professional development based on areas of talent, interest and need.

6. Becoming an Advocate for Children (Roundtable)

We will spend time throughout the semester reading about and discussing the teacher's role as an advocate. To this end, we will be using the text: **Informed Advocacy in Early Childhood Care and Education** by Judith E Kieff as a guide to the development of skills and plans for effective, successful advocacy campaigns. Each student will, with a partner, develop and carry out an advocacy campaign of their teams own design and that targets on an issue in Early Childhood Education that is a passion for the team members.

This semester long project will align with one of the Key Experiences for the completion of the Early Childhood Teaching Credential. A rubric for this assignment is on out Husky CT site.

Participation

Because this course is based on discussions and presentations, participation is an integral part of the course. A daily record of participation will be taken. Participation will be counted as one fifth of your final grade.

Excused Absences: Please understand that simply notifying me that you are ill, have an appointment, have overslept, have had car trouble, have to attend a funeral or other reasons for missing class does not count as an excused absence. I understand that absences are sometimes unavoidable, but no credit will be given for participation in a missed class.

Assignments

1. Class Discussions of the Comparative Educational Programs Models and Evaluation of Models

Reading Reflections – As you read each of the chapters of the Follari book, reflect upon how you resonate to each philosophy of education. You will develop your opinions by making a personal pros and cons list for each of the philosophies. How does this particular philosophy mesh with your own feelings and beliefs about how education should be structured for young children? These reflections will be brought to class to guide our class discussions of the philosophies and then be put into a portfolio to become the foundation of your own Teaching Philosophy which you will work on throughout the course and will finalize at the culmination of this course. These reflections will all be submitted along with the final draft of your Teaching Philosophy at semester's end.

2. Children/Education in the News - Each week, the landscape of knowledge that supports our work with children expands. To stay abreast of new research; local, national and international news; medical, legal and pedagogical developments etc. we must be connected to the latest writings – whether

academic or news and popular culture. Exploring/readings from clearinghouse websites American Federation of Teachers and the NAEYC, Children's Defense Fund websites is a great beginning but many other news sources are also important to explore. We will use local and national electronic and print media and any other appropriate sources. We must demonstrate awareness of the broader contexts and challenges within which early childhood professionals work. Your job is to begin your immersion in this complex and interesting world by finding or reading the articles that your classmates have found. **You will bring the article and your written work to the class where you will lead a short discussion with your classmates on the topic.**

*** Table of Dates removed for brevity but will be included for students**

3. Discussion Questions/Discussion Leader –Each student will be in charge of preparing to lead a class discussion and will prepare to be part of a formal group discussion.

Discussion Leader: You will be assigned an Early Childhood Practice Model. You will make a short PowerPoint presentation that will answer the following questions:

1. What is the Theoretical Base of this Model?
2. What is the Historical Context in which this Model was designed?
3. Was this model designed to support a particular societal, and/or pedagogical issue?
4. How is this model expressed in the United States? Are there schools in the area that use this model?

Reflection and analysis: Share with your classmates the connection between this model and your growing understanding of your own philosophy of education. Ask if any of them is willing to share some thoughts from their prepared reflections.

Group Discussion: Students will work in groups to watch and analyze the movies **Nursery University** and **Waiting for Superman**. **The group should watch the movie together to develop discussion about the movie.** Movies will be available to stream on HuskyCT or can be watched together in HDB 105 by appointment. Groups will be assigned a set of guiding questions and will watch their movie with that set of questions in mind. Each group will present their ideas to the group and lead a discussion from their assigned perspective.

4. Developing Curriculum to Support Children:

A. Take notes on **Teaching Young Children in Violent Times: Building a Peaceable Classroom** by Diane E. Levin and design a classroom experience that addresses one of the central ideas that you have gleaned from the book. Bring the experience to class so that it can be part of our discussion.

B. Take notes on **Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills** by Dan Gartrell and design a classroom experience that addresses one of the central ideas that you have gleaned from the book. Bring the experience to class so that it can be part of our discussion.

5. Post-Section Meta-Reflections:

Reflections and responses come to us in many ways and it takes some practice to become skilled at making full, deep reflections. We will be reflecting in several ways in this class, including Post-Section Meta-Reflections. The course is divided into the following six sections: Historical Overview of ECE, Comparative Educational Programs Models and Evaluation of Models, Early Childhood and Families in Popular Culture, Tough Topics: Making It Better, Finding Ourselves. Within each section we will be reflecting on readings. At the end of each section, we will reflect to synthesize the work in the section. The topic of the Meta-Reflection for each section is to reflect on how the experiences of each section will inform, change, and/or support your development as a teacher. Reflections should be **no more than 500 words**. Each reflection is worth up to 20 points. These are to be handed in in hard copy in class due dates to follow:

Part I - Historical Overview of ECE	Due
Part II - Comparative Educational Programs Models and Evaluation of Models	Due
Part III - Supporting Children and Families	Due
Part IV - Becoming A Professional	Due
Part V - Becoming An Advocate	Due
Part VI - Children In the News	Due

6. Advocacy Project – You will develop and complete an advocacy project focusing on the welfare of children or the promotion of the early childhood professions in our community. You will design these projects to support your own advocacy and leadership interests.

7. Creating an “I Make a Difference Box” - As the years pass, teachers accumulate 'stuff'. Much of this stuff is saved because you plan to use it to make materials for the classroom. But we rarely think of making plans for ourselves. Over our years of teaching, we collect memories and these memories will help to nurture our souls as teachers. Over the years, we will collect the stories of our children – incidents that delight, surprise or teach us – but we rarely write these down. Sometimes children give us things – pictures, a rock, gift of any kind. Sometimes you receive letters, cards or photos from families and students thanking you for teaching and influencing them. You might even get recognized by colleagues, administration, or professional organizations. Instead of filing all of this recognition away or worst yet, throwing it away, create a treasure box that you can go back to time and again. This will be particularly useful when you are feeling down or when teacher burnout is raging full force. This project will assure that you will be able to rekindle why you became a teacher in the first place. You are special and you do indeed make a difference! Make sure to add a journal for your yearly reflections (See The Value of Self-Reflection - Any Time Of Year, It's Important To Self-Reflect on HuskyCT)

8. Participation: This class relies on active participation of all the class members. Participation requires preparation and involvement in all aspects of the class.

9. Exams – Midterm and Final Exams – Essays - Date Supplied by the University

Grades:

Class Participation (based on 25 of 28 classes)	Up to 8 points available for each class	Up to 200 points
Reading Reflections	Up to 10 points each	Up to 80 points
PowerPoint Presentations on program model	Up to 50 points	Up to 50 points
Reflection and Analysis of Assigned Movie	Up to 20 points	Up to 20 points

Plan for Professional Development	Up to 100 points	Up to 100 points
Classroom Experience for Teaching Young Children in Violent Times: Building a Peaceable Classroom by Diane E. Levin	Up to 20 points	Up to 20 points
Classroom Experience for Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills by Dan Gartrell NAEYC	Up to 20 points	Up to 20 points
Post-Section Meta-Reflections:	Up to 10 points each	Up to 60 points
Children/Education in the News	Up to 25 points each	Up to 50 points
Advocacy/Leadership Project	Up to 100 points	Up to 100 points
I Make a Difference Box	Up to 50 points	Up to 50 points
Philosophy of Teaching	Up to 50 points	Up to 50 points
Exams	Up to 50 points each	Up to 100 points
	Total Points Available	Up to 900 points

Religious Observations - This section will include a list of all observations that fall on class days and includes the University's "Statement on Class Activities During Religious Holidays."

BUNCHED FINALS: Bunched finals may be rescheduled at the Information Desk in Wilbur Cross.

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: **October 15, 2013**
2. Department: **Human Development and Family Studies**
3. catalog Copy:

HDFS 3126. Analysis of Programs for Young Children

(225) Three credits. Prerequisite: HDFS 3120 or equivalent; open to juniors or higher.

Analytic study of programs designed for young children and their families. Includes historical, social, philosophical, and psychological foundations of education, prevention and intervention programs as well as theories, specific models, cultural and subcultural issues, parental involvement, and evaluation procedures.

4. Effective Date (semester, year -- see [Note R](#)): **Second semester AY 2014 - 2015**
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for dropping this course: **This course will be replaced by HDFS 3127 - Professional Development and Advocacy in Early Childhood**
2. Other Departments Consulted: **None**
3. Effects on Other Departments: **None**
4. Effects on Regional Campuses: **This course is taught on the Storrs and Stamford campuses and will be replaced by HDFS 3127 on both campuses.**
5. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **September 11, 2013**
Department Faculty: **September 11, 2013**
6. Name, Phone Number, and e-mail address of principal contact person:
Steven Wisensale, (860) 486-4576 , steven.wisensale@uconn.edu

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

Proposal to Add a New Undergraduate Course

1. Date: Sept. 13, 2013
2. Department requesting this course: Languages, Literatures & Cultures; and Linguistics
3. Semester and year in which course will be first offered: Spring, 2014

Final catalog Listing (see Note A):

ASLN 2500. Introduction to Interpreting: American Sign Language and English

Three credits.

Basic theories, principles, and practices of professional interpreting.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ASLN
2. Course Number (see Note B): 2500
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No [N/A; the ASLN prefix is relatively new and no prior courses could have used this number]
3. Course Title: Introduction to Interpreting: American Sign Language and English.
4. Semester offered (see Note C):
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
An introduction to basic theories, principles and practices of professional interpreting.

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): No
10. Consent of Instructor, if applicable (see Note T): No
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I):

13. Instructor(s) names if they will appear in catalog copy (see Note J):
Linda Pelletier
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

The need for this course is due in part to the growing interest among students who wish to consider sign language interpreting as a profession. This course will provide introductory information about theories, principles and practices of interpreting. UConn serves as the only institution in the state to offer this course at the Baccalaureate level. This is especially relevant given that, as of June 2012, a Baccalaureate degree is required prior to obtaining national certification for Interpreters. This course cannot be accommodated in an existing course due to the specific content related to American Sign Language and American Deaf culture.

2. Academic Merit (see Note L):

This course will be structured to prepare students in better understanding the challenges and complexities of interpreting, both culturally and linguistically. It includes a historical analysis of professional interpreting as an emerging area of academic research and inquiry. Professional organizations, roles and functions of an interpreter, ethical considerations, current trends and business practices, the impact of research, and working with oppressed groups of people will be discussed including the impact of intercultural and interlingual issues.

3. Overlapping Courses (see Note M): There is no other content similar to this proposed course.

4. Number of Students Expected: 8-15 per year

5. Number and Size of Section: 1 section per year, up to 15 students

6. Effects on Other Departments (see Note N): This course will not have any known impact on other departments.

7. Effects on Regional Campuses: None.

8. Staffing (see Note P): Linda Pelletier

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/17/13

Department Faculty: 9/17/13

10. Name, Phone Number, and e-mail address of principal contact person:
Diane Lillo-Martin, 860-486-0155, lillo.martin@uconn.edu

ASLN 3298: Introduction to Interpreting: American Sign Language and English

University of Connecticut

Spring 2012

Tuesdays and Thursdays 9:30-10:45

Instructor: Linda Pelletier, Ph.D., CI/CT, NAD5

Email: Linda.pelletier@uconn.edu

Office hours: Tuesday and Thursday, 8:30-9:00

Course Description:

This course has been designed to give students a broad look at the field of sign language interpreting including a historical analysis of the profession as an emerging area of academic research and inquiry. Professional organizations, settings, roles and functions of an interpreter, ethical considerations, current trends and business practices, the impact of research, and working with oppressed groups of people will be discussed. Models of interpreting, current theories and research on discourse and text analysis will also be discussed as they relate to message equivalency between source and target languages including the impact of intercultural and interlingual issues.

Course Objectives:

Upon satisfactory completion of this course, the student will be able to:

1. Discuss communicative and cultural perspectives and the impact on the process of interpreting.
2. Describe past and contemporary models and theories of interpreting.
3. Examine intercultural and interlingual issues and barriers to the interpreting process.
4. Describe the historical background related to the field of interpreting including its development as a field of academic research and profession.
5. Describe the characteristics, roles and responsibilities of the professional interpreter.
6. Explain the tenants of the Code of Professional Conduct as described by the Registry of Interpreters for the Deaf.
7. Discuss current trends, employment conditions and protocols, as well as, assessment, evaluation and certification requirements.

8. Discuss and describe various legislative initiatives that have impacted the deaf community and the field of interpreting.
9. Discuss professional organizations with particular emphasis on the National Registry of Interpreters for the Deaf.
10. Discuss various sociocultural issues of the Deaf community and how they may impact the process of interpreting.
11. Describe and discuss various interpreting settings.

Required Readings:

Humphrey, Jannice & Alcorn, Bob. (2007). *So You Want to Be an Interpreter?: An Introduction to Sign Language Interpreting*. 4th Edition. H & H Publishing Company, Seattle, WA.

The 4th edition textbook comes bundled with the DVD Study Guide.

Various website readings as listed in this syllabus.

Recommended Textbooks:

Frishberg, N. (1990). *Interpreting: An Introduction*; 1st edition. Silver Spring, MD: Registry of Interpreters for the Deaf

Neumann Solow, S. (2000) *Sign Language Interpreting: A Basic Resource Book*. Silver Spring, MD: National Association of the Deaf.

Roy, C. (2000). *Interpreting as a discourse process*. New York, NY: Oxford University Press. ISBN: 0-19-511948-7.

Stewart, D., Schein, J., & Cartwright, B. (2004, 2nd Ed.). *Sign Language Interpreting: Exploring Its Art and Science*. MA: Allyn & Bacon.

Course Assignments:

Class Presentation

Students will select an interpreting setting/technique/topic from the list below and make a 10-20 minute electronic presentation in class. Discuss and describe the topic's setting, function, use, purpose, challenges, etc. Use at least 4 sources and electronically submit a copy including a bibliography to the instructor on the day of the presentation. Presentations will be electronically shared with the class. The date for each presentation will coincide with related classroom topics as listed in this syllabus.

Interpreting Topics: Educational, Medical, Mental Health, Legal, Performing Arts, Religious, Certified Deaf Interpreters, Video Remote Interpreting (VRI), Video Relay Services (VRS), Deaf-blind.

A grading rubric will be discussed in class.

Observation and Reflection Paper

Students are required to observe a "live" working interpreter (no taped or electronic resources) for a minimum of 20 minutes and submit a one page reflection paper describing the event including your thoughts and any questions you may have. Each student will have an opportunity to share and discuss each observation in class. Discussion will be held in class on **May 2nd, 2013. Submit your reflection paper at the same time.**

Group Interview and Reflection Paper

A working and/or student interpreter will be interviewed in class regarding his or her personal experience as an interpreter. Interviews will be conducted as a whole class project with either the interpreter in person, teleconferencing or videoconferencing. Students will prepare a list of questions prior to the interview and submit a one page reflection paper. Class discussion regarding the interview will be held the following class on **February 21st, 2013. Submit your reflection paper at the same time.**

Course Evaluation:

Midterm exam	35%
Final exam (non-cumulative)	35%
Class Presentation	20%
Observation and Reflection Paper	5%
Group Interview and Reflection Paper	5%

Grading Scale:

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Reasonable Accommodation:

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations.

Academic Integrity/Plagiarism:

Essential to the mission, the University of Connecticut is commitment to the principles of honesty and integrity. Assignments must demonstrate students' own work.

Unit	Topic	Readings and Assignments (Subject to change)
January 22 nd Tuesday	1: Welcome	
January 24 th Thursday	2. Sign Language Interpreting as a Profession	Professional Sign Language Interpreting, RID Standard Practice Papers Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.
January 29 th Tuesday	3: Communication	Chapter 1 “The importance of communication.” Chapter 2 “The influence of culture on communication.”
January 31 st Thursday	4: Multiculturalism	Chapter 3 “Working in multicultural communities.” Chapter 4 “Identity and communication.”
February 5 th Tuesday	5: Culture and Language	Chapter 5 “Cultural frames: Schemas, beneficence and audism.” Chapter 6 “Oppression, power and interpreters.”

February 7 th Thursday	6: ASL and English Interpreting Challenges	Chapter 9 “The challenge of mediating ASL and English.”
February 12 th Tuesday	7: Roles, Types, Responsibilities of Interpreters	<p>Chapters 7 “The work of interpreters.”</p> <p>RID Standard Practice Papers:</p> <p>“Use of Certified Deaf Interpreter”</p> <p>“Team Interpreting”</p> <p>“Oral Transliteration”</p> <p>“Multiple Roles”</p> <p>Go to http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm or use the RID website search field.</p> <p>Certified Deaf Interpreters Presentation: _____</p>
February 14 th Thursday	8: Functions of an Interpreter	<p>Chapter 8 “How we approach our work.”</p> <p><u>Prepare interview questions and submit to instructor.</u></p>

February 19 th Tuesday	9: Expert Interviews	Guest speaker(s) will be invited to speak with the class.
February, 21st Thursday	10: Work Environments	Chapter 13 “Where interpreters work.” <u>Group Interview Reflection Paper Due</u>
February, 26th Tuesday		<u>Midterm Exam</u>
February, 28th Thursday	11: Educational Interpreting	Interpreting in Educational Settings (K-12), Standard Practice Paper, RID Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field. Educational Interpreting Presentation: _____
March 5 th , Tuesday	11: Educational Interpreting	Stewart, D.A., Schein, J.D., & Cartwright, B.E. (2004) Chapter 10: “Educational Interpreting.” <i>Sign Language Interpreting: Exploring its Art and Science</i> . Pages 165-187.

March 7 th , Thursday	12: Legal Interpreting	<p>Legal Settings, Standard Practice Papers: RID</p> <p>Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p> <p>Legal Interpreting Presentation_____</p>
March 12 th , Tuesday	13: Deaf-Blind Interpreting	<p>RID Standard Practice Papers:</p> <p>“Interpreting for Individuals who are Deaf-Blind”</p> <p>Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p> <p>Deaf-Blind Presentation_____</p>
March 14 th , Thursday	14: Medical Interpreting	<p>Medical Settings Standard, Practice Papers: RID</p> <p>Go to: (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p> <p>Medical Interpreting Presentation_____</p>

March 26 th , Tuesday	15: Video Remote Interpreting	<p>Video Remote Interpreting, Standard Practice Papers: RID</p> <p>Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p> <p>VRI Presentation: _____</p>
March 28 th , Thursday	16: Video Relay Services	<p>Video Relay Service Interpreting, Standard Practice Papers: RID</p> <p>Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p> <p>VRS Presentation: _____</p>
April 2nd, Tuesday	17: Performing Arts Interpreting	<p>Performing Arts Interpreting Presentation: _____</p>
April 4th, Thursday	18: Mental Health Interpreting	<p>Mental Health Settings, Standard Practice Papers: RID</p> <p>Go to: (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p>

		<p>Mental Health Presentation: _____</p>
April 9th, Tuesday	19: Religious Interpreting	<p>Religious settings, Standard Practice Papers: RID</p> <p>Go to:</p> <p>(http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p> <p>Religious Interpreting Presentation: _____</p>
April 11th, Thursday	20: History	<p>Chapter 11 “The history and professionalization of interpreting.”</p> <p>History of Interpreting Presentation: _____</p>
April 16th, Tuesday	21: Professional Organizations	<p>Professional Organizations Presentation: _____</p>
April 18th, Thursday	22: Models and the Process of Interpreting	<p>Chapter 10 “The process of interpreting.”</p>

		<p>Stewart, D.A., Schein, J.D., & Cartwright, B.E. (2004) Chapter 3: “Models of Interpreting,” <i>Sign Language Interpreting: Exploring its Art and Science</i>. Pages 165-187.</p>
<p>April 23rd, Tuesday</p>	<p>23: Ethics and the Code of Professional Conduct</p>	<p>Chapter 12 “Principles of professional practice.”</p> <p>NAD-RID Code of Professional Conduct, (2005) (down load the full version).</p> <p>Go to: http://www.rid.org/content/index.cfm/AID/66 or use the RID website search field.</p>
<p>April 25th, Thursday</p>	<p>24: Business Practices</p>	<p>Chapter 14 “Basic business practices.”</p> <p>RID Standard Practice Papers: “Business Practices, Billing Considerations.”</p> <p>Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.</p>
<p>April 30th, Tuesday</p>	<p>25: Certification Standards and Expectations</p>	<p>NAD-RID National Interpreter Certification (NIC) Knowledge Test Candidate Bulletin. 6 pages total</p> <p>Go to: http://www.rid.org/UserFiles/File/pdfs/Certification_Documents/NIC_Knowledge_Candidate_Bulletin.pdf or use the RID website search field.</p>

		<p>NAD-RID National Interpreter Certification (NIC): NIC Test Outline. 8 pages total.</p> <p>Go to: http://www.rid.org/UserFiles/File/pdfs/nicoutline.pdf </p>
May2nd, Thursday	26: The Next Step: Working Toward Certification	<p><u>Observation Reflection Paper Due</u></p>

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

Proposal to Add a New Undergraduate Course

1. Date: Sept. 13, 2013
2. Department requesting this course: Languages, Literatures & Cultures; and Linguistics
3. Semester and year in which course will be first offered: Fall, 2014

Final catalog Listing (see Note A):

ASLN 2600. Process of Interpreting: American Sign Language and English

Three credits. Prerequisite: ASLN 1102 or higher or consent of the instructor. Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ASLN
2. Course Number (see Note B): 2600
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No [N/A; the ASLN prefix is relatively new and no prior courses could have used this number]
3. Course Title: Process of Interpreting: American Sign Language and English
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.

Optional Items

7. Number of Class Periods; if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ASLN 1102 or higher, or consent of the instructor
9. Recommended Preparation, if applicable (see Note G):

10. Consent of Instructor, if applicable (see Note T): Yes
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
Linda Pelletier
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

The need for this course is due in part to the growing interest among students who wish to consider sign language interpreting as a profession. This course provides both theory and practice for students who are developing their proficiency. UConn serves as the only institution in the state to offer this course at the Baccalaureate level. This is especially relevant given that, as of June of 2012, a Baccalaureate degree is required prior to obtaining national certification for Interpreters. This course cannot be accommodated in an existing course due to the specific content related to American Sign Language and American Deaf culture.

2. Academic Merit (see Note L):

This course covers topics including text analysis, linguistic development, and study of the interpreting process. Models of interpretation will be discussed including text analysis as it applies to the cognitive process of interpreting and the goal of linguistic equivalency from source to target language. Students will discuss the cognitive processing as it applies to discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and cloze skills.

3. Overlapping Courses (see Note M): There is no other content similar to this proposed course.
4. Number of Students Expected: 8-15 per year
5. Number and Size of Section: 1 section per year, up to 15 students
6. Effects on Other Departments (see Note N): This course will not have any known impact on other departments.
7. Effects on Regional Campuses: None.
8. Staffing (see Note P): Linda Pelletier

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/17/13

Department Faculty: 9/17/13

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

Diane Lillo-Martin, 860-486-0155, lillo.martin@uconn.edu

ASLN 3298

Process of Interpreting:
American Sign Language and English

University of Connecticut

Fall 2012

Tuesdays and Thursdays
11:00-12:15

Linda Pelletier, Ph.D., CI/CT, NAD5

Linda.pelletier@uconn.edu

Course Description:

This course provides an introduction to the theory and practice of sign language interpreting from American Sign Language (ASL) to English and from English to ASL. Models of interpretation will be discussed including text analysis as it applies to the cognitive process of interpreting and the goal of linguistic equivalency from source to target language. Students will discuss the cognitive processing as it applies to discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and cloze skills. Individual critiquing and class participation is required.

Course Objectives:

Upon satisfactory completion of this course, students will:

- Focuses on the development of interpreting skills with rehearsed and spontaneous texts.
- Develop interpreting skills through practice and development of the following processing skills:
 - Main Idea Comprehension
 - Summarizing
 - Lexical Substitution
 - Paraphrasing Propositions
 - Paraphrasing Discourse
 - Understand visual Form and Meaning
 - Understand meaning and Visual Form
- Will apply various methods of analyzing and assessing their own work.
- Analyze components of a message analysis, including the following:
 - Primary ideas
 - Secondary ideas and details

- Implicit information, affect and register
- Will develop skills related to text analysis and the development of pre-interpreting skills (cloze, short-term memory, chunking, shadowing, paraphrasing and dual task training).

Required Text and Materials:

Carol J. Patrie, (2007). *The Effective Interpreting Series: ASL Skills Development*. DawnSign Press: San Diego, CA.

Anna Mindess, (2006). *Reading Between the Signs*. Intercultural Press: Boston (available on HuskyCT).

Students are also responsible for submitting homework and assignments either electronically, or on a USB drive, or CD.

Course Format:

- The main focus of this course is to develop interpreting skills by way of enhancement activities, vocabulary and semantic development, homework assignments as well as lectures and group discussions.
- Small group discussions, using primarily ASL. Individualized instruction will likely be made available during class time.
- Class participation is important and part of each students overall grade. This course requires students to be prepared for each class with completed homework and reading assignments.
- Instructional materials will include but is not limited to demonstrations, lectures, PowerPoint presentations, videotapes/DVD's assigned readings, cooperative learning activities, class discussions, student presentations, student interaction, and reinforcement activities.
- Course sequence and format may change due to the needs and/or interest of the class.

Technology Requirements:

This course requires each student to have access to a video recording device (for homework and in class) for the purpose of discussing and reviewing homework assignments, evaluation and assessment.

Course Outline and Sequence:

Class presentations, activities and homework assignments will follow the sequence as developed by *ASL Skills Development*, Patrie (2007). Due dates for each assignment will be determined in class. Students will work individually, in pairs or groups reviewing and/or preparing homework assignments. This will count toward class participation. Modifications and adjustments of the assignments may be necessary depending on the needs of the class.

Course Assignments:

1. **Homework Assignments:** Students are required to complete weekly homework assignments. Assignments are based on the material presented in *The Effective Interpreting Series: ASL Skills Development* by Carol J. Patrie. Additional readings may also be assigned and will be posted on HuskyCT. Depending on the assignment, homework must either be completed in ASL (recorded electronically or on USB or CD) or English (written). Students will also be randomly selected to share his or her homework for skill development and constructive feedback. Homework assignments are graded based on completeness and accuracy. All homework assignments are weighted at 40% of your overall grade and will be averaged over the total number of assignments (TBD). No late assignments will be accepted.
2. **Monologues:** There are four monologues required from each student. Each monologue must be a minimum of two minutes in length and no more than three minutes. Each monologue includes two parts:
 - a. Each student will prepare an ASL videotaped monologue for the class (expressive skills development) based on a topic as listed below; and
 - b. Students will, depending on the assignment, review and submit a translation (written) or interpretation of an assigned student monologue other than their own (receptive skills development). This will likely occur during class time.

The four monologue topics are as follows and must be presented in ASL and saved electronically or on a USB or CD:

- i. **How-To Monologue:** Describe/explain a “how-to” activity or project. Ideas can include how to make a gingerbread house, build a campfire, ride a unicycle, or how to raise chickens. Be creative.
 - ii. **Travel Monologue:** Describe/explain a personal travel experience.
 - iii. **Fond Childhood Memory Monologue:** Think of a moment in your past to share with the class. How old were you, where did this happen, why is a fond memory, etc.
 - iv. **Persuasive Monologue:** Make a convincing argument about something important to you.
- c. Students will need to rehearse and practice each monologue with appropriate use of vocabulary and grammatical features. On the due date of each monologue, students will exchange monologues for the purpose of review and translation due for the following class. Monologues are worth 5% each of your overall grade.
3. **Two Written Summaries:** Summarize an article or text related to the process of interpreting as accurately and concisely as possible. Summaries will be scored on how well the summaries:
 - a. State the main ideas of the article;

- b. Identify the most important details that support the main ideas;
- c. Written in the students own words, except for quotations;
- d. And express the underlying meaning of the article, not just the superficial details.

Summaries will be shared and discussed in class and must be submitted at the assigned due date. Each is weighted at 5%. Late papers will not be accepted.

Midterm and Final Exam:

The midterm and final exam will ask questions from the assigned readings as listed in this syllabus:

- *The Effective Interpreting Series: ASL Skills Development* by Carol J. Patrie (2007), DawnSign Press: San Diego.
- *Reading Between the Signs*, Anna Mindess, (2006), Intercultural Press: Boston (available on HuskyCT).

Building ASL Interpreting and Translation Skills by Nancy A. Scheetz, will not be part of your midterm or final exam.

Course Evaluation:

Homework:	40%
Monologues:	20%
Summaries:	10%
Midterm and Final Exams:	30%

Grading Rubric:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	Less than 60

Reasonable Accommodation:

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to

the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations.

Academic Integrity/Plagiarism:

Essential to the mission, the University of Connecticut is committed to the principles of honesty and integrity. Assignments must demonstrate students' own work.

Sequence of Assignments and Readings	
August 28th	Welcome and review of course.
August 30th	<p>Unit 1, Main Idea Comprehension, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Read the introduction to the unit. ● Complete exercise 1.1, “An Indelible Experience.” <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-7. ○ Study Questions 1-10. ○ Respond to all questions in English (written) and ASL.
September 4th	Read, Chapter 8, “The Impact of Cultural Differences on Interpreting Situations” in <i>Reading Between the Signs</i> , pp. 157-176.
September 6th	<p>Unit 1, Main Idea Comprehension, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 1.2, “My Goal.” <ul style="list-style-type: none"> ○ Study Questions 1-19. ○ Respond to all questions in English (written) and ASL.

September 11th	Chapter 9, "Multicultural Interpreting Challenges," in <i>Reading Between the Signs</i> , pp. 177-188.
September 13th	<p>Unit 1, Main Idea Comprehension, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 1.3, "Hot Peppers." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-2. ○ Study Questions 1-23. ○ Respond to all questions in English (written) and ASL.
September 18 th	How-To Monologue: Describe/explain a "how-to" activity or project. Ideas can include how to make a gingerbread house, build a campfire, ride a unicycle, or how to raise chickens. Be creative.
September 20 th	<p>Unit 2, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Read the introduction to the unit. ● Complete exercise 2.1, "Dad's Car." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-5. ○ Study Questions 1-20. ○ Respond to all questions in English (written) and submit as homework.

September 25 th	Chapter 10, "The Interpreter's Role and Responsibilities," in <i>Reading Between the Signs</i> , pp. 189-217.
September 27 th	<p>Unit 2, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 2.2, "Embarrassing Moment." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-4. ○ Study Questions 1-18. ○ Respond to all questions in English (written) and submit as homework.
October 2 nd	Travel Monologue: Describe/explain a personal travel experience.
October 4 th	<p>Unit 2, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 2.3, "Turning Points." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-8. ○ Study Questions 1-15. ○ Respond to all questions in English (written) and submit as homework.
October 9 th	Chapter 11, "Techniques for Cultural Adjustments," in <i>Reading Between the Signs</i> , pp. 218-238.

October 11 th	<p>Unit 3, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 3.1, "Pacific Beach Incident." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-2. ○ Study Questions 1-25. ○ Respond to all questions in English (written) and submit as homework.
October 16 th	Fond Childhood Memory Monologue: Think of a moment in you past to share with the class. How old were you, where did this happen, why is a fond memory, etc.
October 18 th	<p>Unit 3, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 3.2, "Memory of Grandfather." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-4. ○ Study Questions 1-14. ○ Respond to all questions in English (written) and submit as homework.
October 23 rd	Midterm Exam
October 25 th	<p>Unit 3, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 3.3, "At the Airport." <ul style="list-style-type: none"> ○ Study Questions 1-16.

	<ul style="list-style-type: none"> ○ Respond to all questions in English (written) and submit as homework.
October 30 th	First Summary discussion
November 1 st	<p>Unit 4, Paraphrasing Propositions, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Read the introduction to the unit. ● Complete exercise 4.1, "Peeling Potatoes." <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-11. ○ Study Questions 1 & 2. ○ Respond to all questions in <u>English (written) and submit as homework.</u>
November 6 th	Chapter 12, "Interpreting in a Virtual World," in <i>Reading Between the Signs</i> , pp. 239-252.
November 8 th	<p>Unit 4, Paraphrasing Propositions, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 4.2, "Feeding the Baby." <ul style="list-style-type: none"> ○ Study Questions 1 & 2. ○ Respond to both questions in <u>English (written) and submit as homework.</u> ● Complete exercise 4.3, "Breaking Eggs." <ul style="list-style-type: none"> ○ Study Questions 1 & 2.

	<ul style="list-style-type: none"> ○ Respond to both questions in <u>English (written) and submit as homework.</u> ● Complete exercise 4.4, “Culture Shock.” <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-7. ○ Study Questions 1-3. ○ Respond to both questions in <u>English (written) and submit as homework.</u>
November 13 th	Persuasive Monologue: Make a convincing argument about something important to you.
November 15 th	<p>Unit 5, Paraphrasing Discourse, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 5.1, “Memorable Experience.” <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-4. ○ Study Questions 1 & 2. ○ Respond to all questions in <u>English (written) and submit as homework.</u> ● Complete exercise 5.2, “Hearing People are Normal After All.” <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-3. ○ Study Questions 1-4. ○ Respond to all questions in <u>English (written) and submit as homework.</u>
November 20 th -22 nd	Thanksgiving Break

November 27 th	Second summary discussion
November 29 th	<p>Unit 5, Paraphrasing Discourse, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> ● Complete exercise 5.3, “My Work in the Auto Body Shop.” <ul style="list-style-type: none"> ○ Get to Know the Signer, 1-8. ○ Study Questions 1-4. ○ Respond to all questions in <u>English (written) and submit as homework.</u>
December 4 th	Chapter 13, “Cultural Sensitivity Shouldn’t End at Five O’clock,” in <i>Reading Between the Signs</i> , pp. 253-274.
December 6 th	TBD

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

Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

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

1. Date: September 13, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Spring 2014

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 and graduate courses are listed.

CHIN 3211. Chinese Composition and Conversation II
Three credits. Three class periods. Prerequisite: CHIN 3210 or instructor consent. Taught in Chinese.
Development of high intermediate to advanced speaking and writing competency.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)):
CHIN
2. Course Number (see [Note B](#)): 3211
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?
V Yes ___ No
3. Course Title: Chinese Composition and Conversation II
4. Semester offered (see [Note C](#)): Second
5. Number of Credits (see [Note D](#)): Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Development of high intermediate to advanced speaking and writing competency.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):

8. Prerequisites, if applicable (see Note F): CHIN 3210 or instructor consent
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T): N
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I):N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Y
15. Skill Codes "W", "Q", or "C" (see Note T):N/A
16. S/U grading (see Note W):N/A

Justification

1. Reasons for adding this course: (see Note L) CHIN3210: Chinese Composition and Conversation is currently offered as a two-semester course. Each semester contains completely different content. Adding this course is to replace the second semester of CHIN3210 so that the first semester of Chinese Composition and Conversation and the second semester of the course could be distinguished from each other.
2. Academic Merit (see Note L):
This course will focus on developing high intermediate to advanced speaking and writing skills. The goal is to further improve the communicative competency students have acquired through taking CHIN 3210 or equivalent courses. Students will be exposed to a variety of exciting issues in contemporary China such as the Internet, economic development, the environment and love in Mandarin Chinese. Classroom activities include oral presentations, debates and performances. By the end of the semester, students are expected to be able to engage in meaningful conversations and express themselves in writing on covered topics. This course will be one of the core courses.
3. Overlapping Courses (see Note M): N/A
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): N/A
7. Effects on Regional Campuses: N/A
8. Staffing (see Note P): Cheng or Pei
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/17/13
Department Faculty:9/17/13
10. Name, Phone Number, and e-mail address of principal contact person:
Liansu Meng, 860-486-9258, liansu.meng@uconn.edu
Rosa Helena Chinchilla, 860-486-3313, rosa.chinchilla@uconn.edu

Chinese 3211: Chinese Composition and Conversation II

Course Description and Objectives:

This course will focus on developing high intermediate to advanced speaking and writing skills. The goal is to further improve the communicative competency students have acquired through taking CHIN3210. Students will be exposed to a variety of exciting issues in contemporary China such as the Internet, economic development, the environment and love in Mandarin Chinese. Classroom activities include oral presentations, debates and performances. By the end of the semester, students are expected to be able to engage in meaningful conversations and express themselves in writing on covered topics.

Required Textbook:

Duanduan Li and Irene Liu, *Reading Into A New China: Integrated Skills for Advanced Chinese*. Vol. I. Cheng & Tsui Company, Inc., 2009.

The textbook could be purchased at UConn Co-Op Bookstore.

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Requirements:

1. Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
2. Make sure to preview the course materials before the class.
3. Regular attendance and active participation in class activities.
4. Cell phones or laptops in class are not allowed except for taking notes.
5. Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
6. No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Writing Assignments: Please post your writing on our Facebook group page under the weekly topic I post. You are encouraged to comment on one another's writings.

1. Use characters only.
2. Use at least 200 characters in total.
3. Write every other line and leave space for corrections.
4. Use punctuation marks.

Grading:

1. Participation: 15%
2. Writing Assignments: 20%
3. Speaking Exercises: 10%
4. Quizzes: 20%
5. Mid-term Exam: 15%
6. Final Project: 20%

Grading Scale:

A = 95-100 A- = 90-94 B+ = 87-89 B = 84-86 B- = 80-83
C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63
F = anything below 60

Course Schedule:

Week	Tue	Thu
1 Chapter Six	-Syllabus -Introduction video: 非你莫属 http://www.youtube.com/watch?v=87eK06FPr9M http://www.youtube.com/watch?v=87eK06FPr9M	http://www.youtube.com/watch?v=87eK06FPr9M -Discussion of video on 非你莫属 -Vocabulary and text (first half) Quiz 1: vocabulary (first half)
2 Chapter Six	Vocabulary and text (second half)	Video: 非你莫属 http://www.youtube.com/watch?v=2wkZyGDvlOk http://www.youtube.com/watch?v=2wkZyGDvlOk
3 Chapter Six	-Discussion of video on 非你莫属 Grammar exercises Quiz 2: vocabulary (second half)	Celebration of Chinese New Year on Feb 10 Speaking Exercise 1
4 Chapter Seven	Vocabulary and text (first half) Quiz 3: vocabulary (first half) Homework due: Writing Assignment 1	Vocabulary and text (second half)
5 Chapter Seven	Grammar exercises Quiz 4: vocabulary (second half)	Speaking Exercise 2

6 Chapter Eight	Vocabulary and text (first half) Quiz 5: vocabulary (first half) Homework due: Writing Assignment 2	Vocabulary and text (second half)
7 Chapter Eight	Grammar exercises Quiz 6: vocabulary (second half)	Speaking Exercise 3
8 Midterm	复习第六课到第八课	期中考试
9	Spring Recess. No Class.	Spring Recess. No Class.
10 Chapter Nine	Vocabulary and text (first half) Quiz 7: vocabulary (second half) Homework due: Writing Assignment 3	Vocabulary and text (second half)
11 Chapter Nine	Grammar exercises Quiz 8: vocabulary (second half)	Speaking Exercise 4
12 Chapter Ten	Vocabulary and text (first half) Quiz 9: vocabulary (second half)	Vocabulary and text (second half)

	Homework due: Writing Assignment 4	
13 Chapter Ten	Grammar exercises Quiz 10: vocabulary (second half)	Speaking Exercise 5
14 Final Projects	Work on final projects	Work on final projects
15 Final Projects	Work on final projects	Final Projects presentation

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

Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

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

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Spring 2014

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 and graduate courses are listed.

CHIN 3260: Chinese Culture Today

Prerequisite: CHIN 3210 or equivalent. Three credits.

Introduction to popular culture in China and Chinese-speaking societies. Readings and screenings include contemporary literature, art, documentaries and feature films. Taught in Chinese.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)):
CHIN
2. Course Number (see [Note B](#)): 3260
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___
Yes ___ No
3. Course Title: Chinese Culture Today
4. Semester offered (see [Note C](#)): either
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Introduction to popular culture in China and Chinese-speaking societies. Readings and screenings include contemporary literature, art, documentaries and feature films. Taught in Chinese.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 1
8. Prerequisites, if applicable (see [Note F](#)): CHIN 1114
9. Recommended Preparation, if applicable (see [Note G](#)): CHIN 1114

10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): ---
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses.
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/17/13
Department Faculty: 9/17/13
10. Name, Phone Number, and e-mail address of principal contact person:
Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Chinese 3260: Chinese Culture Today

Course Description:

This course examines forms of popular culture and processes of social change in urban China and Chinese-speaking societies. In this course, we will explore the diversity, history, and creativity of modern Chinese culture and develop innovative approaches to the understanding of Chinese culture today. Topics of discussion include the cultural industry, commodity fetishism, youth cult, sexuality and gender, postmodernity, the changing meanings of labor and leisure in the contemporary world. In addition to the textbook, readings, viewings, and listening include popular music, film clips, photography, visual arts, television dramas, and web-based publication. Students are encouraged to augment the readings with their own projects. Taught in Chinese.

Required Textbook:

Chih-ping Chou et al, *Anything Goes: An Advanced Reader of Modern Chinese*. (Revised Edition) (Princeton University Press, 2011)

Additional audio-visual materials will be available on course website.

The textbook could be purchased at UConn Co-Op Bookstore.

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Requirements:

1. Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
2. Make sure to preview the course materials before the class.
3. Regular attendance and active participation in class activities.
4. Cell phones or laptops in class are not allowed except for taking notes.
5. Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
6. No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Writing Assignments: Please post your writing on our Facebook group page under the weekly topic I post. You are encouraged to comment on one another's writings.

Grading:

1. Participation: 20%
2. Writing Assignments: 15%
3. Speaking Exercises: 10%
4. Quizzes: 20%
5. Mid-term Exam: 15%
6. Final Project: 20%

Grading Scale:

A = 95-100	A- = 90-94	B+ = 87-89	B = 84-86	B- = 80-83	
C+ = 77-79	C = 74-76	C- = 70-73	D+ = 67-69	D = 64-66	D- = 60-63
F = anything below 60					

Course Schedule:

Week 1: New Concepts in Chinese Culture

Week 2: Chapter 1: Cell Phone Culture

Film clip: *Cell Phone* (Feng Xiaogang, 2003)

Quiz 1 (vocabulary and grammar); Writing Assignment 1

Week 3: Chapter 2: Internet Addiction

Popular Chinese-language websites

Audio-visual: Zhou Xuan's songs.

http://www.youtube.com/watch?v=t_q2OuOvoHE

<http://www.youtube.com/watch?v=auB5ZWuHrjE&feature=related>

<http://www.youtube.com/watch?v=akuE6d1to4M&feature=related>

Quiz 2 (vocabulary and grammar); Speaking Exercise 2

Week 4: Chapter 3: Gender Imbalance

Screening: *Super, Girls!* (Jian Yi, 2008)

Audio: "Jian Yi on gender-shifting in Chinese culture."

http://www.npr.org/blogs/bryantpark/2008/05/super_girls_in_china_holy_gend.html

Quiz 3 (vocabulary and grammar); Writing Assignment 2

Week 5: Chapter 4: Love and Marriage

Screening: Excerpts from *Chinese-Style Divorce* (Chen Yan, 2005)

Quiz 4 (vocabulary and grammar); Speaking Exercise 2

Week 6: Chapter 5: Chinese Media

Ai Weiwei blog

Quiz 5 (vocabulary and grammar); Writing Assignment 3

Week 7: review and midterm exam

Week 8: Chapter 6: College Education

Websites of Chinese Universities

Quiz 6 (vocabulary and grammar); Speaking Exercise 3

Week 9: Chapter 7: Urban Development and Cultural Heritage

Film Clip: Jia Zhangke: *The World*

Quiz 7 (vocabulary and grammar); Writing Assignment 4

Week 10: Chapter 8: Housing in China

Clip: Cui Jian "I Have Nothing to Give you" and other songs

Quiz 8 (vocabulary and grammar); Speaking Exercise 4

Week 11: Chapter 9: Environmental Protection

Documentary: *Beijing Besieged by Waste* (Wang Jiuliang, 2011)

Quiz 9 (vocabulary and grammar); Writing Assignment 5

Week 12: Chapter 10: One Country, Two systems

Youtube Videos

Week 13: Chapter 11: A New Journey to the West

Film Clip: *American Dreams in China* (Peter Chan, 2013)

Week 14: Final Project presentation

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

Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

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

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Spring 2014

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 and graduate courses are listed.

CHIN 3270: Chinese Film

Three credits. Prerequisite: CHIN 1121-1122

Overview of Chinese film from the silent era to the present. Analytical skills and critical vocabulary to study Chinese film in its social and historical contexts. Taught in English.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)):
CHIN
2. Course Number (see [Note B](#)): 3270
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___
Yes ___ No
3. Course Title: Chinese Film
4. Semester offered (see [Note C](#)): either
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Overview of Chinese film from the silent era to the present. Analytical skills and critical vocabulary to study Chinese film in its social and historical contexts.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 1
8. Prerequisites, if applicable (see [Note F](#))
9. Recommended Preparation, if applicable (see [Note G](#)): CHIN 1121-1122

10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): ---
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses.
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng
9. Dates approved by (see Note Q):
Department Curriculum Committee: March 22, 2013
Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

CHIN 3270: Chinese Film

Course description

This course offers an overview of Chinese film from the silent era to the present. We will also use films to provide an introduction to China's rich culture, values and history. We will screen a selection of internationally acclaimed Chinese films. We will place each film in historical context, considering both the aesthetic form and the socio-political content of the film. Class time will be spent watching films from China, Taiwan, and Hong Kong, as well as discussing the relevance of the themes raised in these films both for Chinese and American audience.

The fundamental question of the continuity between the cultural tradition and socio-economic organization of the past and the elements of change and “modernity” in the present will accompany us during the course. This theme will be developed in the context of the different historical periods. The main concern of our discussions and the proposed topics for research will be:

- The role of gender in Chinese society;
- The cinematic critiques of Maoism and post-Maoist Chinese culture.
- The Chinese-language film's representation of the nation, national identity, national trauma, and the national past;
- The Chinese film's representation of its increasingly diversified cultural landscapes at home and abroad

Course objectives

- To gain cultural knowledge of China through the screenings of Chinese films;
- To understand how film represents the different cultural orientations in different periods of time in China;
- To learn how to critically “read” a movie and appreciate the elements that make up the visual and aural languages of films

Course organization

Starting from week two, we will cover a film every two class meetings. On the first day, a film will be shown during class time, followed by a brief discussion of the historical background related to the film.

On the second day, a student will give a five-minute presentation about the movie. The presentation will include a brief introduction of the movie (less than one minute), and focus on one aspect of your interest (editing, sound, color, narrative, or theme).

As you watch the films and do your readings, you are expected to make your own notes/summary so that you can develop your own ideas, write your reaction paper, and participate in class discussion.

Students will write **FIVE** reaction papers to the films. Reaction papers should be at least two pages, double space, and discuss the film's form (editing, mise-en-scene, sound, and color), narrative (story and plot), and themes. For each film, the instructor may or may

not provide some questions to consider so that students will have a framework for beginning their responses.

Readings will be assigned for some films. I recommend that you do not read any critiques until after you have seen the film and have written your reaction appears, if any, so that you can develop your own ideas.

Format: Lecture, class discussion, small group discussion, and oral presentations

Final research paper: Minimum 10 pages, double space, on some aspect of Chinese films.

Grading

Reaction paper: 50%;
Final project and presentation: 30%;
Oral presentation: 10%;
Class participation and attendance: 10%

Weekly schedules (Subject to change)

Week 1: Syllabus and self-introduction. Introduction to modern Chinese history

Week 2: Film language and writing about films

External web sources: [Yale Film Studies Film Analysis Website](http://classes.yale.edu/film-analysis/)
<http://classes.yale.edu/film-analysis/>

Week 2: Virtue, gender and nation (**Reaction paper 1 about *Goddess* due next class**)

Screening: *The Goddess* (1934; dir. Wu Yonggang). Click [here to view an online version of the film](#), without the musical score.

Week 3: Virtue, gender and nation

Discussion of *The Goddess* & Women's status in China

Week 3: Virtue, gender and nation

Screening: *Raise the Red Lantern* □ 1991, dir. Zhang Yimou □

Week 4: Virtue, gender and nation

Discussion of *Raise the Red Lantern* & The Fifth Generation of Filmmakers in China

Readings:

1. Young, John Dragon, 1993. Review of *Raise the Red Lantern* by Zhang Yimou; *The Story of Qiuju* by Zhang Yimou. *The American Historical Review*, 98, 4: 1158-1161.
2. Ye, Tan and Zhang, Yimou, 1999-2000. From the Fifth to the Sixth Generation: An Interview with Zhang Yimou. *Film Quarterly*, 53, 2: 2-13.

Week 4: Virtue, gender and nation (**Reaction paper 2 due next class**)

Screening: [*The Story of Qiuju*](#)

Week 5: Virtue, gender and nation

Discussion of the *The Story of Qiuju* and Chinese women in films

Reading: Berry and Farquhar, 2006. *How should a Chinese woman look?*

Week 6: War and National unity

Screening: [*Red Sorghum*](#) (1987; dir. Zhang Yimou)

Week 6: War and National unity

Discussion of *Red Sorghum*

1. (Optional) Chien, Cheng-Chen and Lo, Rey-Chih. 2007. *Red Sorghum*: Image as narrative mediator between humans and nature. *Asian Journal of Management and Humanity Sciences*, 2, 1-4: 74-88.
2. Zhang, Jia-Xuan. 1989. Review of *Red Sorghum*. *Film Quarterly*, 42, 3: 41-43
3. External web sources: [The Nanjing Atrocities: Online Documentary](#)<http://journalism.missouri.edu/~jschool/nanking/index.htm>

Week 7 : Masculinity and martial art (Kung-fu) (**Reaction paper 3 due next class**)

Screening: [*Hero*](#) (2002, dir. Zhang Yimou)

Week 7: Masculinity and martial art (Kung-fu)

Discussion of *Hero*, China's first emperor, and Martial art movies in Hong Kong

In-class screening: clips of films by Bruce Lee and Jackie Chan

Readings:

1. (Optional) Lu and Yeh. 2005. *Fists of legend*.
2. Nylan, Michael. 2005. Review of *Hero*. *The American Historical Review*, 110, 3: 769-770.
3. Berry and Farquhar. 2006. *How should Chinese men act?*
<http://www.youtube.com/watch?v=rIWf9ghLF98> (Bruce Lee, □□□□)

Week 8 Globalization and identity

Screening: [*Crouching Tiger, Hidden Tiger*](#) (2000; dir. Ang Lee)

Week 8: Globalization and identity (*Research proposal due in class*)

Discussion of *Crouching Tiger, Hidden Tiger*

1. Klein, Christina. 2004. "Crouching tiger, hidden dragon": A diasporic reading. *Cinema Journal*, 43, 4: 18-42.
2. External web sources: [The Globalizaiton Website](#); [Commanding Heights: The Battle for the World Economy](#) (PBS series website)

Week 9: Spring break

Week 10: Roots and cultural critique (**Reaction paper 4 due in class**)

Screening: [Yellow Earth](#) (1984; dir. Chen Kaige)

Week 10 (March 27): Roots and cultural critique

Discussion of *Yellow Earth*.

Reading: Esther C. M. Yau: Yellow earth western analysis and a non-western text. In Chris Berry (eds.). *Perspectives on Chinese cinema*. London: British Film Institute.

Week 11: TRAUMA, MEMORY, AND THE CULTURAL REVOLUTION

Screening: [Blue Kite](#) (1993, dir. Tian Zhuangzhuang)

Week 11: TRAUMA, MEMORY, AND THE CULTURAL REVOLUTION

Discussion of *Blue Kite* & pre-cultural revolution

Week 12: TRAUMA, MEMORY, AND THE CULTURAL REVOLUTION

Screening: [To live](#) (1994, dir. Zhang Yimou)

Week 12: TRAUMA, MEMORY, AND THE CULTURAL REVOLUTION

Discussion of *To Live*

Week 13: TRAUMA, MEMORY, AND THE CULTURAL REVOLUTION

Screening: [Farewell My Concubine](#) (1993, dir. Chen Kaige)

Week 14: TRAUMA, MEMORY, AND THE CULTURAL REVOLUTION

Discussion of *Farewell My Concubine*, & Homosexuality in China

Reading: Lau, Jenny Kwok Wah. 1995. "Farewell my Concubine": History, melodrama, and ideology in contemporary Pan-Chinese cinema. *Film Quarterly*, 49, 1: 16-27.

Week 14: Sixth generation: Social themes and Chinese avant-garde (**Reaction paper due next class**)

Screening: [Platform](#) (2005, dir. Jia Zhangke)

Week 15 □ Sixth generation: Social themes and Chinese avant-garde

Discussion of *Platform* & the Sixth Generation

Week 15: Student presentation, and course wrap-up

Each student will prepare a ten-minute presentation on their final project.

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

Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

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

1. Date: September 13, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2014

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 and graduate courses are listed.

CHIN 3271: Topics in Chinese Literature

Three credits. Prerequisites: CHIN 1121-1122 or consent of instructor. Major topics in modern and contemporary Chinese literature. Exploration of important social and political issues in Chinese modernity and postmodernity. Taught in English.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)):
CHIN
2. Course Number (see [Note B](#)): 3271
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___
Yes ___ No
3. Course Title: Topics in Chinese Literature
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Major topics in modern and contemporary Chinese literature. Exploration of important social and political issues in Chinese modernity and postmodernity. Taught in English.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): CHIN 1121 and CHIN 1122 or instructor consent
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Y
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

Justification

1. Reasons for adding this course: (see Note L)
We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L):
This course introduces major topics in modern and contemporary Chinese literature and explores important social and political issues in Chinese modernity and postmodernity. Readings include fiction, poetry, prose, autobiographical writing, film and scholarships. Our goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world beyond the Cold War rhetoric. Topics of discussion include historical rupture, loss and melancholy, exile, freedom, migration, social bonding and identity, capitalism, nationalism, and the world revolution. All films are in Chinese with English subtitles. This course will be one of the core courses.
3. Overlapping Courses (see Note M): N/A
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): N/A
7. Effects on Regional Campuses: N/A
8. Staffing (see Note P): Meng
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/17/13
Department Faculty: 9/17/13
10. Name, Phone Number, and e-mail address of principal contact person:
Liansu Meng, 860-486-9258, liansu.meng@uconn.edu
Rosa Helena Chinchilla, 860-486-3313, rosa.chinchilla@uconn.edu

CHIN 3271: Topics in Chinese Literature

Course Description:

The rise of China has impacted world politics and economy in significant ways. How did it happen? This course introduces major topics in modern and contemporary Chinese literature and explores important social and political issues in Chinese modernity and postmodernity. Readings include fiction, poetry, prose, autobiographical writing, film and scholarships. Our goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world beyond the Cold War rhetoric. Topics of discussion include historical rupture, loss and melancholy, exile, freedom, migration, social bonding and identity, capitalism, nationalism, and the world revolution. All films are in Chinese with English subtitles. Taught in English.

Required Textbooks:

Bei Dao. *Blue House*

Can Xue. *Dialogues in Paradise*

Han Shaogong. *A Dictionary of Maqiao*

Hsiao Qian. *Traveller Without a Map*

Yu Hua, *The Past and Punishments*

All other readings will be downloaded from the library reserve.

The textbooks could be purchased at UConn Co-Op Bookstore.

Requirements:

1. Make sure to preview the course materials before the class.
2. Course materials are subjected to change. Please pay attention to the announcements at the end of each class for the next week's materials.
3. Presentation: Each student will have the opportunity to present on the course materials at least once during the semester.
4. Regular attendance and active participation in class discussion; presence at film screenings is obligatory.
5. Cell phones or laptops in class are not allowed except for taking notes.
6. Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
7. No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Weekly Responses: You may write down one "quote" from the texts that we are going to discuss this week in class either Tuesday or Thursday. The quote does not need to be exact quotations. It could be your summery of a point by the author. Follow the quote with one corresponding "note": Why do you think it struck you? Is it confusing, inspiring, controversial or else? What do you think it means? You can write about this in terms of thoughts and ideas (related to either this or other courses), or to things you read,

or events in your life (or all of the above). Simple comments don't count unless followed with substantial elaborations. Please note: the "quote" does not count toward the word limit. The note where you elaborate on your analysis, interpretation or questions, should be about **300 words** long.

Participation: you are strongly encouraged to respond to your classmates' post on the online group discussion forum or participate in classroom discussions. On-line and in-class comments will count towards your participation grade. You earn one point for each comment and 20 points maximum for the semester. You have about **one week** to post your comments on each week's weekly responses. You may start posting comments as soon as someone posts their responses under the weekly topic. No posts will be accepted on online after Sunday Midnight time that week.

Presentations: During the first two weeks, each one will sign up for a date of your presentation. You may present on the texts or movies listed on the syllabus or choose materials not included in the syllabus but related to that week's class materials. You are strongly encouraged to discuss with the instructor about your presentation beforehand. Presentations will start from the third week at the beginning of each class. You are free to decide on the form of the presentation, but make sure your classmates could both enjoy and learn from it. For example, you may give your own analysis or interpretation, or summarize the main ideas of the article or chapter. Please do not repeat information easily accessible through a Google search or on Wikipedia. The presentations will be short (**10 minutes max**) with 5 minutes for Q & A. Please **practice, practice, and practice** before you present in class and make sure you finish presenting in 10 minutes.

Final Exam / Project: Final exam will be take-home short essay questions from lectures, discussions in class or online and course materials. Your notes will be very useful for the exam. Each answer should be about 250 words long excluding quotations. Your arguments or points should be well supported by textual evidence and your own analysis. Chinese majors are encouraged to answer some questions in Chinese.

To earn extra credits for the final, you also have the option of doing an individual or group video project exploring some issues we have discussed this semester. In addition to the video, you need to write a description of the issues you explore through the video (for example, what question(s) have lead you to this topic, what materials we have covered helped you thinking through the questions and how, and what conclusions you have reached or what further questions you want to raise.) Please make sure to send me the description before making the video so I could help you make necessary adjustments and corrections. Chinese majors should use Chinese in the video.

Grading:

- Class participation: 20%
- Weekly Response Papers: 40%
- Presentation: 10%
- Final Exam: 30%
- Final Project (Optional): 10%

Grading Scale:

A = 95-100 A- = 90-94 B+ = 87-89 B = 84-86 B- = 80-83
C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63
F = anything below 60

Course Schedule:

WEEK 1 Introduction: Bringing the World Home
Bei Dao and Allen Ginsberg in *Blue House*

Part One: The Transnational Imagination

WEEK 2: National Character and the Chinese-Japanese Dimension
• Lu Xun, "Preface to Call to Arms," "The True Story of Ah Q."
Lydia Liu, *Translingual Practice*, chapter one.

WEEK 3: Local and Global
• Han Shaogong, *Dictionary of Maqiao*
• Xu Bing, Book from the Sky and New English Calligraphy at www.xubing.com

WEEK 4: Time, Revolution, and Cosmopolitanism
• Hsiao Ch'ien, Traveller Without a Map

Part Two: The City and the Country

WEEK 5: Labor and Masculinity
• Lao She, Rickshaw
Lydia Liu, *Translingual Practice*, chapters 4

WEEK 6: Transpacific Crossings and the Politics of Literature
• Pearl Buck, *The Good Earth*, selected chapters
• Hua-ling Nieh, *Mulberry and Peach*, selected chapters

WEEK 7: Photography, Gender, and Shanghai's Cityscape
• Wang Anyi, The Song of Everlasting Sorrow, Part One
• Wong Kar-wai, *In the Mood for Love* (film screening to be arranged)

WEEK 8: Melancholy, Music, and Romantic Love
• Eileen Chang, Love in a Fallen City; "Music" and other essays
• Audio clip and film soundtrack
• Andrew F. Jones, "The Orchestration of Chinese Musical Life" in *Yellow Music: Media Culture and Colonial Modernity in the Chinese Jazz Age*

Part Three: Politics and the Chinese Avant-garde

WEEK 9: Global Capitalism and the Chinese Revolution
• Xu Bing, The Tobacco Project at www.xubing.com

- Sherman Cochran, *Big Business in China: Sino-Foreign Rivalry in the Cigarette Industry, 1890-1930*, chapter 1.

WEEK 10: Social Protest, Cultural Critique, and the Power of Language

- The poems of Bei Dao, Gu Cheng, Zhai Yongming
- Jiang Wen, *In the Heat of the Sun* (film screening to be arranged)

WEEK11: Documentary Filmmaking, Industrial Ruins and Post-Socialist Memory

- Can Xue, *Dialogues in Paradise*
- Wang Bin, *West of the Railway Tracks* (film screening to be arranged)

WEEK 12: Fantasy, Violence, and the Limits of Representation in Contemporary Chinese Fiction

- Yu Hua, *The Past and Punishments*

WEEK 13 Review and Discussion

WEEK 14: Final Project Presentation

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

Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

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

1. Date: September 11, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2014

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 and graduate courses are listed.

CHIN 32XX Language and Identity in Greater China
Either Three credits

Topics include role of language, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. With additional requirements for Chinese minors/majors.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): CHIN
2. Course Number (see [Note B](#)): 32XX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes
___ No
3. Course Title: Language and identity in greater China
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 2
8. Prerequisites, if applicable (see [Note F](#)): no
9. Recommended Preparation, if applicable (see [Note G](#)): no
10. Consent of Instructor, if applicable (see [Note T](#)): no

11. Exclusions, if applicable (see Note H): no
12. Repetition for credit, if applicable (see Note I):no
13. Instructor(s) names if they will appear in catalog copy (see Note J):
Chunsheng Yang
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T): C
16. S/U grading (see Note W):n/a

Justification

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

With China's ever-increasing economic development, language is a window to witnessing such drastic changes domestic and abroad. This course will help students understand how language, culture, and identity are interrelated in such a rapid-changing society. No existing courses have examined such issues.

2. Academic Merit (see Note L):

This course will examine the ways in which language contributes to shaping social, cultural, and ethnic identities in Greater China, including mainland China, Taiwan, Hong Kong, Singapore and other Chinese-speaking countries and regions.

Based on the study of the linguistic issues in relation to identity in Greater China, students will develop a broad theoretical understanding of the multiple ways in which language and identity are intertwined. In addition, they will emerge with an increased appreciation of the issues and challenges facing contemporary Chinese society today.

3. Overlapping Courses (see Note M):n/a
4. Number of Students Expected: 20
5. Number and Size of Section:1
6. Effects on Other Departments (see Note N): n/a
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/17/13
Department Faculty: 9/17/13

10. Name, Phone Number, and e-mail address of principal contact person:
Chunsheng Yang, 860-486-9240, chunsheng.yang@uconn.edu

Language and Identity in Contemporary Greater China

Objectives

This course will examine the ways in which language contributes to shaping social, cultural, and ethnic identities in contemporary Greater China, including mainland China, Taiwan, Hong Kong, Singapore and other Chinese-speaking countries and regions. Topics will include the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. We will also explore the emergence of new forms of language as influenced by modern technologies and reflect on the possible future developments.

Based on the study of contemporary Greater China, students will develop a broad theoretical understanding of the multiple ways in which language and identity are intertwined. In addition, they will emerge with an increased appreciation of the issues and challenges facing contemporary Chinese society today.

After taking this course, students are expected to:

- Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity;
- Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction in language use;
- Work in a group to discuss the different ways in which language can be analyzed in terms of power, solidarity, identity, gender;
- Think about, write and present an argument related to the analysis of discourse.

The class will meet twice a week. The course will be conducted through lectures and discussion of selected readings and videos.

No knowledge of the Chinese language is required, but individual student projects may provide opportunities for students to do some work in Chinese, as desired.

Requirements

Class participation: The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials. You do not have to agree with the arguments in the readings. But, the readings serve as a starting point for our discussion on the issue of language and identity. Students are expected to be respectful of other students, the instructor, and guests as well as the people in the readings and the films. Students are required to attend class and finish readings before class and prepare to discuss the content in class.

Article presentations: Each student is responsible for presenting two articles. You do not need to present everything in the article. But make sure you discuss the background, the methodology, the main findings and engage the class in class.

Class blogging: In order to encourage outside class interaction between the instructor and students, one or two topics will be provided on class blog so that students can voice their opinions and comment upon each other's as well.

Homework assignments: Two homework assignments will be given in the course. For each, students need to collect data and make their argumentation based on the data.

Final projects: You need to choose a topic related to language and identity and write a research paper. You need to include at least 5-6 scholarly sources in your paper.

Week 4: You need to submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path.

Week 8: You need to submit a progress report, including literature review, your methodology, hypothesis, and references to cite.

Week 15: You will give a short presentation on your research paper during the last week of class. Final papers should be posted on the course HuskyCT site no later than our scheduled final exam time.

Grade Breakdown

Class participation	10%
Article presentations (2)	20%
Class blogging	5%
Homework assignments (2)	20%
Final project (all phases)	45%

Textbook

Gunn, Edward M. 2006. *Rendering the Regional: Local Language in Contemporary Chinese Media*. Honolulu: University of Hawai'i Press.

Selected readings

Blum, Susan D. 1997. Naming practices and power of words in China. *Language in Society* 26, 357-381.

Chan, Marjorie K.M. 1998. Gender differences in the Chinese language: a preliminary report. In Lin, Hua (ed.), *Proceedings of the Ninth North American Conference on Chinese Linguistics (NACCL-9)*. Los Angeles: GSIL Publications, University of Southern California. Volume 2. Pp. 35-52.

Chirkova, Katia. 2007. Between Tibetan and Chinese: Identity and language in the Chinese southwest. *South Asia: Journal of South Asian Studies* 30, 3, 405-417.

Davies, Gloria and Guanjin Wu. 2008. Affirming Chinese identity in a language of violence: Reflections on writings by China's new nationalists. Presented at the 17th Biennial Conference of the Asian Studies Association of Australia in Melbourne, 1-3 July 2008.

Davison, Chris and Winnie Y. W. Auyeung Lai. 2007. Competing identities, common issues: Teaching (in) Putonghua. *Language Policy* 6, 119-134.

- Dong, Jie. 2009. 'Isn't it enough to be a Chinese speaker': Language ideology and migrant identity construction in a public primary school in Beijing. *Language & Communication* 29, 2, 115-126.
- Dong, Jie & Blommaert, Jan. 2009. Space, scale and accents: Constructing migrant identity in Beijing. *Multilingua* 28,1, 1-23.
- Dwyer, Arianne M. 2005. *The Xinjiang Conflict: Uighur Identity, Language Policy, and Political Discourse*. East-West Center Washington. Online at: www.Eastwestcenterwashington.org/publications.
- Ettner, Charles. 2002. In Chinese, men and women are equal - or - women and men are equal? In Hellinger, Marlis and Bussmann, Hadumod (eds.), *Gender Across Languages: The Linguistic Representation of Women and Men*. Volume 2. Amsterdam and Philadelphia: John Benjamins Pub. Co. Pp. 29-55.
- Fan, Carol C. 1996. Language, gender and Chinese culture. *International Journal of Politics, Culture and Society* 10, 1, 95-114.
- Gao, Liwei & Rong Yuan. 2005. Linguistic construction of Modernity in Computer-Mediated Communication. In *Proceedings of NACCL – 17*.
- Guo, Longsheng. 2004. The relationship between Putonghua and Chinese dialects. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pp. 45-53.
- He, Agnes Weiyun. 2004. Identity construction in Chinese heritage language classes. *Pragmatics* 14:2/3, 199-216.
- He, Agnes Weiyun. 2006. Toward an identity theory of the development of Chinese as a heritage language. *Heritage Language Journal* 4, 1, 1-28.
- Hong, Wei. 1997. Language change in Chinese: evidence from the service industry. *Linguistische Berichte* 167, 23-31.
- Link, Perry and Xian Qiang. 2013. China at the tipping point? From “Fart people” to citizens. *Journal of Democracy*, 24, 1, 29-85.
- Luo, Shiow-Huey and Richard L. Wiseman. 2000. Ethnic language maintenance among Chinese immigrant children in the United States. *International Journal of Intercultural Relations* 24, 307-324.
- Norton, Bonny and Yihong Gao. Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication* 18:1, 109-120.
- Pan, Yuling. 1995. Power behind linguistic behavior: analysis of politeness phenomena in Chinese official settings. *Journal of Language and Social Psychology* 14, 4, 462-481.
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<http://www.youtube.com/playlist?list=PL96A25E57D62D7DD7>
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http://www.youtube.com/watch?v=HWBCpdmQ_28&feature=results_video&playnext=1&list=PLEA10B8B3C82288F9

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: September 13, 2013
2. Department: Literatures, Cultures and Languages
3. Nature of Proposed Change: We are dividing a repeatable course into two separate semester-long courses.
4. Current Catalog Copy:

3210. Chinese Composition and Conversation

Three credits. Three class periods. Prerequisite: CHIN 1114 or instructor consent.
Taught in Chinese. May be repeated for up to 6 credits.
Development of high intermediate to advanced speaking and writing competency.

5. Proposed Catalog Copy:

3210. Chinese Composition and Conversation I

Three credits. Three class periods. Prerequisite: CHIN 1114 or instructor consent.
Taught in Chinese.
Development of high intermediate to advanced speaking and writing competency.

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

Justification

1. Reasons for changing this course: The reason for changing this course is to distinguish the first semester of Chinese Composition and Conversation from the second semester of this course.
2. Effect on Department's Curriculum: N/A
3. Other Departments Consulted (see [Note N](#)): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: Meng or Yang
7. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 9/17/13
Department Faculty: 9/17/13
8. Name, Phone Number, and e-mail address of principal contact person:
Liansu Meng, 860-486-9258, liansu.meng@uconn.edu
Rosa Helena Chinchilla, 860-486-3313, rosa.chinchilla@uconn.edu

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

Proposal to Add EEB 1893, EEB 2893, and EEB 3893 (Foreign Study)

1. Date: **27-Sep-2013**
2. Department requesting this course: **EEB**
3. Semester and year in which course will be first offered: **Second Semester, 2014**

Final catalog Listing:

EEB 1893. Foreign Study

Either semester. Credits and hours by arrangement, up to a maximum of 6 credits. Prerequisite: Consent of Department Head, program coordinator or advisor may be required prior to the student's departure. May be repeated for credit.

Special topics taken in a foreign study program.

EEB 2893. Foreign Study

Either semester. Credits and hours by arrangement, up to a maximum of 6 credits. Prerequisite: Consent of Department Head, program coordinator or advisor may be required prior to the student's departure. May be repeated for credit.

Special topics taken in a foreign study program.

EEB 3893. Foreign Study

Either semester. Credits and hours by arrangement, up to a maximum of 6 credits. Prerequisite: Consent of Department Head, program coordinator or advisor may be required prior to the student's departure. May be repeated for credit.

Special topics taken in a foreign study program.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **EEB**
2. Course Number: EEB 1893, EEB 2893, EEB 3893
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? **Yes**
3. Course Title: **Foreign Study**
4. Semester offered: **Both**

5. Number of Credits: **Credits and hours by arrangement, up to a maximum of 6 credits**

6. Course description (second paragraph of catalog entry): **Special topics taken in a foreign study program**

Optional Items

7. Number of Class Periods, if not standard:

8. Prerequisites, if applicable:

9. Recommended Preparation, if applicable:

10. Consent of Instructor, if applicable: **Consent of Department Head, program coordinator or advisor may be required prior to the student's departure**

11. Exclusions, if applicable:

12. Repetition for credit, if applicable: **May be repeated for credit**

13. Instructor(s) names if they will appear in catalog copy:

14. Open to Sophomores:

15. Skill Codes "W", "Q", or "C":

16. S/U grading:

Justification

1. Reasons for adding this course:

To accommodate granting credit to students taking courses overseas that differ substantially from all existing UConn courses. Adding this set of courses will allow us to transfer courses taken abroad at different levels equivalent to EEB's 1000, 2000, and 3000 level courses.

2. Academic Merit:

Provides incentive for students to gain experience in a foreign country while enriching themselves academically in the process.

3. Overlapping Courses: **None**

4. Number of Students Expected: **Variable**

5. Number and Size of Section: **Used on a case-by-case basis**

6. Effects on Other Departments: **None**

7. Effects on Regional Campuses: **None**

8. Staffing: **Variable**

9. Dates approved by:

Department Curriculum Committee: **10-Sep-2013 (EEB)**

Department Faculty: **11-Sep-2013 (EEB)**

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

Paul O. Lewis, 6-2069, paul.lewis@uconn.edu

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: 9-24-2013
2. Department requesting this course: Pols
3. Semester and year in which course will be first offered: Spring 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!

Pols 3205 Voting Behavior and Public Opinion Around the World

Three Credits. Open to Juniors and Above. Suggested preparation Pols 1202 or Pols 1207

How voting patterns differ across countries. Topics may include turnout, class voting, the electoral role of religion, accountability for the economy, vote buying, ethnic politics, attitudes toward welfare, support for democracy, and Anti-Americanism.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: POLS
2. Course Number: 3205
3. Course Title: Voting Behavior and Public Opinion Around the World
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): How voting patterns differ across countries. Topics may include turnout, class voting, the electoral role of religion, accountability for the economy, vote buying, ethnic politics, attitudes toward welfare, support for democracy, and Anti-Americanism.

Optional Items

6. Pattern of instruction, if not standard: Lecture and discussion
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: N/A
 - b. Open to sophomores/juniors or higher: Only juniors and higher
8. Recommended Preparation, if applicable: Pols 1202/Pols 1207
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: N/A
11. Skill codes "W", "Q" or "C": n/a at the present time
12. University General Education Content Area:
If Content Area 1, CLAS areas A-E: n/a

13. S/U grading: No

Justification

1. Reasons for adding this course: This course increases the breadth of our offerings in comparative politics, which will give students more options as they complete the major.
2. Academic merit: As survey data has become more widely available in recent decades, scholars have begun to recognize that models of political behavior developed in the United States may not translate to the multiparty systems that predominate in Europe or in the context of new democracies. This course focuses on these differences across countries and seeks to explain the general patterns that are common across countries as well as the contextual factors that cause patterns of behavior to diverge.
3. Overlapping courses: None. We have a courses on "Political Opinion and Electoral Behavior" (Pols 3612), "Public Opinion in American Politics" (Pols 3622), and "Polling and Public Opinion" (Pols 3625). All focus on American politics whereas this course is explicitly comparative and will spend very little time on American politics.
4. Number of students expected: 36-48
5. Number and size of sections: 1 section
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Dr. Matthew Singer
9. Dates approved by
 Department Curriculum Committee: 9-25-13
 Department Faculty: 10-2-13
10. Name, Phone Number, and e-mail address of principal contact person:
Matthew Singer
6-2615
Matthew.m.singer@uconn.edu

Syllabus

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

Democracy at Work: Voting Behavior in Comparative Perspective
Political Science 2998

Professor: Matthew M. Singer
Email: Matthew.M.Singer@uconn.edu
Office Hours: 11-12:30 on T/Th (Oak 447)

Introduction/Course Overview

Elections are the lifeblood of democracy. They potentially provide chances for voters to evaluate incumbent parties, they compel parties to endorse policy directions and court public support for them, and compel leaders to be responsive to public demands.

This class will provide a survey of cross-national variations in what people think about political questions and how they decide who to vote for. The emphasis will be on understanding why electoral competition has divergent outcomes across different countries. In doing so, we will study the changing role of class and issues in elections, how voters respond to changes in the economy, and the role of identity politics. We will also attempt to explain why elections often seem to revolve around personalities and handouts instead of programs in many contexts.

Through this course, we will see that frequently electoral competition in other countries takes on forms that are very different than what we usually experience in the U.S. Hence our intuitions about democratic politics may not automatically travel to these other contexts. Through this study, we will also see that these differences in political competition shape the way in which voters interact with the state, the types of political interests that get expressed, and the policy outputs generated by a government.

Expectations/Grading

The course will combine lecture and discussion. To facilitate the latter, it is expected that students will have done the assigned readings before coming to class, will be able to summarize their main arguments, and will have absorbed the descriptive facts presented in them. Some of these readings are very technical; I want you to do your best with the presentation of the statistics but to read for the main ideas and for the way in which they are tested. In class, I will discuss the readings and also present additional evidence from other studies that you will be responsible to know. The exams will draw on both the readings and lectures.

Most of your grade will come from 2 in-class exams. The midterm will consist of short-answer questions. The final exam will consist of short-answer questions covering the latter half of the course and then a comprehensive essay component. **PLEASE NOTE** that the date of the final exam will be set by the university and cannot be changed-so do not book tickets (or let family members do so) until after exams are done. Similarly, the midterm is the Thursday before Spring Break-please plan to be here.

To help encourage you to keep up with the readings and also to help you know your standing in the class, I will do 11 quizzes throughout the semester. These will be done at the start of class

and will cover all the readings for that week as well as the discussion in the previous class period. The lowest one will be dropped.

I don't expect that any of you will try to cheat by copying each other's work or using notes on the quizzes or the exam. If it were to happen, I will follow the University's misconduct policies http://www.community.uconn.edu/academic_misconduct_faq.html and will fail you for the class. Please don't do it.

Finally, I will grade on participation. Participation includes attendance in class, the ability to answer questions correctly (and ask good questions), and contributing to the discussion. Coming to class but never answering questions is not sufficient to get an "A" grade.

The break down of your grade is thus as follows:

- | | |
|------------------|-----|
| • Final Exam: | 45% |
| • Midterm: | 35% |
| • Quizzes | 10% |
| • Participation: | 10% |

There is no extra credit.

Having said that, legitimate health, psychological, or family problems do arise throughout the semester. If this should occur, please come talk to me so that we can address their impact on your performance. Remember, however, delay makes it harder for me to help you. If problems arise, **please come talk to me early**; the best way to get out of a hole, after all, is to stop digging. Coming to my office hours if you are not understanding the material is also a good strategy- remember it is part of my job to answer your questions, but I cannot know you have them unless you ask me.

Required Text

The text is:

Russell Dalton's Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies (5th edition, CQ Press).

This book should be available on-line (just make sure you get the 5th edition).

We will also read from scholarly articles available from various e-journals the library subscribes to. See <http://tk8nj5xn8a.search.serialssolutions.com/> for information on how to access them.

Topics and Readings

- T, Jan 22th Introduction-tips for the class
- Table 3.1 in Baglione

- Th Jan 24th How do we know who wins? Electoral systems
- Chapter 2-3, Electoral System Design: the New International IDEA Handbook
 - http://www.idea.int/publications/esd/upload/esd_chapter2.pdf
 - http://www.idea.int/publications/esd/upload/esd_chapter3.pdf
- T Jan 29^h What do people fight about? Political cleavages
- Dalton Chapter 7
- Th Jan 31st Who Competes? The Party System
- Curini, Luigi and Airo Hino. 2012. Missing Links in Party-System Polarization: How Institutions and Voters Matter. *Journal of Politics* 74 (2): 460-73.
 - Quiz #1 (this quiz will cover classes since Jan 24th)
- T Feb 5th What do people know about politics? Political sophistication
- “In Search of the Informed Citizen: What Americans Know About Politics and Why It Matters.” *The Communication Review* 4 (2000): 129-164.
Available at http://frank.mtsu.edu/~seig/pdf/pdf_carpini.pdf
- Th Feb 7th What do people do in politics? Political participation
- Quiz #2
 - Dalton Chapter 3
- T Feb 12th What do people value?
- Dalton Chapter 5
- Th Feb 14th How is politics organized? Ideology
- Quiz #3
 - Dalton Chapter 6
- T Feb 19th Do voters even have to think? Partisan attachment
- Dalton Chapter 9
- Th Feb 21st Class Voting
- Quiz #4
 - Dalton Chapter 8
- T Feb 26th Religion and Voting
- Knutsen, Oddbjorn. 2004. Religious Denomination and Party Choice in Western Europe: A Comparative Longitudinal Study from Eight Countries, 1970–97. *International Political Science Review* 25 (1): 97-128
- Th Feb 28th Gender and Voting
- Quiz #5

- Inglehart, Ronald and Pippa Norris. 2000. The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective. *International Political Science Review* 21 (4): 441-463.

- T Mar 5th Do voters have issues? Spatial Voting Models
- Dalton pp. 198-204, 208-211.
 - Carmines, Edward G., and James A. Stimson. 1980. The Two Faces of Issue Voting. *The American Political Science Review* 74 (Mar): 78-91. (ejournal available through jstor)
- Th Mar 7th What do people think about welfare?
- Alesina, Alberto and Eliana La Ferrara. 2005. Preferences for redistribution in the land of opportunities. *Journal of Public Economics* 89 (June): 897-931
 - Quiz # 6
- T Mar 12th Do voters have performance anxiety? The Role of the Economy
- Dalton, pp. 205-210.
 - Anderson, Christopher J. 2007. The end of economic voting? Contingency dilemmas and the limits of democratic accountability. *Annual Review of Political Science*
- Th Mar 14th: **Midterm exam in class (then have a nice and safe spring break)**
- March 19-21st: No Class-Spring break
- T Feb 26th Stuff you did (not I hope) experience on your spring break? Corruption and Crime
- Zechmeister, E., Zizumbo-Colunga, D., Forthcoming. The varying political toll of corruption in good versus bad economic times. Forthcoming in *Comparative Political Studies*
- Th Mar 28th: Are looking at me? Charisma and the vote
- Elizabeth Zechmieter, Jennifer Merolla and Jennifer Ramos. 2007. "Crisis, Charisma, and Consequences: Evidence from the 2004 U.S. Presidential Election." *Journal of Politics* 69 (1): 30-42.
 - Quiz #7
- T/Th Apr 2-4th Can I buy your vote? Clientelism
- Stokes, Susan, Valeria Brusco and Marcelo Nazareno. 2004. Vote Buying in Argentina. *Latin American Research Review*, 39 (2): 66-88.
 - Quiz #8 on Thursday
- T Apr 9th Populism
- Hawkins, Kurt. 2003. Populism in Venezuela: The rise of Chavismo. *Third World Quarterly* 24 (December): 1137-60.
- Th Apr 11th How do I know who I am? Ethnic identity and electoral politics

- Posner, Daniel N. 2004. The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi. American Political Science Review 98 (November): 529-545.
- Quiz #9

T Apr 16th Am I a loser? Electoral defeat and attitudes toward political systems

- Anderson, Christopher J., and Yuliya V. Tverdova. 2001. "Winners, Losers, and Attitudes Toward Government in Contemporary Democracies." *International Political Science Review* 22 (4): 321-38.

Th Apr 18th What do people think about democracy?

- Norris, Pippa. 1999. Introduction: The Growth of Critical Citizens?. In *Critical Citizens: Global Support for Democratic Governance*. New York: Oxford University Press
- Quiz #10

T Apr 23rd Who protests?

- Norris, Pippa, Stefaan Walgrave, and Peter Van Aelst. 2005. "Who demonstrates? Antistate Rebels, Conventional Participants, or Everyone?" *Comparative Politics* 37(2):189-205.

Th Apr 19th What do people think about the United States?

- Chiozza, Giacomo. Giacomo Chiozza. 2007. Disaggregating Anti-Americanism: An Analysis of Individual Attitudes towards the United States. In *Anti-Americanisms in World Politics*, ed. Peter J. Katzenstein and Robert O. Keohane. Ithaca, NY: Cornell University Press.
- Quiz #10

T Apr 30th Our Brand is Crisis (will finish the movie on Thursday)

- Singer, Matthew M. and Kevin M. Morrison. 2004. The 2002 Presidential and Parliamentary Elections in Bolivia. *Electoral Studies* 23 (January): 172-182.

Th May 2nd Finish movie, discuss, and then review

Exam Date: TBA by the University

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: 9-27-2013
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 3429. Political Violence

Three credits. Open to Juniors and Above. Recommended preparation: Pols 1402
Nature and origins of violence (including torture, genocide, terrorism, and civil war) on the part of individuals, non-state groups, and states.

Pols 3429W. Political Violence

Three credits. Open to Juniors and Above. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Recommended preparation: Pols 1402

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 3429
3. Course Title: Political Violence
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Optional Items

6. Pattern of instruction, if not standard: Lecture and discussion
7. Prerequisites, if applicable: For W version- ENGL 1010 or 1011 or 2011 or 3800
 - a. Consent of Instructor, if applicable: N/a
 - b. Open to sophomores/juniors or higher: Juniors and higher
8. Recommended Preparation, if applicable: Pols 1402
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": W
12. University General Education Content Area:
If Content Area 1, CLAS areas A-E: N/A
13. S/U grading: No

Justification

1. Reasons for adding this course: Increases the variety of upper-division courses we can provide to our majors
2. Academic merit: 1. This course is an exploration of the timeless question, "Why does political violence occur?" To properly consider this specific type of violence, the course begins with a philosophically oriented consideration of the root question, "Why are people aggressive/violent?" It then moves on to see individual-level analyses of political violence such as terrorism and politicide. From there, it examines repressive state behaviors (human rights violations, in particular) from the state and regime-type levels of analysis. It finishes by looking at the phenomenon of intrastate conflict.

Students are asked to write and revise 3 papers through a revision process that includes multiple consultations with the instructor and in-class instruction on writing techniques.

3. Overlapping courses: None
4. Number of students expected: 35-45 for the regular version, 19 for the W version
5. Number and size of sections: 1
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: David Richards
9. Dates approved by
Department Curriculum Committee: 9-25-13
Department Faculty: 10-2-13
10. Name, Phone Number, and e-mail address of principal contact person:
Matthew Singer
6-2615
Matthew.m.singer@uconn.edu

Syllabus

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

POLITICAL VIOLENCE

POLS-3429W

Professor: Dr. David L. Richards
Office: Oak Hall 448
Office Hours:
Email: david.l.richards@uconn.edu

What This Course Is Not.

This is not a course focused on merely keeping track of current episodes of political violence. Political violence unfortunately happens every day around the world, and a quick Google search will bring you text and video accounts of a wide variety of types of political violence -- both past and present -- if it is purely image and account that you are seeking.

What This Course Is.

1. This course is an exploration of the timeless question, "Why does political violence occur?" To properly consider this specific type of violence, we will begin our inquiry with a philosophically and psychologically-oriented consideration of the root question, "Why are people aggressive/violent?" We then move on to see how the psychological perspective might inform individual-level analyses of political violence such as terrorism and politicide. From there, we will examine repressive state behaviors (human rights violations, in particular) from the state and regime-type levels of analysis. We will finish by looking at the phenomenon of intrastate conflict.
2. As a "W" section, this class serves as workshop with the intent of professionalizing your writing. This will be done in several ways. First, you will write drafts of each writing assignment. I will conference with you about each draft, and you will do a rewrite for a final grade. Also, I will be talking about writing throughout the semester -- giving you some advice and strategies to improve your writing. Finally, the analytical nature of the writing assignments themselves is designed to help professionalize your prose.

REQUIRED BOOKS:

Baker, James R. and Arthur P. Ziegler, Jr., eds. 1988. *William Golding's Lord Of The Flies Casebook Edition: Text, Notes, and Criticism*. New York: Perigee.

Geneva Declaration Secretariat . 2011. *Global Burden of Armed Violence 2011: Lethal Encounters*. New York: Cambridge University Press.

Mitchell, Neil J. 2012. *Democracy's Blameless Leaders: From Dresden to Abu Ghraib, How Leaders Evade Accountability for Abuse, Atrocity, and Killing*. New York: New York University Press.

Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Penguin Books.

Regan, Patrick. 2009. *Sixteen Million One: Understanding Civil War*. Boulder, CO: Paradigm Publishers.

Staub, Ervin. 1989. *The Roots of Evil: The Origins of Genocide and Other Group Violence*. New York: Cambridge University Press.

OTHER REQUIRED READINGS:

A selection of required internet-accessible readings is noted on the Course Schedule in this syllabus.

Three Written Assignments (60%)

You will complete three written assignments, listed below. Each will be due at a date listed on the Class Schedule in this syllabus. Each of these three assignments will constitute 20% of your course grade.

1. Is inter-personal violence inevitable? If yes, how might a peaceable polity be achieved? If no, why is there so much violence in societies?
2. Why do governments violate physical integrity rights? What can be done to lessen or stop these violations?
3. Why does violent intrastate conflict occur? What can be done to curtail intrastate conflict?

These assignments are designed to allow you to demonstrate: (a) your knowledge of class materials, (b) your ability to use these materials in an analytical fashion to create a cohesive argument, and (c) your writing abilities.

You will be given a style-guide at the beginning of the semester to guide your formatting and citation. *Each draft must be six pages of text, minimum, typed and double-spaced according to the style requirements.*

Rewrites

You will write two drafts of each of these three assignments. After you turn in your first draft of an essay, you will schedule a conference with me about how to improve the next draft. *I reserve the right to make you rewrite the first draft (as a first draft) if I feel it contains no thought or effort whatsoever.* There will be a 15-point penalty in such cases. During our conference, I will go over your first draft with you, page-by-page, discussing both content and style.

I have found this conferencing method to be more effective in improving student writing than my simply handing back your paper with my notes written on it and expecting you to fully understand the nature and reason of my comments, just from those notes. By meeting in person, you have an opportunity to ask for satisfactory clarification about my critiques. I believe that this makes it both more clear what I want you to do and, most-importantly in the long term for your writing, *why* I want you to do it. Finally, I have found that these meetings also reduce students' defensiveness about having their work critiqued, and this leads to second-draft improvement, as well.

Re-writes are due one week after your conference with me. Along with your rewrite, you must turn in the original, marked-up paper copy of the first draft. *No rewrite will be accepted for credit unless accompanied by the original paper copy of the first draft.* At our conference for each draft, I will give you the firm due-date for the rewrite.

Final Portfolio (30%)

Your Final Portfolio serves as the capstone to, and final exam for, the course. It is a holistic judgment upon your work during the semester, both in terms of your abilities and growth as a writer, as well as your abilities and growth as a student of political violence.

Your portfolio will contain 3 items:

1. Final drafts of the *TWO* of your three written assignments for this course that you feel are your best work. These two final drafts may be improved from the versions you turned in for a grade earlier in the semester. They may not be wholly-new (replacement) essays.
2. A five-page self-evaluative essay (same formatting as written assignments) discussing:
 - a. What things about these two pieces of writing make you believe they represent your best work. For example: The analyses? The quality of prose? A specific skill achieved (e.g. research skills, analysis, usage of data, etc.)?
 - b. An honest reflection on those parts of writing/researching for which you require improvement.

Your final portfolio is due by the end of the final exam time-block for this section determined by the University registrar: 5:30pm on [registrar's date]. Late penalties begin accruing at [exam end-time plus one minute here] that same day, rounded up to the hour, at a penalty of 1 point per hour. Portfolios turned in later than [exam end-time] on [day of exam] will not be accepted.

The final portfolio will be submitted electronically-only (no exceptions) to your instructor (me) at david.l.richards@uconn.edu as either a *single* Word file, or as a *single* PDF. If you need instruction in combining files or creating PDFs, I am glad to help. Come to office hours sometime *well-before the final is due* with your laptop (so we can be sure you can do this yourself on your own machine) and I will show you how to do these tasks. If you don't use/have a laptop, no worries – come anyway and I'll teach you using my office PC.

Participation (10%)

This course, like most others, is best as a conversation (or debate, should that be the case), not as a one-way lecture. I will provide many opportunities for you to participate – it is up to you to meet that challenge. Be aware of the fact that, to participate, you must be in attendance.

UConn W-Course Grading Policy

You cannot pass this course unless you receive a passing grade for its writing components.

CLASS SCHEDULE:

Below is a list of topics, each with its assigned readings. The topics and readings are in the order they will be covered throughout the semester, but no date is attached to any of them. This grants us flexibility within a topic to explore some matters in more depth than we do others. This style of block listing also grants you flexibility to explore connections among the readings by giving you their tonal center, or common thread. You will know where we are in the readings by what we are talking about in class.

Important Dates:

Draft #1, Essay #1 Due: mm/dd

Draft #2, Essay #2 Due: mm/dd

Draft #3, Essay #3 Due: mm/dd

Portfolio Due: mm/dd, time

Readings FAQ

- Q: Where do I find non-book readings?
A: *They are available in the "Materials" folder on HuskyCT.*
- Q: What do I do if I can't find a reading on HuskyCT?
A: *Google the citation and get it from UConn libraries. All these materials are online.*
- Q: How do I know which readings on the class schedule are required and which are optional?
A: *Required readings are in black. **Optional readings are in blue.***
- Q: There is a LOT of reading! How am I supposed to do all of this?
A: *You will realistically have to learn how to be selective in your attentions and to read for main points. Read in tremendous depth those pieces that interest you the most, but make sure you get at least the main point from all of the readings. Also, and this isn't news: don't save readings for the last minute. Keep at least one reading with you and read a few minutes whenever you get a chance. Those minutes add up.*
- Q: This article has statistics in it! I don't know statistics!
A: *Stay calm, I will be giving you a primer in how to read the charts/tables in these pieces. You are not expected to know professional statistical methodology. Just try your best to discern what the conclusions were. One strategy is to read the discussion/conclusion of the article first and then go look at the tables. That way, you know what you are looking for. However, if the tables/figures are too hard, just focus on what the conclusions.*
- Q: Are the readings in order?
A: *Yes, but PLEASE feel free to read ahead and around if your curiosity and/or ambition take you there.*

HUMAN NATURE & VIOLENCE

Pt. I

- Thomas Hobbes, 1651, *Leviathan*, Chpts. XIII – XIV, XVII-XIX, XXI
[<http://www.gutenberg.org/files/3207/3207-h/3207-h.htm>]
- John Locke, 1690, *Second Treatise on Government*, Chpts. 2-4, 9-13, 16, 18, 19
[<http://www.gutenberg.org/files/7370/7370-h/7370-h.htm>]
- Golding, William. *Lord of the Flies*, pp. 5 – 208.
 - Coskren, Thomas. "Is Golding Calvinistic?" in *Lord of the Flies*, pp. 273 – 280.
 - Mueller, William. "An Old Story Well Told" in *Lord of the Flies*, pp. 265-272.
 - Rosenfeld, Claire. "Men of a Smaller Growth: A Psychological Analysis of William Golding's *Lord of the Flies*", in *Lord of the Flies*, pp. 280 – 297.

Pt. II

- Staub, Ervin. 1989. *The Roots of Evil: The Origins of Genocide and Other Group Violence*. New York: Cambridge University Press. CHAPTERS 2, 3, 5
 - Zimbardo, Philip G. 2005. "The Psychology of Power and Evil: All Power to the Person? To the Situation? To the System?" Whitepaper.
- Baumeister, Roy F., Brad Bushman, and W. Keith Campbell. 2000. "Self-Esteem, Narcissism, and Aggression: Does Violence Result from Low Self-Esteem or from Threatened Egotism?" *Current Directions in Psychological Science* 9.1: 26-29.
 - Bushman, B., and Baumeister, R. 1998. "Threatened egotism, narcissism, self-esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence?" *Journal of Personality and Social Psychology*. 75.1: 219-229.
- Goetz, Aaron T. 2010. "The Evolutionary Psychology of Violence." *Psicothema* 22.1: 15-21.
- Harrington, Evan R. 2004. "The Social Psychology of Hatred." *Journal of Hate Studies* 3:49-82.
- Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Penguin Books. CHAPTERS 2, 8, 9
- Dawes, John, Patricia Murphy, Lu Farber, Colin Murray Parkes, Stuart Farber, Patrice O'Connor, Kjell Kallenberg, Robert Weiss, Herman Meijburg, Jean Quint Benoliel, Herman J de Monnik, and Betty Snyder. 2005. "Breaking Cycles of Violence." *Death Studies* 29.7: 585-600.
 - Lumsden, Malvern. 1997. "Breaking the Cycle of Violence." *Journal of Peace Research* 34.4: 377-383.

Pt. III

- Fabbro, David. 1978. "Peaceful Societies: An Introduction" *Journal of Peace Research* 15.1: 67 – 83.
- Bonta, Bruce D. 1996. "Conflict Resolution among Peaceful Societies: The Culture of Peacefulness." *Journal of Peace Research* 33.4: 403-420.
- Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Penguin Books. CHAPTERS 1 & 3
- Staub, Ervin. 1989. *The Roots of Evil: The Origins of Genocide and Other Group Violence*. New York: Cambridge University Press. CHAPTERS 4, 6, 8, 12

LEVELS AND TYPES OF VIOLENCE

- Geneva Declaration Secretariat . 2011. *Global Burden of Armed Violence 2011: Lethal Encounters*. New York: Cambridge University Press.
- Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Penguin Books. CHAPTERS 5 & 6

HUMAN RIGHTS VIOLATIONS BY GOVERNMENTS

- Poe, Steven C., and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 88.4: 853-872.
 - Staub, Ervin. 1989. *The Roots of Evil: The Origins of Genocide and Other Group Violence*. New York: Cambridge University Press. CHAPTER 14
 - Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993." *International Studies Quarterly* 43.2: 291-313.
- Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Penguin Books. CHAPTER 7
- Richards, David L. and Ronald D. Gellens. 2007. "Good Things to Those Who Wait? National Elections and Respect for Human Rights." *Journal of Peace Research* 44.4: 505-523.
 - Abouharb, M. Rodwan, and David Cingranelli. 2006. "The Human Rights Effects of World Bank Structural Adjustment, 1981–2000." *International Studies Quarterly* 50.2: 233-262.
- Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97.1: 57-73.
- Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46.2: 163-180.

LEADERS & AGENCY

- Mitchell, Neil J. 2012. *Democracy's Blameless Leaders: From Dresden to Abu Ghraib, How Leaders Evade Accountability for Abuse, Atrocity, and Killing*. New York: New York University Press.

INTRASTATE CONFLICT & TERRORISM

- Regan, Patrick. 2009. *Sixteen Million One: Understanding Civil War*. Boulder, CO: Paradigm Publishers.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97.1: 75-90.
- Goodwin, Jeff. 2006. "A Theory of Categorical Terrorism." *Social Forces* 84.4: 2027-2046.
- Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *The Journal of Conflict Resolution* 49.1: 3-42.
 - Horgan, John. 2008. "From Profiles to Pathways and Roots to Routes: Perspectives from Psychology on Radicalization into Terrorism." *Annals of the American Academy of Political and Social Science* 618.X: 80-94.

CLASS RULES:

Lateness

Habitual lateness to class is ***tremendously rude***; it is unprofessional and disrespectful of other students and of the professor. Habitual lateness to class is disruptive. The instructor reserves the right to penalize habitual lateness via deduction of points from exam grades.

Phones / Other Electronic Devices:

- You do not have permission to record ANY sounds or images from/during class.
- Turn off the ringer of your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class -- once in a while, everyone (*including the professor*) forgets to turn off his/her phone. So, if your phone rings in class, *please have the decency to turn it off and not let it ring* and ring until the caller hangs up or voicemail kicks in.
- Chronic cases of disruption via electronic devices will be referred to the Office of Student Services & Advocacy.
- You MAY use a laptop during lectures
 - You **MAY NOT** use laptops during video/film showings, as the backlighting is distracting to other students.
 - If the professor feels too much laptop activity is being devoted to non-course activities (e.g., texting, Facebook, Youtube, etc), permission to use laptops will be revoked.
- Use of earbuds/earphones is prohibited.
- NO electronic devices of any kind are to be powered up or on during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be visible during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using any kind of electronic device during an exam, you will automatically receive a zero on the exam.

E-Mail:

Notices, important dates, reading changes, and the like will be announced via e-mail. You are responsible for checking your UCONN e-mail every day, especially before classes.

Communicating With & Making Appointments With Yours Truly

As those of you who have previously taken me for a course already know, e-mail is the single-best way to reach me. Make sure to use ADVAPP to make appointments.

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death- associated excuses. ***There are NO exceptions to the makeup exam rule.*** For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc, cannot be made up.

Assignment Lateness and Incompletes:

Assignments are due at the beginning of the assigned class period. The ONLY exception is for those with a documented medical excuse or documented direct family member's death. University-sanctioned events and activities are planned in advance and, accordingly, do not qualify as valid justifications for late work. For example, excuses such as "I couldn't get my file off the library computer", "I overslept," "The printer

broke," "I ran out of toner," "The computer crashed", or any other, will not be accepted. Late penalties begin accruing immediately after I have collected papers from all those in attendance at the beginning of class, rounded up to the hour, at a penalty of 2 points per hour.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

GRADE CALCULATION:

Your final grade will be calculated using the following formula:

$$\text{FINAL GRADE} = [.20 (\text{Essay \#1}) + .20 (\text{Essay \#2}) + .20 (\text{Essay \#3}) + .30 (\text{Portfolio}) + .10 (\text{Participation})]$$

Final class grades will be assigned as such:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 or below

WHAT DOES AN “A,” “B,” “C,” etc., REALLY MEAN?

“A” Excellent Student

- Provides points for discussion/debate which no one had thought of before
- Adds significant new insights into the topic at hand
- Asks pointed and challenging questions that stimulate other questions
- Stimulates critical thinking imaginative and realistic enthusiasm, interest and curiosity
- Brings in relevant outside experience related directly to discussions/material
- Persuasively argues a point and changes the opinions of classmates
- Displays logical outside-the-box thinking
- Solves problems from multiple perspectives
- Professional communication skills
- Intuitively understands and shares insights from “between the lines”

“B” Good to Very Good Student

- Presents useful knowledge in depth clearly and concisely
- Will defend & debate a position when appropriate; respectfully challenges ideas when disagrees
- A good team player in small groups; constructive leader or facilitator
- Actively and consistently contributes information to a discussion
- States a point from the material, then develops its meaning in more detail
- Willing to ask questions when a point is unclear; comes up with supporting ideas
- Thinks between the lines; sees implications
- Logical, well documented recommendations
- Applies outside knowledge
- Plays “devil’s advocate” in a useful manner

“C” Average Student

- Pays attention and offers supporting data to discussions
- Participates in small group discussions at the same level as others in the group
- Offers some thoughts, ideas, questions each class period
- Attentive listener and responds in a professional manner
- Has read the material for the day and is generally prepared for class
- Answers questions correctly when called upon

“D” Below Average Student

- Repeats what has already been said in class
- Obviously not well prepared for the class
- Comments do not move analysis forward; doesn’t ask for help when needed
- Weak or incomplete notes; generally negative attitude
- Misses obvious points
- Limited participation in small group discussions
- Packs up to leave before the end of class
- Demonstrates a lack of understanding of material

“F” Poor Student

- Does not participate in classroom discussion or small group discussion
- Talking to neighbors during presentations by classmates or teacher; passing notes
- Very weak or no notes
- Being late or disruptive in class and/or other such unprofessional behavior
- Works on homework for another class during class time
- Not listening to others; sleeping or dozing off; disrespectful to colleagues
- Unreceptive to the consideration of alternative approaches; dogmatic and close minded
- Asks questions for which he/she already knows the answer
- Acts as a free-rider in small group activities

POLS 5010: Political Competition and Voting in Comparative Perspective
Th, 1:30-4:00

Matthew Singer
Matthew.m.singer@uconn.edu

MONT 122
Office Hours T/Th from 11-12:30

Overview

Elections are the lifeblood of democracy, affecting policy outcomes, patterns of accountability and governance, the distribution of material goods, and the overall legitimacy of the state. In this course we will focus on how voters approach elections and how elites seek support. In doing so, we will visit many of the central topics in American political behavior (issue voting, ideology, economic voting, partisan identification, etc) in addition to some of the central questions of comparative politics (the role of class, the impact of modernization, the creation of identities, the legitimization of the state). Of central interest, however, is in merging these two traditions to understand how people perceive changing political and economic realities and respond to them as well as documenting how patterns of behavior are influenced by the context in which they occur.

The course is designed around questions of party competition and voting behavior. As a result, we do not deal with many topics central to the study of public opinion more broadly. I wish we had time to talk about political knowledge, trust, efficacy, participation, attitudes toward welfare and globalization, or support for democracy. As it is, I have to restrict those choices off the agenda for now (though they will still crop up in discussion). We also will not spend a whole lot of time on the emergence and changes of political parties and party systems, with especial shortchange given to the rise of Green and Radical Right parties (though we do slightly more with regional parties). **If you are dying to read about and research these topics, however, I can accept final paper proposals on them or any other topic using public opinion data in comparative perspective.**

Grading and Expectations

The primary grade for the semester will come from an original research paper written on any topic of public opinion, voting behavior, or party organization that interests you. That can potentially include topics not covered explicitly in class, such as support for democracy or attitudes toward policy, as long as they use public opinion. I would prefer, however, that you focus on electoral outcomes and processes if possible and so deviations from that need to be cleared in advance with the instructor (e.g. if it is part of your potential dissertation project). The length is a maximum of 35 pages (including notes, citations, tables, etc) and a minimum of 20. This paper can use quantitative or qualitative methods, though many of the topics covered in class will be most easily handled with large-n analysis. Basically I hope that it will be something that could be a conference presentation or revised for eventual publication—it is not a critical reordering of the literature but a new analysis (in the context of the limitations of a single semester). If you have trouble indentifying a topic, I always have ideas but accepting one of my ideas/data means potentially accepting me as a coauthor after you finish the class and continue working on the topic. The paper will represent 40 percent of your grade. No extensions are permitted.

The rest of the grade will then come from your participation in class. Each student will write 2 discussion papers (10 pages double spaced) over the course of the semester analyzing the central issues raised in the readings, harmonizing the larger questions this work raises for further research, and critiquing specific works. In addition to the required reading, this essay should incorporate 2-4 of the suggested readings (the exact number depends upon the ratio of books to articles and the length of the required readings that week) to be chosen in consultation with the instructor a week before class. These

papers will be circulated to the other students before midnight on Tuesday night. Each paper will represent 10 percent of your grade.

In addition, each student will serve once as the discussion leader (ideally, this will be one of the 2 weeks he or she writes the review essay). The discussion leader's job is to provide a list of questions to discuss in class and to lead class discussion after the instructor has finished providing some background. That person will meet with the instructor during Tuesday office hours to plan some of the topics that will be covered. Leading discussion will comprise 15 percent of your grade.

Finally, to make the discussion a success and to help out the discussion leaders, it is expected that all students will come to class having done the readings, with questions they would like to discuss, and critiques of the research presented. This comprises 25 percent of your grade.

If a problem arises during the semester, I need you to come to me as soon as possible so that I can help you fix it. The first step to getting out a hole is to stop digging. Work can be turned in late, but it loses a third of a grade for every day it is late.

Plagiarism

It should go beyond saying that I expect each of us to follow the University's Community Student Code with regards to honesty in the classroom. Plagiarism is defined as:

"Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his [or her] own and does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures."

Improper or incomplete citation of consulted sources will result in a deduction of your grade. Especially blatant plagiarism or any other attempt to pass off someone else's work as you own will be dealt with severely, including (but not limited too) a failing grade for the assignment, a failing grade for the course, and submission of the case to the dean for further action. I do not expect this will be necessary but wish to be clear on this. Please feel free to talk to me if you have any questions about how to properly reference materials you find while doing research from books or on the Internet. For a brief introduction, see <http://www.lib.uconn.edu/using/tutorials/LILT/plagiarism.htm>.

I don't expect this will be an issue.

Texts

Wherever possible I have tried to just assign a part of a book or a paper from the same authors to give you a sampling of their approach. However, there are 2 books I would like us to read almost in their entirety. Both are available in paperback and can be bought from various sites on line.

Erikson, Robert S., Michael B. MacKuen, and James A. Stimson. 2000. *The Macropolity*. Cambridge: Cambridge University Press.

Anderson, C. J., Andre Blais, Shaun Bowler, Todd Donovan, and Ola Listhaug. 2005. *Losers' Consent: Elections and Democratic Legitimacy*. Oxford: Oxford University Press.

I list lots of “recommended” readings to help you prepare for your research papers or qualifying exams in addition to resources for the discussion papers.

Schedule of topics

Week 1: Introduction and syllabus

Week 2: Issues in Studying Public Opinion Across Contexts

Steenbergen Marco R., & Jones, Bradford S. (2002). Modeling multilevel data structures. *American Journal of Political Science*, 46(1), 218-237

Anderson, Christopher J. and Matthew M. Singer. “The Sensitive Left and the Impervious Right: Multilevel Models and the Politics of Inequality, Ideology, and Legitimacy in Europe,” *Comparative Political Studies* (June 2008): 564-99.

Bischooping, Katherine and Howard Schuman. 1992. Pens and Polls in Nicaragua: An Analysis of the 1990 Preelection Surveys. *American Journal of Political Science* 36 (May): 331-350.

King, Gary, Christopher J. L. Murray, Joshua A. Salomon, and Ajay Tandon. "Enhancing the Validity and Cross-cultural Comparability of Measurement in Survey Research." *American Political Science Review* 98 (2004): 191-207.

Look at the commands for xtmixed in stata in case you decide to do a multi-level model (and not everyone will) (http://www.stata.com/bookstore/stata12/pdf/xt_xtmixed.pdf, or <http://dss.princeton.edu/training/Multilevel101.pdf>) and the basic documentation for HLM (<http://www.ssicentral.com/hlm/>).

I am also assuming that everyone knows the basics of the logit family of estimators and other techniques for outcomes where the dependent variable is not continuous. If not, you might do some reading on this as well. I can help you with this. (This is not a methods class, but I want to make sure we are all on the same page when doing the readings)

Week 3: Participation

Jackman, Robert W. 1987. “Political Institutions and Voter Turnout in the Industrial Democracies.” *American Political Science Review* 29: 161-82.

André Blais, Elisabeth Gidengil, Neil Nevitte, and Richard Nadeau, “Where Does Turnout Decline Come From?” *European Journal of Political Research*, 43 (2004), 221-236.

Karp, Jeffrey A., Susan A. Banducci, and Shaun Bowler. 2008. “Getting Out the Vote: Party Mobilization in a Comparative Perspective.” *British Journal of Political Science*. 38(1): 91-112.

Pacek, Alexander C., Gregorie Pop-Eleches, and Joshua Tucker. 2009. Disenchanted or Discerning: Voter Turnout in Post-Communist Countries. *The Journal of Politics*, Vol. 71, No. 2, April 2009, Pp. 473–491

Marien, Soffe, Marc Hooghe and Ellen Quintelier. 2010. Inequality in

Non-institutionalised Forms of Political Participation: A Multi-level Analysis of 25 Countries." *Political Studies* 58(1):187-213.

Additional Readings

Brady, Henry E., Sidney Verba and Kay Lehmann Scholzman. 1995. "Beyond SES: A Resource Model of Political Participation." *American Political Science Review* 89(2): 271-294.

Van der Meer, Tom W. G., Jan W. van Deth, and Peer L. H. Scheepers. 2009. The Politicized Participant: Ideology and Political Action in 20 Democracies." *Comparative Political Studies* 42(11):1426-1457.

Aldrich, John. 1993. Rational Choice and Turnout." *American Journal of Political Science* 37(1): 246-278.

Tillman, Erik R. 2008. "Economic Judgments, Party Choice, and Voter Abstention in Cross-National Perspective." *Comparative Political Studies* 41(9):1290-1309.

Mondak, Jeffrey J., Matthew V. Hibbing, Damarys Canache, Mitchell A. Seligson, and Mary R. Anderson. 2010. "Personality and Civic Engagement: An Integrative Framework for the Study of Trait Effects on Political Behavior." *American Political Science Review* 104(1):85-110.

Verba, Sidney and Norman H. Nie, and Jae-on Kim. 1978. *Participation and Political Equality: A Seven-Nation Comparison*. New York: Cambridge University Press.

Barnes, Samuel H. and Max Kaase. 1979. *Political Action: Mass Participation in Five Western Democracies*. Beverly Hills: Sage.

Franklin, Mark J. 2004. *Voter turnout and the dynamics of electoral competition in established democracies since 1945*. Cambridge, UK: Cambridge University Press.

Blais, Andre. 2006. "What Affects Voter Turnout?" *Annual Reviews of Political Science* 9:111-125.

Week 4: Partisanship

Dalton, Russel and Martin Watterberg. 2000. *Parties without partisans: Political change in advanced industrial democracies*. Oxford: Oxford University Press. Chapters 2-4

Dalton, Russell J. and Steven Weldon. 2007. Partisanship and Party System Institutionalization. *Party Politics* 13 (March): 179-196

Lupu, Noam and Susan Stokes. 2010. " Democracy, Interrupted: Regime Change and Partisanship in Twentieth-Century Argentina" *Electoral Studies* 29 (1): 91-104.

Tucker, Joshua and Ted Brader. 2008. "Pathways to Partisanship: Evidence from Russia" *Post-Soviet Affairs*, 24 (3): 263-300

Additional Readings

Samuels, David. 2006. "Sources of Mass Partisanship in Brazil." *Latin American Politics and Society* 48(2): 1-27.

Brader, Ted and Joshua Tucker. Forthcoming. "Follow the Leader: Party Cues, Policy Opinion, and the Power of Partisanship in Three Multiparty Systems," Forthcoming in *Comparative Politics*.

Huber, John, Georgia Kernell, and Eduardo L. Leoni. 2005. Institutional Context, Cognitive Resources and Party Attachments Across Democracies. *Political Analysis* 13 (4): 365-85.

Bowler, Shaun, David J. Lanoue, and Paul Savoie. 1994. Electoral systems, party competition, and strength of partisan attachment; Evidence from three countries. *Journal of politics* 56 (4): 991-1007.

Morgan, Jana. 2007. "Partisanship During the Collapse Venezuela's Party System" *Latin American Research Review*. 2007. 42 (1) 78-98.

Miller, Arthur H. and Thomas F. Klocucar. 2000. The development of party identification in post-Soviet Societies. *American Journal of Political Science* 44 (4): 667-86.

Huber, John 1989. Values and partisanship in left-right orientations: measuring ideology. *European Journal of Political Research* 17 (5): 599-621.

Richardson, Bradley. 1991. European party loyalties revisited. *American Political Science review* 85 (Sep): 751-775.

Rose, Richard. 1998. Negative and positive party identification in Post-Communist countries. *Electoral Studies* 17 (2): 217-34.

Week 5: Issue Voting

Edward G. Carmines, James A. Stimson. 1980. The Two Faces of Issue Voting. *The American Political Science Review*, Vol. 74, No. 1. (Mar., 1980), pp. 78-91

Iversen, Torben. 1994. Political leadership and representation in West European democracies: A test of three models of voting. *American Journal of Political Science* 38 (1): 45-74.

Hinich, Melvin J. and Michael C. Munger. 1996. A Spatial Theory of Ideology. *Journal of Theoretical Politics* 4 (1): 5-30.

Singh, Shane. 2010. Contextual influences on the decision calculus: A cross-national examination of proximity voting. *Electoral Studies* 29 (3): 425-34.

Adams, James, and Zeynep Somer-Topcu. 2009. "Promise now, win votes later? The electoral effects of parties' policy shifts in 25 postwar democracies." *Journal of Politics* 71(2): 678-692.

Additional Readings

André Blais, Mathieu Turgeon, Elisabeth Gidengil, Neil Nevitte and Richard Nadeau, "Which Matters Most? Comparing the Impact of Issues and the Economy in American, British and Canadian Elections." *British Journal of Political Science*, 34 (2004), 555-563.

Agnieszka Dobrzynska and André Blais. "Testing Zaller's Reception and Acceptance Model in an Intense Election Campaign." *Political Behavior*, 30 (2008): 259-275.

Adams, James. 2001. *Party competition and responsible party government*. Ann Arbor: University of Michigan Press.

Budge, Ian and Dennis Farlie. 1983. *Explaining and predicting elections: issue effects and party strategies in twenty-three democracies*. London: Allen and Unwin.

Downs, Anthony. 1957. *An economic theory of democracy*. New York: Harper.

Merrill, Samuel and Bernard Grofman. 1999. *A unified theory of voting: Directional and proximity spatial models*. Cambridge: Cambridge University Press. Chapters 1-3, 5.

Rabinowitz, George and Elaine Stuart Macdonald. 1989. A directional theory of issue voting. *American Political Science Review* 83 (1): 93-121.

Symposium: The directional theory of issue voting. 1997. *Journal of Theoretical Politics* 9 (1).

van der Brug, Wouter. 2004. Issue ownership and party choice. *Electoral Studies* 23 (June): 209-33.

Westholm, Anders. 1997. Distance versus direction: The illusory defeat of the proximity theory of electoral choice. *American Political Science Review* 91 (4): 865-84.

Adams, James, Lawrence Ezrow, and Zeynep Somer-Topcu. "Is anybody listening? Evidence that voters do not respond to European parties' policy programmes." Forthcoming in the *American Journal of Political Science*.

Lachat, Romain. 2011. Electoral Competitiveness and Issue Voting. *Political Behavior* 33 (4): 645-63.

Week 6: Ideology

Knutsen, Oddbjorn. 1995. Value orientations, political conflicts, and left-right identification: A comparative study. *European Journal of Political Research* 28 (1): 63-93.

Hellwig, Timothy. 2008. Explaining the salience of left-right ideology in post-industrial democracies: The role of structural economic change. *European Journal of Political Research*. 47 (6): 687-709.

Zechmeister, Elizabeth. 2006. What's Left and Who's Right? A Q-Method Study of Individual and Contextual Influences on the Meaning of Ideological Labels. *Political Behavior* 28 (2): 151-173.

Zechmeister, Elizabeth and Margarita Corral. Forthcoming. Individual and Contextual Constraints on Ideological Labels in Latin America. *Comparative Political Studies*. (Copy from the instructor)

Evans, Geoffrey and Stephen Whitefield. 1993. Identifying the Bases of Party Competition in Eastern Europe. *British Journal of Political Science* 23: 521-48.

Additional Readings

Jou, W. (2011). How do citizens in East Asian democracies understand left and right? *Japanese Journal of Political Science* 12(1): 33-55.

Mair, P. (2010). Left-right orientations. In R. J. Dalton & H-D. Klingemann (Eds.), *Oxford handbooks online: The Oxford handbook of political behavior*.

Kitschelt, H., & Hellemans, S. (1990). The left-right semantics and the new politics cleavage. *Comparative Political Studies* 23(2): 210-238.

Huber, John 1989. Values and partisanship in left-right orientations: measuring ideology. *European Journal of Political Research* 17 (5): 599-621.

Listhaug, Ola, Stuart MacDonald, and George Rabinowitz. 1994. Ideology and party support in comparative perspective. *European Journal of Political Research* 25 (2): 111-49.

Yuval Piurko, Shalom H. Schwartz, Eldad Davidov. 2011. Basic Personal Values and the Meaning of Left-Right Political Orientations in 20 Countries. *Political Psychology* 32 (4): 537-61.

Week 7: Cleavages

I am assuming have read (so you might want to skim it if you have not): Lipset, Seymour M. and Stein Rokkan. 1967. Cleavage structures, party systems, and voter alignments: An introduction. In *Party Systems and Voter Alignments: Cross National Perspectives*. New York: Free Press. 1-64.

Moreno, Alejandro. 1999. *Political cleavages: Issues, parties, and the consolidation of Democracy*. Boulder: Westview Press. 1-28, 106-65.

Roberts, Kenneth. 2002. Social Inequalities Without Class Cleavages in Latin America's Neoliberal Era. *Studies in Comparative International Development*. 36 (4): 3-33.

Niwbbeerta, Paul and Wout Ultee. 1999. Class voting in Western industrialized countries, 1945-1990: Systematizing and testing explanations. *European Journal of Political Research* 35 (1): 123-60.

van der Brug, Wouter, Sara B. Hobolt & Claes H. de Vreese. 2009. Religion and Party Choice in Europe. *West European Politics* 32 (6): 1266-83.

Evans, Geoffrey. 2000. The Continued Significance of Class Voting. *Annual Review of Political Science* 3: 401-417.

Additional Readings:

Inglehart, Ronald and Pippa Norris. 2000. The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective. *International Political Science Review* 21 (4).

Evans, Geoffrey. 2006. 'The Social Bases of Political Divisions in Post-Communist Eastern Europe', *Annual Review of Sociology*, 32: 245-70.

Roberts, Kenneth M. and Moises Arce. 1998. Neoliberalism and Lower-Class Voting Behavior in Peru. *Comparative Political Studies* 31 (2): 217-46.

Knutsen, Oddbjorn. 2008. *Class Voting in Western Europe: A Comparative Longitudinal Study*. Lanham, MA: Lexington Books.

Bartolini, Stephano. 2001. *The Political Mobilization of the European left, 1860-1980*. Cambridge: Cambridge University Press. Chapter 8 (411-501)

Franklin MN, Mackie T, Valen H, et al. 1992. *Electoral Change: Responses to Evolving Social and Attitudinal Structures in Western Countries*. Cambridge, UK: Cambridge Univ. Press

Jan van Deth and Elinor Scarborough. 1995. *The impact of values*. Oxford: Oxford University Press. Chapters by Oddbjorn Knutsen "Party Choice" and Knutsen and Scarbrough "Cleavage politics"

Kitschelt, Herbert. 1995. *The radical right in Western Europe: a comparative analysis*. Ann Arbor: University of Michigan Press. Chapter 1.

Evans, G. and C. Mills. 1999. Are there classes in post-communist societies? A new approach to identifying class structure. *Sociology* 33: 23-46.

Manza, Jeff, Michael Hout, and Clem Brooks. 1995. Class voting in capitalist democracies since World War II: Dealignment, realignment, or trendless fluctuation? *Annual review of Sociology* 21: 137-62.

Whitefield, Stephen. 2002. Political cleavages and post-communist politics. *American Review of Political Science* 5 (1): 181-200.

Przeworski, Adam and John Sprague. 1986. *Paper Stones. A History of Electoral Socialism*. Chicago: University of Chicago Press.

Kitschelt, Herbert. 1994. *The Transformation of European Social Democracy*. Cambridge: Cambridge University Press.

Week 8: Materialism and Post Materialism

Inglehart, Ronald. Post-Materialism in an Environment of Insecurity. *The American Political Science Review* , Vol. 75, No. 4 (Dec., 1981), pp. 880-900

Clarke, Harold D., and Nitish Dutt. 1991 "Measuring Value Change in Western Industrialized Societies: The Impact of Unemployment." *American Political Science Review* 85

(September): 905-20.

Duch, Raymond M., and Michael A. Taylor. 1993. "Postmaterialism and the Economic Condition." *American Journal of Political Science* 37 (August): 747-79.

Rehm, Philipp. 2009. "Risks and Redistribution. An Individual-Level Analysis." *Comparative Political Studies*. Volume 42 (7), pp. 855-881.

Finseraas, Henning (2009). "Income Inequality and Demand for Redistribution: A Multilevel Analysis of European Public Opinion", *Scandinavian Political Studies* 32(1): 94-119.

Recommended

<http://escholarship.org/uc/item/3f72v9q4> (a fun lit review by Paul Abramson)

Finseraas, Henning (2008). "Immigration and Preferences for Redistribution: An Empirical Analysis of European Survey Data", *Comparative European Politics* 6(4): 407-431.

Cusack, Thomas, Torben Iversen, and Philipp 2006. Risks at Work: The Demand and Supply Sides of Government Redistribution. *Oxford Review of Economic Policy*, 22(3): 365-389

Rehm, Philipp. 2011. Social Policy by Popular Demand. *World Politics*, 63(2): 271-299.

Scarborough, Elinor. 1995. "Materialist-Postmaterialist Value Orientations." In *Beliefs in Government, Vol. 4: The Impact of Values*, ed. Jan W. Van Deth and Elinor Scarborough. New York: Oxford University Press, 123-59.

Dalton, Russell J. 1977. "Was There a Revolution? A Note on Generational Versus Life Cycle Explanations of Value Differences." *Comparative Political Studies* 9 (January): 459-73.

Davis, Darren W., and Christian Davenport. 1999. "Assessing the Validity of the Postmaterialism Index." *American Political Science Review* 93 (September): 649-64.

Flanagan, Scott C. 1980. "Value Cleavages, Economic Cleavages, and the Japanese Voter." *American Journal of Political Science* 24 (May): 177-206.

Inglehart, Ronald. 1971. "The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies." *American Political Science Review* 65 (December): 991-1017.

Inglehart, Ronald. 1977. *The Silent Revolution: Changing Values and Political Styles Among Western Publics*. Princeton, NJ: Princeton University Press.

Jackman, Robert W., and Ross A. Miller. 1996a. "A Renaissance of Political Culture?" *American Journal of Political Science* 40 (August): 632-59.

Lafferty, William M., and Oddbjørn Knutsen. 1985. "Postmaterialism in a Social Democratic State: An Analysis of the Distinctiveness and Congruity of the Inglehart Value Syndrome in Norway." *Comparative Political Studies* 17 (January): 411-30.

Week 9: Economic Voting

Macropolity-Chapter 3.

Powell, G. Bingham and Guy Whitten. 1993. A Cross-National Analysis of Economic Voting: Taking Account of the Political Context. *American Journal of Political Science* 37 (2): 391-414.

Hellwig, Timothy and David Samuels. 2007. Voting in Open Economies: the Electoral Consequences of Globalization. *Comparative Political Studies* 40 (3): 283-306.

Singer, Matthew M. ““Who Says “It’s the Economy”? Cross-National and Cross-Individual Variation in the Salience of Economic Performance” *Comparative Political Studies* 44 (March 2011): 284-312.

Owen, Andrew, and Joshua Tucker. 2010. It’s a Multifaceted Economic Effect, Stupid! Conventional vs. Transitional Economic Voting in Poland, 1997-2005. *Electoral Studies*, 29(1): 25-39.

Additional Readings

Tucker, Joshua A. 2006. *Regional Economic Voting: Russia, Poland, Hungary, Slovakia and Russia, 1990-99*, New York: Cambridge University Press.

Duch, Ray and Randy Stevenson. 2008. *Voting in Context: How Political and Economic Institutions Condition the Economic Vote*. Cambridge University Press.
http://www.raymondduch.com/economicvoting/_duchstevensonbook_v1_4d.pdf (for a discussion of the methodology, which is quite interesting, see their 2005 piece Context and the Economic Vote: A Multilevel Analysis in *Political Analysis*)

Samuels, David. 2004. Presidentialism and Accountability for the Economy in Comparative Perspective. *American Political Science Review* 98 (3): 425-36.

Lewis-Beck. 1988. *Economics and Elections: The Major Western Democracies*. Ann Arbor: University of Michigan Press. (An article version of the major cross-national findings came out in 1986).

Morgenstern, Scott and Elizabeth Zechmeister. 2001. Better the Devil You Know than the Saint You Don't? Risk Propensity and Vote Choice in Mexico. *Journal of Politics* 63 (10): 93-119

Van der Brug, Wouter, Cees van der Eijk, and Mark Franklin. 2007. *The economy and the vote: economic conditions and elections in fifteen countries*. Cambridge: Cambridge University Press. (Especially the chapters on theory and research design)

Lowry, Robert C., James E. Alt, and Karen E. Ferree. 1998. Fiscal Policy Outcomes and Electoral Accountability in American States. *The American Political Science Review* 92 (Dec): 759-774.

Week 10: Ethnic Politics

Chandra, Kanchan. 2007. Chapter in *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*. Cambridge: Cambridge University Press.

Wilkinson, Steven. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge: Cambridge University Press. Chapters 2, 5.

Posner, Daniel. 2004. The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi. *American Political Science Review* 98 (4): 529-45.

Ferree, Karen E. 2006. "Explaining South Africa's Racial Census." *Journal of Politics* 68:4, 802-814.

Dunning, Thad and Laura Harrison. 2011. Cross-cutting Cleavages and Ethnic Voting: An Experimental Study of Cousinage in Mali. *American Political Science Review* 104 (1): pp 21-39

Additional Readings:

Rice, Roberta and Donna Lee Van Cott. 2006. The Emergence and Performance of Indigenous Peoples' Parties in South America: A Subnational Statistical Analysis. *Comparative Political Studies* 39 (6): 709-32.

Posner, Daniel N. 2007. Regime Change and Ethnic Cleavages in Africa. *Comparative Political Studies* 40 (11): 1302-27.

Dickson, Eric and Ken Scheve. 2006. Social Identity, Political Speech, and Electoral Competition. *Journal of Theoretical Politics* 18 (1): 5-39.

Van Cott, Donna Lee. 2005. *From Movements to Parties in Latin America: The Evolution of Ethnic Politics*. Cambridge: Cambridge University Press.

Ordeshook, Peter C. and Olga V. Shvetsova. 1994. Ethnic Heterogeneity, District Magnitude, and the Number of Parties. *American Journal of Political Science* 38 (Feb): 100-123.

Mozaffar, Shaheen, James R. Scarritt, and Glen Galaich. 2003. Electoral Institutions, Ethnopolitical Cleavages, and Party Systems in Africa's Emerging Democracies. *The American Political Science Review* 97 (Aug): 379-390.

Mozaffar, Shaheen, and James R. Scarritt. 2005. The Puzzle of African Party Systems. *Party Politics* 11 (4): 399-421.

Week 11: Candidate Traits

Lawson, Chappell, Gabriel S. Lenz, Andy Baker, and Michael Myers. 2010. Looking like a winner: Candidate Appearance and Electoral Success in New Democracies. *World Politics* 62, no. 4 (October 2010), 561-93

Merolla, Jennifer L., and Elizabeth J. Zechmeister. 2011. The Nature, Determinants, and Consequences of Chávez's Charisma. *Comparative Political Studies* 44(1): 28-54.

Clark, Michael. 2009. Valence and electoral outcomes in Western Europe, 1976-1998 *Electoral Studies*. 28 (1):111-122

Gail McElroy and Michael Marsh. 2010. Candidate Gender and Voter Choice: Analysis from a Multimember Preferential Voting System. *Political Research Quarterly* 63 (Dec): 822-833

Samuels, David S. and Matthew S. Shugart. Presidents, Parties, and Prime Ministers: How the Separation of Powers Affects Party Organization and Behavior. Cambridge University press. Chapter 3.

Recommended

Merrolla, Jennifer L., Elizabeth J. Zechmeister, and Jennifer M. Ramos. "Crisis, Charisma, and Consequences: Evidence from the 2004 U.S. Presidential Election." *Journal of Politics* 69 (1): 30-42

Hawkins, Kirk A. 2009. "Is Chávez populist? Measuring populist discourse in comparative perspective." *Comparative Political Studies*. 42 (8): 1040-67.

McAllister, Ian. 1996. Leaders in Luc LeDuc, Richard G. Niemi, Pippa Norris (Eds.), *Comparing Democracies: Elections and Voting in Global Perspective*, Sage, Thousand Oaks, CA (1996)

Brusattin, Lorenzo. Forthcoming. Candidate Visual Appearance as a Shortcut for Both Sophisticated and Unsophisticated Voters: Evidence from a Spanish Online Study
International Journal of Public Opinion Research

Atkinson, Matthew D., Ryan D. Enos, and Seth J. Hill. 2009. "Candidate Faces and Election Outcomes: Is the Face-Vote Correlation Caused by Candidate Selection?" *Quarterly Journal of Political Science* 4, no. 3: 229–49.

Banducci, Susan A., Jeffrey A. Karp, Michael Thrasher, and Colin Rallings. 2008. "Ballot Photographs as Cues in Low-Information Elections." *Political Psychology* 29, no. 6: 903–17.

Johns, Robert, and Mark Shephard. 2007. "Gender, Candidate Image and Electoral Preference." *British Journal of Politics and International Relations* 9, no. 3: 430–60.

Johns, Robert, and Mark Shephard. 2008. "Candidate Image and Electoral Preference in Britain." *British Politics* 3, no. 2: 324–49.

Week 12: Clientelism

Chapter by Kitschelt in Kitschelt, Herbert and Steven Wilkinson. 2007. *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*. Cambridge: Cambridge University Press.

Wantchekon, Leonard. 2003. Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin. *World Politics* 55 (April): 399-422.

Stokes, Susan. 2005. "Perverse Accountability: A Formal Model of Machine Politics with Evidence from Argentina." *American Political Science Review* 99(3):315-325.

Nichter, Simeon. "Vote Buying or Turnout Buying? Machine Politics and the Secret Ballot." *American Political Science Review* 102 (February 2008): 19-31.

Arias, Enrique D. 2006. Trouble en Route: Drug Trafficking and Clientelism in Rio de Janeiro Shantytowns. *Qualitative Sociology* 29 (Dec): 427-445.

Additional Readings:

Weitz-Shapiro, Rebecca. 2006. Partisanship and protest: The politics of workfare distribution in Argentina. *Latin American Research Review* 41:3.

Kitschelt, Herbert and Steven Wilkinson. 2007. *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*. Cambridge: Cambridge University Press.

Kitschelt, Herbert. 2000. Linkages between citizens and politicians in democratic polities. *Comparative Political Studies* 33 (6-7): 845-79.

Mainwaring, Scott. 1999. *Rethinking party systems in the third wave of democratization*. Stanford: Stanford University Press.

Piattoni, Simona. 2001. *Clientelism, interests, and democratic representation: The European experience in historical and comparative perspective*. Cambridge: Cambridge University Press.

Shefter, Martin. 1994. *Political parties and the state: the American historical experience*. Princeton: Princeton University Press. Chapters 1-4.

Fox, Jonathan. 1994. The Difficult Transition from Clientelism to Citizenship: Lessons from Mexico. *World Politics* 46 (Jan): 151-184.

O'Dwyer, Connor. 2006. *Runaway State-Building: Patronage, Politics and Democratic Development*. Baltimore: The Johns Hopkins University Press.

Kang, David. 2002. *Crony capitalism, corruption, and development in South Korea and the Philippines*. Cambridge: Cambridge University Press. Chapters 1, 7.

Week 13: The Macropolity

Erikson, Robert S., Michael B. MacKuen, and James A. Stimson. 2000. *The Macropolity*. Cambridge: Cambridge University Press.

Enns, Peter, and Paul M. Kellstedt 2008. "Policy Mood and Political Sophistication: Why Everybody Moves Mood" *The British Journal of Political Science*. 38(3): 433-454.

Additional readings

Kramer, Gerald H. 1983. The ecological fallacy revisited: Aggregate versus individual-level findings on economics and elections and sociotropic voting. *American Political Science Review* 77 (1): 92-111.

Norpoth, Helmut. 1996. Politics and the prospective voter. *Journal of Politics* 58 (May): 776-92.
AND MacKuen, Michael B., Robert S. Erikson, and James A. Stimson. 1996. Presidents and the Prospective Year: Comment. *The Journal of Politics* 58 (Aug): 793-801.

Bartels, Larry M. 1991. Constituency Opinion and Congressional Policy Making: The Reagan Defense Build Up. *The American Political Science Review* 85 (Jun): 457-474.

Clarke, Harold, Marianne Stewart, Mike Ault, and Euel Elliot. 2005. Men, Women and the Dynamics of Presidential Approval. *British Journal of Political Science* 35 (1): 31-51.

Wlezien, Christopher. 2004. Patterns of Representation: Dynamics of Public Preferences and Policy. *The Journal of Politics* 66 (1): 1-24.

Canes-Wrone, Brandice and Kenneth W. Shotts. 2004. The Conditional Nature of Presidential Responsiveness to Public Opinion. *American Journal of Political Science* 48 (4): 690-706.

Week 14: The Challenge of Losing

Anderson, C. J., Andre Blais, Shaun Bowler, Todd Donovan, and Ola Listhaug. 2005. *Losers' Consent: Elections and Democratic Legitimacy*. Oxford: Oxford University Press.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: 9-26-2013
2. Department requesting this course: Pols
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

Pols 5250: Comparative Voting Behavior

How the economic, social, and political context affects voters' decision making processes.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 5250
3. Course Title: **Comparative Voting Behavior**
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): How the economic, social, and political context effects voters' decision making processes.
6. Course Type, if appropriate:
☐ Lecture ☐ Laboratory ☒ Seminar ☐ Practicum

Optional Items

7. Prerequisites, if applicable: n/a
8. Recommended Preparation, if applicable: n/a
9. Consent of Instructor, if applicable: n/a
10. Exclusions, if applicable: n/a
11. Repetition for credit, if applicable: n/a
12. S/U grading: no

Justification

1. Reasons for adding this course: This course allows us to increase our offerings for our majors.
2. Academic merit: As survey data has become more widely available in recent decades, scholars have begun to recognize that models of political behavior developed in the United States may not translate to the multiparty systems that predominate in Europe or in the context of new democracies. This course focuses on these differences across countries and seeks to explain the general patterns that are common across countries as well as the contextual factors that cause patterns of behavior to diverge.
3. Overlapping courses: None at the graduate level.
4. Number of students expected: 5-15
5. Number and size of sections: 1 section (taught every three years)
6. Effects on other departments: None
7. Staffing: Dr. Matthew Singer
8. Dates approved by
Department Curriculum Committee: 9-25-13
Department Faculty: 10-2-13
9. Name, Phone Number, and e-mail address of principal contact person:
Matthew Singer
6-2615
Matthew.m.singer@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.

Pols 5010: Democratic Institutions
Tu 4:00PM - 6:30PM

Professor: Matthew M. Singer
Email: Matthew.M.Singer@uconn.edu
Office Hours: 11-12:30 on T/Th

"The probability that a basketball team composed of players who are seven feet tall will beat a six-foot team by a number of points depends on the height of the basket."

--Adam Przeworski

"Political institutions...are the structural means by which political winners pursue their own interests, often at the great expense of political losers."

--Terry M. Moe

The goals of this course are (1) to understand the basic variations in democratic institutions around the world, (2) to explore their consequences for how politics is organized, policy outcomes, and democratic stability, and (3) to consider where these institutions come from. If institutions have independent effects, then political scientists have opportunities to shape real world outcomes. However, what we will often see is that the devil is in the details, that the initial models of institutions that comprise much of this literature are too abstract to capture these dynamics, and that policy makers adapt institutions for their own interests in surprising ways. There is less work on institutions being done now than when I first took this course as a graduate student, but the work that is being done is at a much more fine grained level of analysis to try to capture these intermediate dynamics.

After quickly discussing some general theories of institutions and their effects, we will spend the next 6 weeks on the two institutions that get the most attention in the literature: electoral systems and presidentialism. For each topic, we will spend a week on defining the institution and its variants, a week on its consequences, and a week on its causes. There is usually more to talk about in the second week than the third because it is only recently that scholars have really again tried to endogenize institutions. We will then discuss more quickly the internal organization of legislatures, federalism, and courts. We will then conclude with two general discussions of political institutions that combine multiple variables: veto-point theory and consociationalism. We will not cover institutions in authoritarian regimes (though many scholars are working on this right now), bureaucracy, electoral oversight bodies (another recent hot topic), central banks, labor-management bodies, or supra-national institutions.

Course Expectations

This course has a lot of reading; entire courses are often taught about each of these topics. The weeks where we define electoral systems and presidentialism are a little lighter (emphasis on "little") and might be good weeks to jump ahead and get a start on the next week's readings. Students are expected to have done the reading before class and to come prepared to discuss (and critique) the readings. I will generally start the seminar by laying out the basic theoretical field but I expect students to participate. Participation will consist of 35% of the seminar grade.

Because there is so much reading, I will not have you do a research paper. Instead, the course will conclude with a take home exam. It will be open book and open note, like a PhD exam. In fact, its format will be designed to simulate the exam and give you a practice run with much lower stakes (which will not really help the MA students, but at the least it reduces the work load). Thus let me encourage you

to take good notes while you read-both to help in the discussion and as you study for it. The exam will comprise 40% of your final grade.

Each student will also be expected to write two literature reviews that will serve as the basis for oral class presentations and be circulated to members of the seminar on the Sunday evening prior to the seminar in question. Essays should focus on a subtheme situated within the broad area of the weekly readings and critically summarize and discuss some combination of required and supplementary readings. The literature reviews should be analytical rather than descriptive in nature; i.e, they should not merely summarize the literature but analyze key theoretical and methodological issues, compare and contrast the work of different authors, and move beyond a discussion of particular books or articles to reflect more broadly upon the strengths and weaknesses of the literature, as well as suggest new hypotheses and avenues for future research. The essays should be roughly 12 to 15 pages (double-spaced) in length and in format resemble the review essays that are published in journals such as World Politics and Comparative Politics. Each essay is worth 12.5% of the grade.

Required books

Like I said, we are reading a lot this semester. I would encourage you to buy these books because (1) we will read most of them (and so I will not be photocopying them) and (2) I have found that these are books that I have read more than once and are worth owning. There are lots of other good books on institutions, many of them are listed in the “recommended readings”

- Cox, Gary. 1997. *Making Votes Count: Strategic Coordination in the World's Electoral Systems*. Cambridge University Press.
- Powell, Bingham. 2000. *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. Yale University Press.
- Shugart, Matthew S & John M. Carey. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. Cambridge University Press.
- Lijphart, Arend. 2012. *Patterns of Democracy: Government forms and performance in thirty six countries, second edition*. New Haven: Yale University Press
- Strom, Kaare, Wolfgang C. Müller, Torbjorn Bergman. 2008. *Cabinets and Coalition Bargaining: The Democratic Life Cycle in Western Europe*. New York: Oxford University Press.

All journal articles should be available on-line (though I have not checked that in every case) as long as you are logged in to an UConn system via the library. I will make copies of the other book chapters as we go and post them on Husky CT.

Jan 22 Introduction

Jan 29 Basic Models of Institutions

- Knight, Jack. 1992. *Institutions and social conflict*. New York: Cambridge University Press. Chapter 2 and Chapter 5 (pages 21-47, 123-170)
- North, Douglass C. 1990. *Institutions, institutional change, and economic performance*. New York: Cambridge University Press. Pages 1-106.
- Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics," American Political Science Review 94 (June 2000): 251-267.

Recommended:

- Alston, Lee J. Thrainn Eggertsson, and Douglass C. North. 1996. *Empirical Studies in Institutional Change*. New York: Cambridge University Press (I especially like the chapter by Riker and Sened on airport slots)
- Axelrod, Robert. 1984. *The Evolution of Cooperation*. New York: Basic Books.
- Drobak, John N. and John V.C. Nye, eds. 1997. *The Frontiers of the New Institutional Economics*. London: Academic Press
- Elster, Jon, Claus Offe, and Ulrich K. Preuss, with Frank Boenker, Ulrike Goetting and Friedbert W. Rueb. 1998. *Institutional Design in Post-communist societies. Rebuilding the Ship at Sea*. Cambridge: Cambridge University Press.
- Goodin, Robert ed., *The Theory of Institutional Design*. Cambridge: Cambridge University Press, 1996.
- Hechter, Michael, Karl-Dieter Opp, and Reinhard Wippler, eds. 1990 *Social Institutions. Their Emergence, Maintenance, and Effects*. New York: Walter de Gruyter, 1990.
- Knight, Jack and Itai Sened, eds. 1995 *Explaining Social Institutions*. Ann Arbor: University of Michigan Press.
- Levi, Margret. 1990 "A Logic of Institutional Change," pp. 403-18 in: Karen Schwers Cook and Margret Levi, eds., *The Limits of Rationality*. Chicago: Chicago University Press 1990. (see also the articles by Michael Taylor (222-239) and Russell Hardin (358-77) in the same volume.
- Levi, Margret. 1998. *Of Rule and Revenue*. Cambridge: Cambridge University Press.
- North, Douglass C.. 1981. *Structure and Change in Economic History*. New York: Norton, 1981.
- Riker, William H. "The Experience of Creating Institutions: The Framing of the United States Constitution," in *Explaining Social Institutions*, ed. Knight and Sened, pp.121-144.
- Riker, William. "Implications from the disequilibrium of majority rule for the study of institutions." *American Political Science Review*, Vol. 74, No.2. (Jun., 1980), pp. 432-446.
- Schotter, Andrew. 1981. *The Economic Theory of Social Institutions*. Cambridge: Cambridge University Press, 1981.
- Taylor, Michael. 1993. "Structure, Culture, and Action in the Explanation of Social Change," pp. 89-132 in William James Booth, Patrick James, and Hudson Meadwell, *Politics and Rationality*. Cambridge: Cambridge University Press, 1993.

Feb 5 Introduction to Electoral Systems

Note: Class will meet from 6-8:30 today

- Cox, *Making Votes Count*, introduction (3-12), CHAPTER 3 (37-68), and browse through Appendix A (279-302).
- Blais, André and Louis Massicotte. 1997. Electoral Formulas: A Macroscopic Perspective *European Journal of Political Research* 32 (1): 107-129.
- Shugart, Matthew S. and Martin P. Wattenberg. 2001. Mixed Member electoral systems: A definition and typology. In Matthew S. Shugart and Martin P. Wattenberg, *Mixed Member Electoral Systems: The Best of Both Worlds?* Oxford: Oxford University Press. Pp 9-24.
- Golder, Matt. 2005. "Democratic Electoral Systems Around the World, 1946-2000." *Electoral Studies*. 24: 103-121.

Recommended:

- André Blais and Louis Massicotte, "Electoral Systems," pp. 49-82 in Lawrence LeDuc, Richard G. Niemi, and Pippa
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April 2: Legislative Institutions

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- Ryan, Jeffrey J. "Decentralization and Democratic Instability: The Case of Costa Rica," Public Administration Review 64 (Jan.Feb. 2004): 81-.
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- Thun, Eric "Keeping Up with the Jones': Decentralization, Policy Imitation, and Industrial Development in China," World Development.
- Tiebout, Charles. 1956. "A Pure Theory of Local Expenditures," Journal of Political Economy 64, 5: 416-24.
- Treisman, Daniel. 1999. "Political Decentralization and Economic Reform: A Game-Theoretic Analysis," American Journal of Political Science 43, 4: 488-517.
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April 16 Courts

- Dyevre, Arthur. 2010. "Unifying the Field of Comparative Politics: Towards a General Theory of Judicial Behavior." *European Political Science Review*. Vol. 2(2): 297-327.
- Lijphart *Patterns of Democracy* Chapter 12
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- Staton, Jeffrey K. 2006. "Constitutional Review and the Selective Promotion of Case Results." *American Journal of Political Science* 50 (January): 98-112.

Recommended:

- Reenock, Christopher, Jeffrey K. Staton, and Marius Radean. Forthcoming. "Legal Institutions and Democratic Survival. *Journal of Politics*.
- Bumin, Kirill M., Kirk A. Randazzo, and Lee D. Walker. 2009. "Institutional Viability and High Courts: A Comparative Analysis of Post-Communist States." *Australian Journal of Political Science*. Vol. 44(1): 127-153.
- Carrubba, Clifford J. 2009. "A Model of Endogenous Development of Judicial Institutions in Federal and International Systems." *Journal of Politics*. Vol. 71(1): 55-69.
- Cichowski, Rachel A. 2006. "Courts, Rights, and Democratic Participation." *Comparative Political Studies*. Vol. 39(1): 50-75.
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- Helmke, Gretchen. 2005. *Courts under Constraints: Judges, Generals, and Presidents in Argentina*. New York: Cambridge University Press.
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- Herron, Erik S. and Kirk A. Randazzo. 2003. "The Relationship Between Independence and Judicial Review in Post-Communist Courts." *Journal of Politics*. Vol. 65(2): 422-438.
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- Rios-Figueroa, Julio and Jeffrey K. Stanton. 2012. "An Evaluation of Cross-National Measures of Judicial Independence." *Journal of Law, Economics and Organization*. Vol. 28(4): 1-32.
- Stone Sweet, Alec (1999). "Judicialization and the Construction of Governance." *Comparative Political Studies* 32(2):147-184.
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- VonDoepp, Peter. 2005. "The Problem of Judicial Control in Africa's Neopatrimonial Democracies: Malawi and Zambia." *Political Science Quarterly*. Vol. 120(2): 275-301.

April 23 Veto Points

- Baldez, Lisa and John M. Carey. 1999. "Presidential Agenda Control and Spending Policy: Lessons from General Pinochet's Constitution." *American Journal of Political Science* 43(1):29-55.
- Hallerberg, Mark and Scott Basinger. 1998. Internationalization and changes in tax policy in OECD countries: the importance of domestic veto players. *Comparative Political Studies* 31 (3): 321-52.
- Tsebelis, George (1995). "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism." *BJPS*(25): 289-325. (there is a 2002 book by Princeton University Press)
- Tsebelis, George. 1999. "Veto Players and Law Production in Parliamentary Democracies: An Empirical Analysis." *APSR* 93(3):591-608.

April 30: Visions of Democracy

Note: Class will meet from 6-8:30 today

- Lijphart *Patterns of Democracy* Chapters 14-16
- Powell, *Elections as Instruments of Democracy* All
- Gerring, John, Strom Thacker, and Carola Moreno. 2005. "Centripetal Democratic Governance: A Theory and Global Inquiry." *American Political Science Review* 99 (4): 567-81

Recommended

- Lustick, Ian. 1997. Lijphart, Lakatos, and Consociationalism. *World Politics* 50.1 (1997) 88-117.
- Taagepera, Rein (2003), 'Arend Lijphart's Dimensions of Democracy: Logical Connections and Institutional Design', *Political Studies* 51:1, 1-19.
- Liphart, Arend (2003), 'Measurement Validity and Institutional Engineering – Reflections on Rein Taagepera's Meta-Study', *Political Studies* 51:1, 20-25.
- Tavits, Margit. 2007. Clarity of Responsibility and Corruption, *American Journal of Political Science* 51 (Jan): 218-229.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: 9-27-13
2. Department requesting this course: Pols 5260
3. Semester and year in which course will be first offered: Spring 2008

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 5260. Democratic Institutions

3 credits. Seminar.

How the rules that structure access to power and the policy-making process differ across countries, how they change over time, and their major political effects. Topics include the electoral system, presidentialism, government formation, legislative committees, federalism, and the courts.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 5260
3. Course Title: Democratic Institutions
4. Number of Credits (use digits, "3" not "three"):3
5. Course Description (second paragraph of catalog entry): How the rules that structure access to power and the policy-making process differ across countries, how they change over time, and their major political effects. Topics include the electoral system, presidentialism, government formation, legislative committees, federalism, and the courts.
6. Course Type, if appropriate:
___Lecture ___ Laboratory XX_ Seminar ___ Practicum

Optional Items

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: No

10. Exclusions, if applicable: No
11. Repetition for credit, if applicable: No
12. S/U grading: No

Justification

1. Reasons for adding this course: This course covers a core topic in comparative politics and also draws significant enrollment from international studies MA students.
2. Academic merit: This course focuses on how power is organized and shows how these choices shape the ways in which political actors organize, the ways in which budgets are shaped, and the stability of democracy generally.
3. Overlapping courses: None
4. Number of students expected: 5-15
5. Number and size of sections: 1
6. Effects on other departments: None
7. Staffing: Matthew Singer
8. Dates approved by
Department Curriculum Committee: 9-25-13
Department Faculty: 10-2-13
9. Name, Phone Number, and e-mail address of principal contact person:

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

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: 9-27-2013
2. Department requesting this course: Pols
3. Semester and year in which course will be first offered: Spring 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!

Pols 5322. Human Security

3 credits. Seminar.

Looks beyond the military-dominated notion of "security" traditionally used in international relations and focuses instead on a broader conceptualization of security known as "human security" that takes human rights into account, among other things.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 5322
3. Course Title: Human Security
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): Looks beyond the military-dominated notion of "security" traditionally used in international relations and focuses instead on a broader conceptualization of security known as "human security" that takes human rights into account, among other things.
6. Course Type, if appropriate:
☐ Lecture ☐ Laboratory ☒ Seminar ☐ Practicum

Optional Items

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: N/A
9. Consent of Instructor, if applicable: N/A
10. Exclusions, if applicable: N/A
11. Repetition for credit, if applicable: N/A

12. S/U grading: No

Justification

1. Reasons for adding this course:
2. Academic merit: This course provides an extension of our offerings on human rights, security, and development while focusing students to engage in hands-on measurement about different dimensions of human security, which is increasingly used in the academic and policy worlds as a way of bridging physical and economic threats to human wellbeing.
3. Overlapping courses: None in Pols.
4. Number of students expected: 5-15
5. Number and size of sections: 1
6. Effects on other departments: None
7. Staffing: David Richards
8. Dates approved by
Department Curriculum Committee: 9-25-13
Department Faculty: 10-2-13
9. Name, Phone Number, and e-mail address of principal contact person:

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

ASSESSING HUMAN SECURITY POLS 5322

Professor: Dr. David L. Richards
Office: Oak Hall 448
Office Hours:
Email: david.l.richards@uconn.edu

Used in the context of international relations, the word “security” has been long-dominated by the specters of bombers, submarines, missiles, troops, and realist geo-political strategy. Without ignoring this traditional conceptualization, we are going to look beyond it towards a broader conceptualization of security known as “human security”. In this seminar, we will be thinking critically as a group about a variety of extant conceptualizations, measures, theories, and policies relating to the concept of human security. However, in addition to being a critic, you will actually take on the role of researcher and evidence-based policymaker and you will use what you have learned to craft a professional research report on the status of human security in countries around the world.

REQUIRED BOOKS

Climate Change and National Security: A Country-Level Analysis

Daniel Moran, Ibrahim Al-Marashi and Linda J. Beck
Georgetown University Press (April 2011)
978-1589017412

Enough: Why the World's Poorest Starve in an Age of Plenty

Roger Thurow and Scott Kilman
Public Affairs; Reprint edition (June 22, 2010)
978-1586488185

Human Security and the UN: A Critical History

S. Neil MacFarlane and Yuen Foong Khong
Indiana University Press (February 13, 2006)
978-0253218391

Half the Sky: Turning Oppression into Opportunity for Women Worldwide

Nicholas D. Kristof and Sheryl WuDunn
Vintage; Reprint edition (June 1, 2010)
978-0307387097

Mismeasuring Our Lives: Why GDP Doesn't Add Up

Joseph E. Stiglitz, Amartya Sen & Jean-Paul Fitoussi
New Press, The (May 18, 2010)
978-1595585196

Reinventing Foreign Aid

William Easterly, Editor
The MIT Press (May 9, 2008)
978-0262550666

Sex Trafficking: Inside the Business of Modern Slavery

Siddharth Kara

Columbia University Press (July 1, 2010)

978-0231139618

When the Rivers Run Dry: Water--The Defining Crisis of the Twenty-first Century

Fred Pearce

Beacon Press; 1 edition (March 15, 2007)

978-0807085738

HUMAN SECURITY REPORT PROJECT (40% of Total Course Grade)

As a class, you are going to produce a human security report. This assignment forms the heart of our seminar. A lot of thought, by many smart persons, has gone into what constitutes human security and what benchmarks should be used to track its progress. However, as some of your readings will indicate, existing reports/conceptualizations/measures/analyses are imperfect. There is *always* room for further improvement. For example:

- Are existing conceptualizations of human security too broad to be useful for policymaking? Or, are they not inclusive enough to fully address what it means to be secure?
- Are there important emerging human security issues that existing reports / conceptualizations / measures do not address?
- What concerns should we have – methodological, ethical, practical, etc. – about extant quantitative benchmarks of human security? About case studies?

To complete this assignment, you (as a class) will have to come to agreement about some major issues regarding human security -- such as conceptualization, measurement, and practicality. **DOING SO WILL NOT BE EASY**, but the attempt to reach consensus is part of the learning experience, as these negotiations are a very real part of both policymaking and scholarly endeavor.

The Particulars:

(1) Conceptualization:

- a. To create a human security report, you will need to devise a comprehensive conceptualization of human security that is agreeable to the class at large (note that I do NOT say agreeable to the class *unanimously*, as that is typically impossible). Chapter One (not the introduction, but the first full chapter) of your report will deal with conceptualization of human security. It is in this section you demonstrate your knowledge of the historical lineage of the concept, relevant debates over competing conceptualizations, and your ability to think critically and create your own conceptualization on which the rest of your report will be based.

(2) Theme:

- a. As a group, you will have to decide on an over-arching conceptual theme for your report. This is the tie that will bind together the various chapters. You won't be able to pick a theme until you have agreed on a conceptualization of human security as the two have to be complementary. Experience dictates that there will be no thematic suggestion with universal support among you.

(3) Organization / Format:

- a. The final report, sent to me as a single pdf file, will contain the following required components in the following order:
 - i. Cover Page
 - ii. List of chapters (table of contents). Make sure the authors of each chapter are identified.
 - iii. Introduction (Why does the world need to be concerned with human security? Why does the world need this report? How does this report improve on extant reports?)
Note that the Introduction is a *very important* chapter, not a formality.
 - iv. Chapter One: Conceptualizing Human Security
 - v. Other Chapters (At least three)
 - vi. Conclusion (What of importance was learned? What work remains to be done in this field of study?). Note that the Conclusion is a *very important* chapter, not an afterthought.

(4) Data:

- a. You will need a fair amount of data to create this report. No worries -- we will be covering many data resources in class, and I am available to you as a resource to find even more.
- b. Use the most recent data available, as you may not be able to find data from the same year for each chapter. You will learn much about data constraints by working on this project.
- c. Along with the final report, you (the class) will email me a copy of the master Excel spreadsheet containing all data used in the report.
 - i. This spreadsheet will be organized by having country names in the rows and indicators (variables) in the columns.
 - ii. You are to submit a single worksheet with all data gathered for, and used in, the report.
- d. Your pdf report does not need to have printed tables of data at its end, as you are turning in an Excel file containing your data.

(5) Countries:

- a. Given the fact this is a seminar project and not a funded long-term research project, you will not be able to produce a truly global report. Your report is to be based on data about a minimum of 50 countries.
 - i. Most or all of your countries should have populations of 500,000 or above. Recent population figures can be found here:
<http://esa.un.org/unpd/wpp/Excel-Data/population.htm>
- b. Your country list should be representative of all, or most all, world geographic regions. A list of countries, by region, can be found at:
<http://unstats.un.org/unsd/methods/m49/m49regin.htm>.
- c. Your country list should be representative of all, or most all, levels of economic development. A list of countries [with populations of 30,000 or above], by level of this development, can be found at: <http://siteresources.worldbank.org/DATASTATISTICS/Resources/CLASS.XLS>
- d. A historical list of countries' level of economic development over time can be found at: <http://siteresources.worldbank.org/DATASTATISTICS/Resources/OGHIST.xls>
- e. These 50 or so countries you choose are the countries for which there will be data in the master spreadsheet. It is up to you as a group to decide what countries you will include in your report, subject to instructor's approval. Your country list will be the first component you submit to me as a group.

(6) References / Parenthetical Citations / Bibliographic Entries:

- a. Each section / chapter is to have its own alphabetized bibliography in APSA format.
- b. For notations elucidating particular minor points and/or suggesting additional readings on a subject, use footnotes, not endnotes. Each chapter's footnotes are self-contained (they begin at "1").
- c. You are to use the American Political Science Association style format for parenthetical citations and bibliographic entries. The full style guide can be found at <http://www.ipsonet.org/data/files/APSASStyleManual2006.pdf>

(7) Figures / Tables

- a. Figures (graphs, maps, etc) and tables (containing statistics, lists, etc) are to be placed in the text somewhere near the text describing them.
- b. Number figures and tables as follows: item type, chapter, item type number. For example, the second figure in Chapter 3 would be "Figure 3.2", the second table in Chapter 3 would be "Table 3.2", and so forth.
- c. Tip: If a figure or chart is important enough to be included in a report, it deserves at least one full paragraph of description / analysis.

(8) Division of Labor:

- a. You will need to create a division of labor regarding the particular tasks involved in creating this report. The field of international relations often requires the ability to work with others in the context of a set of issues that can be of acute sensitivity for many participants. Like any group of graduate students, your group will be composed of persons with varying levels of talent/expertise in desktop publishing, statistics, spreadsheet usage, ability to understand/use theory, qualitative investigation, quantitative investigation and, yes ... with varying levels of motivation.

One of your challenges will be to figure out who is most capable/willing to perform those "service tasks" necessary to produce the report. Service work will count towards your grade.

- i. *Everyone must* be a co-author on one or more of the three substantive chapters.
- ii. *No one* is to be left on his or her own to write a chapter.
- iii. Select *two* super-organized leaders from the class to serve as *project managers*. The project managers are tasked with coordinating activities and keeping people on schedule. You need two such persons, as experience dictates that one may either fold from the pressure, or turn out to be not as organized in actuality as they had fancied themselves being before work began. Once roles have been assigned, the project managers are to give me, via email, a list of class members and their roles. I can tell you from long experience with projects such as this: (A) Do NOT volunteer to be a project manager because you simply like to be in charge of things, this is a tough position that requires skillful diplomacy, tenacity, organization, and drive – bossy persons fail miserably; (B) Do not select two persons as leaders merely because they are initially the ones who raised their hands to volunteer, or you might find the project in a world of hurt once you start down that road. Ask volunteers why they want to do this and why they think they'd be good at it.
- iv. Select *two* persons from the class to serve as *project editors*. The project editors receive finished materials from class members and assemble the final product to be submitted for a grade. Chapter authors are responsible for their work, but the editors are responsible for final grammar/spelling-checking. This position requires the ability to set

deadlines for others and make them keep those deadlines, but without being a tyrant about it.

- v. Persons in leadership positions can be replaced, given a 67% or greater secret-ballot no-confidence vote AND my *a priori* approval of the holding of such a vote. A vote for a replacement leader must happen immediately after the removal of a leader.
- vi. Select *one* person from the class to serve as *data editor*. The data editor receives data collected by class members for their chapters and assembles the final master spreadsheet that goes to me. HINT: You may wish to put the data editor in charge of a data exchange, so different groups can exchange basic data (such as demographic data) that may be useful across chapters. Instituting a data exchange can be *very* helpful. Devices such as Google Drive, Microsoft SkyDrive, and Dropbox are very handy for this type of endeavor.
- vii. *Make deadlines and keep them!*

(9) Reading Ahead:

- a. You will likely need to begin work on an issue in your report before we cover that issue in class. Thus, you will likely need to read ahead on some issues, and use me as a helping resource for any uncertainties / questions. Having to begin work while “flying blind” is not uncommon whenever a researcher begins a new project.

(9) The MFAQ:

- a. The most-frequently-asked question I get regarding this report is “How long does it have to be?” This question might refer to a particular chapter and it might refer to the report as a whole. Either way, my answer is the same: “As long as it needs to be.” While that may appear initially unsatisfactory, there is substance to that response. What you are doing is, essentially, story-telling. Data tell stories. Qualitative anecdotes and prose tell stories. You are using both tools to tell your readers about some aspect of human security. At some point your story is incomplete and, at some point, it will be complete. You are the author, you will know. Of course, I am available to you throughout the process to discuss these matters. However, I will not set an arbitrary page number either on chapters or on the report as a whole.

(11) Grading:

- a. Many, many decisions will be made at the group level throughout the production of this report. Probability dictates that not every decision will be the outcome you desire as an individual. Do not get pouty and let that negatively affect your performance, because I promise you I will know and your final grade will be affected. At its best, democracy requires gracious losers; when it's your turn to lose, be one.
- b. You will each receive a grade between 0 and 100 for your work (hopefully not *lack of work!*) on this project. Because this is a team project, your grade will be composed of several distinct parts, as follows. I determine all final grades using both the information from the components below as well as any other substantial information I have gathered throughout the course of the semester, positive or negative.
 - i. Project Grade (60%): Every class member will receive an identical “project grade”. In this way you all sink or swim with the overall quality and timely completion of the final product.
 - ii. Chapter Grade (25%): You will get a grade for the quality of your chapter(s).
 - iii. Peer Grade (10%): You will be grading each other. Each of you will be filling out a grade form (to be distributed in a few weeks) on each of the other persons in the class with

whom you worked. The project managers will keep a list of who worked together. You will not be grading each other on knowledge of human security assessment (only I may do that) but, rather, on work ethic and willingness to be a team player and/or leader. A sample peer-evaluation sheet can be viewed at the end of this syllabus. You will fill out one of these sheets for each of the persons with whom you worked on the project. I reserve the right to ignore peer grades I determine to be in any way biased.

iv. Self-Grade (5%): You will also be grading yourself. Along with the final project, you'll be handing in a two-page (typed) paper telling me what grade (0-100) you honestly think you deserve on the project and *why* you think you deserve it. I reserve the right to ignore self-grades I do not feel are justified / backed up.

(12) Presentation

- a. At the last class, you (the class) will present the final report. The number and choice of presenters is up to you. The purpose of this presentation is to provide a capstone experience for the semester where we can discuss / process the report, the experience of constructing the report, what has been learned along the way during the semester, and what questions remain.

DISCUSSION LEADING (40% of Total Course Grade)

Discussion Leader

Each week, several students will be responsible for leading the seminar's discussion of that week's material. Assignments will be made at the second meeting of the seminar. Your main objective as discussion leader is to promote an intellectually stimulating encounter with the material, NOT to regurgitate the material. You should identify common themes and issues among that week's readings, make connections to class material from other sessions whenever appropriate, provide discussion questions, nurture and moderate discussion and debate, and be ready to provide answers and discuss questions raised by other students. Also, you will identify research questions, discuss modes of analysis and evidence, and foster and direct discussion / debate about the significance of the readings and areas in which the research is inadequate and could be further developed. *Do not miss any discussion leader dates. You will not be allowed to make them up.*

You are NOT to lecture on the readings, as the other students are responsible for reading the assigned material themselves. *You are to foster informed debate / discussion.* When you are discussion leader, you may call on other students and require them to give a response. As discussion leader, your questions to either the group or individuals carry the same weight as if they were asked by me. As far as the students in class go, you are the boss when you are leading discussion – take control of the room. Note: It is common in a group of persons doing discussion leading, that one or two will dominate while others say very little. *Do not be that latter type of discussion leader*, because your grade will be very poor due to not engaging the topic and class.

You will find me to be a thorough, vexing (well, perhaps ☺), full-time devil's advocate. I do this intentionally in order to discern how completely you have read and, more importantly, to test how well you can think critically about the material. I will push you to perform to the limit of what I see to be your capabilities.

Preparation: *One week prior to your scheduled seminar, you must meet with me and submit a typed outline of your seminar presentation.* Your outline should include 10 draft discussion questions, an outline of connections to other class materials, and draft thoughts about other issues you plan to discuss with your group. *Your final outline of discussion plans is due to me via e-mail no later than 24hrs before the seminar meets.* Think of this outline as your "game plan".

Follow-Up: You will schedule a meeting with me (in your group, not one-at-a-time), to take place soon after you have led discussion. In this meeting, we will process your performance. When you come in, I will be asking each of you what you thought you (as an individual) and the group did that was good, what didn't work, and what you might change next time. *Be honest with yourself*, as that is the clearest path to improvement and achievement. You are here to learn, so I certainly don't expect an "A"-level performance right out of the gate, but the thought and effort should be evident.

CLASS PARTICIPATION (20% of Total Course Grade)

Background:

The purpose of the assigned readings is not only to inform, but to pique and/or provoke, with the desired end to be *discussion* among members of the seminar. I have no interest in you either agreeing with the reading materials – that's up to you to decide. If you've not done your readings, you do a disservice not only to yourself, but to all the seminar's participants, as the quality of discussion will suffer. Participation in discussion is *crucially* important to the seminar format. Excellent participation is more than speaking up *often*, however. Excellence in participation requires a high *quality* of participation.

Excellent participation relies, to some extent, on being able to¹:

- Ask penetrating and thought-provoking questions to evaluate ideas
- Be a logical thinker
- Be diligent in seeking out the truth
- Be a seeker of alternative views on a topic
- Base judgments on ideas and evidence
- Evaluate and solve problems rather than merely compile a set of facts to be memorized
- Identify arguments and issues
- Reassess views when new or discordant evidence is introduced and evaluated
- Recognize errors in thought and persuasion as well as to recognize good arguments
- See connections between topics and use knowledge from other disciplines to enhance reading and learning experiences
- Take a critical stance on issues

¹ Modified from Schumm, J. S. and Post, S. A. (1997). *Executive Learning*, pg. 282.

Below, I offer a loose guideline to help you dig out important bits and formulate questions from your readings.

For Books / Journal Articles:

- a. What is the main research question and/or main point?
- b. How does this affect/address “human security”?
- c. What hypotheses are made?
- d. What evidence is marshaled / methods used to test hypotheses?
- e. What findings / conclusions are presented? What are the implications of these findings / conclusions?
- f. Describe any examples of bias or faulty reasoning / methods used by the author(s). That is, are there any questionable arguments/methods used by the authors that may have affected the findings / conclusions?
- g. What, if any, changes might be made to improve future related research?

For Datasets:

- a. What is it that these data propose to measure?
- b. What conceptualization underlies the measurement scheme?
- c. What is the measurement scheme?
- d. What alternative measures of the same concept exist? How are they better/worse than these data?
- e. For what countries/years are these data available?
- f. What stories do the data tell about human security?
- g. Who uses these data?

If you are like me and have a finite memory, you will find it helpful to write notes in the margins of your readings or elsewhere. These notes might be reactions to ideas from the reading, or questions that arose from doing the reading. This way, during class you’ll have some material at your fingertips that you can discuss.

Your Participation Grade

You will be graded on both the level and quality of your participation. Here’s how:

- (A) Each time you speak in class, either voluntarily or in response to a prompt by me or discussion leader(s), I will note this on a spreadsheet. Each particular piece of participation will be graded on the following ordinal scale:

- 3 = You showed you did the reading and could critically analyze it, resulting in a statement or question demonstrating masterful comprehension and/or idea synthesis.
- 2 = You showed you did the reading and thought about it.
- 1 = Well, you said *something* somehow related to the topic and/or reading.
- 0 = You merely repeated something that’s already been said, made an off-topic comment, made a comment I couldn’t understand or to which I could not attach meaning or significance, or the like...

This will result in a participation grade for the semester that combines quality of participation with quantity of participation.

SEMESTER SCHEDULE

Human Security: Concept & Aggregate Measurement

Discussion-Leader Assignments Made

- Chandler, David. 2008. "Review Essay: Human Security: The Dog That Didn't Bark." *Security Dialogue* 39.4: 427-438. [HuskyCT]
- Christie, Ryerson. 2011. "Critical Voices and Human Security: To Endure, To Engage or to Critique?" *Security Dialogue* 41.2: 169-190. [HuskyCT]
- Hasegawa, Yuka. 2007. "Is a Human Security Approach Possible? Compatibility between the Strategies of Protection and Empowerment." *Journal of Refugee Studies* 20.1: 1-20 [HuskyCT]
- King, Gary, and Christopher L. Murray. 2001. "Rethinking Human Security" *Political Science Quarterly* 116.4: 585-610. [HuskyCT]
- MacFarlane, S. Neil and Yuen Foong Khong. 2006. *Human Security and the UN: A Critical History*. Bloomington, IN: Indiana University Press.
- Martin, Mary and Taylor Owen. 2008. "The Second Generation of Human Security: Lessons from the UN and EU Experience." *International Affairs* 86.1: 211-224. [HuskyCT]
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- Owen, Taylor. 2003. "Measuring Human Security: Overcoming the Paradox" *Human Security Bulletin*. 2.3.
http://www.prio.no/sptrans/1122703263/file44641_human_security_mapping.pdf
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 [Overview, Chpts1 & 2]

Basic Measurement Primer

Country-List Due

- Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95.3: 529-546. [HuskyCT]
- Guttman, Louis. 1944. "A Basis for Scaling Qualitative Data." *American Sociological Review* 9.2: 139-150. [HuskyCT]
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- Meijer, Rob R., and Sebie J. Oosterloo. 2008. "A Note on Measurement Scales and Statistical Testing." *Measurement: Interdisciplinary Research & Perspective* 6.3: 198-204. [HuskyCT]
- Ravallion, Martin. 2003. "The Debate on Globalization, Poverty and Inequality: Why Measurement Matters." *International Affairs* 79.4: 739-753. [HuskyCT]
- Van Schuur, Wijbrandt H. 2003. "Mokken Scale Analysis: Between the Guttman Scale and Parametric Item Response Theory." *Political Analysis* 11.2: 139-163. [Husky CT]

Human Development: Concept & Measurement

- Bardhan, Kalpana and Stephan Klasen. 1999. "UNDP's Gender-Related Indices: A Critical Review." *World Development* 27.6: 985-1010. [HuskyCT]
- Beteta, Hanny Cueva. 2006. "What is Missing in Measures of Women's Empowerment?" *Journal of Human Development* 7.2: 221-241. [HuskyCT]
- Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2009. "An Index of Economic and Social Rights Fulfillment: Concept and Methodology." *Journal of Human Rights* 8.3: 195-221. [HuskyCT]
- Permaneyer, Iñaki. 2010. "The Measurement of Multidimensional Gender Inequality: Continuing the Debate." *Social Indicators Research* 95.2: 181-198. [HuskyCT]
- Stiglitz, Joseph E., Amartya Sen, and Jean-Paul Fitoussi. 2010. *Mismeasuring Our Lives: Why GDP Doesn't Add Up*. New York: The New Press.
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- United Nations Development Programme. 2011. "The Gender Inequality Index" <http://hdr.undp.org/en/statistics/gii/>
- United Nations Development Programme. 2011. "The Human Development Index" <http://hdr.undp.org/en/statistics/hdi/>
- United Nations Development Programme. 2011. "The Multidimensional Poverty Index" <http://hdr.undp.org/en/statistics/mpi/>

Human Rights: Concept & Measurement

- Caprioli, Mary, Valerie M. Hudson, Rose McDermott, Bonnie Ballif-Spanvill, Chad F. Emmett, and S. Matthew Stearmer. 2009. "The WomanStats Project Database: Advancing an Empirical Research Agenda." *Journal of Peace Research* 46.6: 839-851. [HuskyCT]
- Cingranelli, David L., and David L. Richards. 1999. "Measuring the Pattern, Level, and Sequence of Government Respect for Human Rights" *International Studies Quarterly* 43.4: 407-417. [HuskyCT]
- Cingranelli, David L. and David L. Richards. 2010. "The Cingranelli and Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32.2: 401-424. [HuskyCT]
- Clark, Ann Marie, and Kathryn Sikkink. 2011. "Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures?" Author's Draft. [HuskyCT]
- Conrad, Courtenay R., Jillienne Haglund, and Will H. Moore. 2011. "Amnesty International's Torture Allegations: Introducing the Ill-Treatment and Torture (ITT) Country-Year Data." Author's Draft http://www.politicalscience.uncc.edu/cconra16/UNCC/Publications_files/ConHagMoolS A08Mar11.pdf
- Hafner-Burton, Emilie M. and James Ron. 2009. "Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes." *World Politics* 61.2: 360-401. [HuskyCT]
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Violence Against Women

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- Erdbrink, Thomas. 2008. "Woman Blinded by Spurned Man Invokes Islamic Retribution." *The Washington Post*. December 14.
<http://www.washingtonpost.com/wp-dyn/content/article/2008/12/13/AR2008121302147.html>
- Kristof, Nicholas D. and Sheryl WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage.
- Lodhia, Sharmila. 2010. "Constructing an Imperfect Citizen-Subject: Globalization, National "Security," and Violence Against South Asian Women." *Women's Studies Quarterly* 38.1-2: 161-177. [HuskyCT]
- Richards, David L. and Jillienne Haglund. 2011. *Domestic Legal Guarantees Relating to Violence Against Women, 2007-2010*. [HuskyCT]
- United Nations Women. 2011. "Progress of the World's Women, 2011."
<http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>
- Worth, Robert F. 2010. "Crime (Sex) and Punishment (Stoning)." *The New York Times*. August 21.
<http://www.nytimes.com/2010/08/22/weekinreview/22worth.html>

Sex Trafficking

- Amar, Paul. 2009. "Operation Princess in Rio de Janeiro: Policing 'Sex Trafficking', Strengthening Worker Citizenship, and the Urban Geopolitics of Security in Brazil." *Security Dialogue* 40.4-5: 513-541. [HuskyCT]
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Food

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Water

- Ahlers, Rhodante. 2010. "Fixing and Nixing: The Politics of Water Privatization." *Review of Radical Political Economics* 42.2: 213-230. [HuskyCT]
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<http://www.fda.gov/Safety/Recalls/ucm254580.htm>

Climate Change and National Security

- Brown, Oli, and Robert McLeman. 2009. "A Recurring Anarchy? The Emergence of Climate Change as a Threat to International Peace and Security." *Conflict, Security & Development* 9.3: 289-305. [HuskyCT]
- Busby, Joshua W. 2008. "Who Cares About the Weather? Climate Change and U.S. National Security." *Security Studies* 17.3: 468-504. [HuskyCT]
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International Policymaking: Foreign Aid

- Aning, K. 2007. "Security, the War on Terror and Official Development Assistance." Kofi Annan International Peacekeeping Training Centre, Accra, Ghana
http://www.nsi-ins.ca/english/pdf/Theme_Paper_Three.pdf
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- Mawdsley, Emma. 2007. "The Millennium Challenge Account: Neo-Liberalism, Poverty and Security." *Review of International Political Economy* 14.3: 487-509. [HuskyCT]
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- Yiagadeesen, Samy. 2010. "China's Aid Policies in Africa: Opportunities and Challenges." *The Round Table* 99.406: 75-90. [HuskyCT]

Class Project Workshop Sessions I & II

Twice during the semester, I give you class time to meet with me and with others *to work on the project*.

Meeting One: *At this point, all or most all of your data should be gathered, and you should be starting to figure out what you are going to do with it.* This in-class session is a great time for me to help you with this. The more-prepared you come into this session, the more you will get out of it. I am not going to double-check to see if everyone has his/her data, but from experience with similar projects, I can tell you that if you do not have all or most all of your data collected by this point, you are dangerously behind in your work.

Meeting Two: *At this point you should be making the finishing touches on your report and beginning to assemble your presentation for the following week.* Since editors and project managers will likely be especially in the weeds at this point, it should probably fall on others to begin planning and creating the presentation. Don't do the final presentation as an afterthought – it's important that it allow everyone to process all the semester's materials towards the end of coming to some kind of conclusion about human security: conceptually, operationally, and politically. Thus, plan well ahead.

Class Presentation of Report

Final Report and Spreadsheet Due to Instructor

CLASS RULES:**Lateness**

Habitual lateness to class is ***tremendously rude***; it is unprofessional and disrespectful of other students and of the professor. Habitual lateness to class is disruptive. The instructor reserves the right to penalize habitual lateness via deduction of points from exam grades.

Phones / Other Electronic Devices:

- You do not have permission to record ANY sounds or images from/during class.
- Turn off the ringer of your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class -- once in a while, everyone (*including the professor*) forgets to turn off his/her phone. So, if your phone rings in class, *please have the decency to turn it off and not let it ring* and ring until the caller hangs up or voicemail kicks in.
- Chronic cases of disruption via electronic devices will be referred to the Office of Student Services & Advocacy.
- You MAY use a laptop during lectures
 - *You MAY NOT use laptops during video/film showings*, as the backlighting is distracting to other students.
 - If the professor feels too much laptop activity is being devoted to non-course activities (e.g., texting, Facebook, Youtube, etc), permission to use laptops will be revoked.
- Use of earbuds/earphones is prohibited.
- NO electronic devices of any kind are to be powered up or on during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be visible during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using any kind of electronic device during an exam, you will automatically receive a zero on the exam.

E-Mail:

Notices, important dates, reading changes, and the like will be announced via e-mail. You are responsible for checking your UCONN e-mail every day, especially before classes.

Communicating With & Making Appointments With Yours Truly

As those of you who have previously taken me for a course already know, e-mail is the single-best way to reach me. Make sure to use ADVAPP to make appointments.

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death- associated excuses. ***There are NO exceptions to the makeup exam rule.*** For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc, cannot be made up.

Assignment Lateness and Incompletes:

Assignments are due at the beginning of the assigned class period. The ONLY exception is for those with a documented medical excuse or documented direct family member's death. University-sanctioned events and activities are planned in advance and, accordingly, do not qualify as valid justifications for late work. For example, excuses such as "I couldn't get my file off the library computer", "I overslept," "The printer broke," "I ran out of toner," "The computer crashed", or any other, will not be accepted. Late penalties begin accruing immediately after I have collected papers from all those in attendance at the beginning of class, rounded up to the hour, at a penalty of 2 points per hour.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

SAMPLE PEER-ASSESSMENT FORM

Your Name: _____

Name of Partner Being Evaluated: _____

Role in Project on Which Assessment is Based: _____

(1) For each of the below, give your partner a score according to the following scheme:

4 = Excellent

3 = Good

2 = Fair

1 = Poor

0 = Nonexistent / Absent

Responsiveness: _____

Initiative: _____

Responsibility: _____

Collegiality: _____

TOTAL: _____

(2) In a few sentences, comment on reasons behind the scores in the previous section.

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: October 2, 2013
2. Department: Journalism
3. Nature of Proposed Change: Add as General Education Requirement.
4. Current Catalog Copy:
1002 The Press in America
(102) Either semester. Three Credits

The development of American print journalism from 18th Century print shops to 21st century corporations; how journalists and their work have evolved and influenced American life.

5. Proposed Catalog Copy:
1002 The Press in America
(102) Either semester. Three Credits

The development of American print journalism from 18th Century print shops to 21st century corporations; how journalists and their work have evolved and influenced American life. CA1.

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

Justification

1. Reasons for changing this course: This course was formerly a general education requirement and through an oversight was not added when the gen eds were revised.
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: Avery Point
6. Staffing:Unchanged
7. Dates approved by:
Department Curriculum Committee: Oct. 2, 2013
Department Faculty: Oct. 2, 2013
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Wyss 486-3030 robert.wyss@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September xx, 2013

1. Date: October 1, 2013
2. Department or Program: COGS
3. Title of Major: Cognitive Science
4. 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.)
5. Nature of change: 1. Limit transfer credits to six. 2. Disallow courses passed with a D from plan of study. 3. Fix typos regarding W's and omission of PSYC 3253.

Existing Catalog Description of Major

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250; PSYC 2501

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2300W, 2500, 3500^a, 3502^a, 3802; LING 3310Q^a, 3410Q^a, 3511Q^a; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 3200, 3250, CSE 3500^a, 3502^a, 4095; LING 3310Q^a, 3410Q^a, 3511Q^a, 3610W; PHIL 2210, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470^b, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

Electives (3-6 credits)

One or two^b additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

^a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q and 3511Q. In this event, two electives are required.

^b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

A minor in Cognitive Science is described in the Minors section.

Proposed Catalog Description of Major

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

CSE 2300W, 2500, 3500^a, 3502^a, 3802; LING 3310Q^a, 3410Q^a, 3511Q^a; MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412; PHIL 2211Q, 3214

Advanced courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 3200, 3250, CSE 3500^a, 3502^a, 4095; LING 3310Q^a, 3410Q^a, 3511Q^a, 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470^b, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

Electives (3- 6 credits)

One or two^b additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

^a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q and 3511Q. In this event, two electives are required.

^b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

A minor in Cognitive Science is described in the Minors section.

Justification

1. Reasons for changing the major:

On the basis of some recent cases, the COGS steering committee decided that the major needed tighter standards concerning grades and transfer courses. The committee does not consider D's adequate.

2. Effects on students: The change will raise standards for COGS majors.

3. Effects on other departments: None. PSYC approved the addition of 3252 in 2009. It was removed accidentally in a subsequent catalog change.

4. Effects on regional campuses: None

5. Dates approved by

Department Curriculum Committee: April 26, 2013

Department Faculty: April 26, 2013

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

Jon Gajewski

Plan of Study

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September xx, 2013

1. Date: October 1, 2013
2. Department or Program: COGS
3. Title of Minor: Cognitive Science
4. 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.)
5. Nature of change: 1. Change limit on courses from an individual department from six credits to two courses. 2. Fix typos concerning W's.

Existing Catalog Description of Minor

Cognitive Science

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

- A. *Cognition*: ANTH 3250; CSE 4705; PHIL 3247/W, 3250/W; PSYC 2500, 2501
- B. *Language*: ANTH 3002 or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500
- C. *Perception*: PHIL 3256/W; PSYC 3501, 3502
- D. *Development*: PSYC 2400; PSYC 3470/W or SLHS 2204; SLHS 4254/W
- E. *Neuroscience*: PHIL 3249/W; PNB 3251; PSYC 2200; SLHS 4245W
- F. *Formal Systems*: CSE 2500, 3502; LING 3310Q, 3410Q, 3511Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. Jon Gajewski, Director of Undergraduate Studies in Cognitive Science, Oak Hall, Room 351.

Proposed Catalog Description of Minor

Cognitive Science

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than **two courses** may be counted from any one department.

1. *Cognition*: ANTH 3250; CSE 4705; PHIL 3247/W, 3250/W; PSYC 2500, 2501
2. *Language*: ANTH 3002 or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500
3. *Perception*: PHIL 3256/W; PSYC 3501, 3502
4. *Development*: PSYC 2400; PSYC 3470/W or SLHS 2204; SLHS 4254/W
5. *Neuroscience*: PHIL 3249/W; PNB 3251; PSYC 2200; SLHS 4245/W
6. *Formal Systems*: CSE 2500, 3502; LING 3310Q, 3410Q, 3511Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. Jon Gajewski, Director of Undergraduate Studies in Cognitive Science, Oak Hall, Room 351.

Justification

1. Reasons for changing the minor: SLHS changed some of its courses on this list to four credits. Students were being denied minors because they had taken seven credits in SLHS.
2. Effects on students: Will help more students to obtain the minor.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. Dates approved by
Department Curriculum Committee: April 26, 2013
Department Faculty: April 26, 2013
6. Name, Phone Number, and e-mail address of principal contact person:

Jon Gajewski

Plan of Study

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

A. Near the top of the form:

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

B. At the bottom of the form:

Name of Student: _____

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 10/8/2013
2. Department requesting this course: Institute for African American Studies
3. Semester and year in which course will be first offered: Spring 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!

AFAM 3898. Variable Topics

Three credits. With a change of topic, may be repeated for credit. Prerequisites and recommended preparation vary.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): AFAM
2. [Course Number](#): 3898
3. Course Title: Variable Topics
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry): Three credits. With a change of topic, may be repeated for credit. Prerequisites and recommended preparation vary

Optional Items

6. [Pattern of instruction](#), if not standard:
7. [Prerequisites](#), if applicable: N/A
 - a. [Consent of Instructor](#), if applicable: N/A
 - b. [Open to sophomores/juniors or higher](#): N/A
8. [Recommended Preparation](#), if applicable: N/A
9. [Exclusions](#), if applicable: N/A
10. [Repetition for credit](#), if applicable: Yes
11. [Skill codes](#) "W", "Q" or "C": no
12. University General Education Content Area, if any:
If Content Area 1, CLAS areas A-E:
13. [S/U grading](#): no

Justification

1. [Reasons for adding this course](#): African American Studies does not have a variable topics course in their catalog of courses

2. **Academic merit:** A variable topic course would provide professors and visiting fellows to instruct students on various topics involving the African Diaspora.
3. **Overlapping courses:** N/A
4. Number of students expected: 15-30
5. Number and size of sections: Varying by courses offered by instructor
6. **Effects on other departments:** This will have no effect on other departments.
7. Effects on regional campuses: The course will not have an effect on the regional campuses.
8. **Staffing:** Institute for African American Studies faculty, visiting fellows and professors.
9. **Dates approved** by
Department Curriculum Committee: 10/8/13
Department Faculty: 10/8/2013
10. Name, Phone Number, and e-mail address of principal contact person: William Jelani Cobb 860-486-3630 william.cobb@uconn.edu / Amanda Cannada 860-486-3630, Amanda.cannada@uconn.edu

Syllabus

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

A syllabus is not applicable due to the nature of the description of the course.

HIST 3995 Special Topics: Cultural History of the Ocean
Professor Helen M. Rozwadowski
Spring 2014

Class hours: MW 8:00-9:15 a.m.
Location: Avery Point, ACD Room ____
Office hours: ____
Office: ACD, Room 101-D
Email: helen.rozwadowski@uconn.edu
Phone: (860) 405 9120

Catalog description:

Cultural and environmental history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans.

Informed by environmental history and cultural history, the course

- establishes human connections with the ocean from prehistory to the present;
- explores how industrialization and modernization dramatically expanded use of oceanic space and resources in step with globalization; and
- reflects on how knowledge and use of the sea has contributed to the mutual influence of people on oceans and oceans on people.

This course has three threads that are interwoven through the topics covered throughout the semester.

The first thread, "A Long Story," establishes that the story of the human relationship with the sea dates back to evolutionary time, reflecting recent scholarship that finds evidence of human reliance on the sea for food and engagement in long-distance voyaging for global migrations since the emergence of *Homo sapiens*. Since prehistoric times, people have used the ocean not only for transportation and food resources, but also as a source of myth and culture. Use of the sea promoted relationships between groups of people along coasts and across seas, establishing patterns of movement and goods that affected not only coastal people but those far inland as well. People reshaped marine environments since they began using resources from the seas. Experience of voyaging has inspired art and literature, but even inland peoples have felt connections to the sea. The take-home message of this thread is that people have been deeply involved, both physically and culturally, with oceans for millennia.

The second thread, "Tightening the Connection," chronicles the deepening interrelationship between people and oceans over time, exploring the changes wrought by initially by trade, and later on a dramatically greater scale by industrialization and modernization, which have increased the pace and intensity of the human relationship with the ocean. This segment includes study of fisheries and an understanding of how the oceans were known through work and, later, also through play. Industrial-scale use of natural resources had similar impacts on sea as on land, but these impacts were generally not as easily recognized or acknowledged. The economic and political importance of ocean resources and other uses of the oceans rendered the sea an important site for global geopolitics. The take-home message of this thread is that

connections between people and oceans have tightened over time and extend to every aspect of our lives and our globe.

The third thread, "Knowing the Ocean," analyzes how people have gained knowledge about the ocean and employed technology to mediate their use of the ocean and its resources. Knowledge has helped people exploit marine resources, control ocean space, extend imperial or national power, and attempt to refashion the sea into a more tractable place. That knowledge has derived not only from modern science but equally from other kinds of experience with the sea, such as prehistoric navigation techniques, knowledge of offshore banks gained by fishermen, or explorations of recreational scuba divers. The Scientific Revolution and Enlightenment, among their myriad effects, forged a link between the ocean and modern science that has not been adequately recognized by historians. The first government-funded science in western nations centered around navigation and charting. Since the late 18th century, science has continued to be a powerful agent in mediating the human relationship with the ocean. At the same time, knowledge of the sea also continues to be expressed and explored through the arts, through imagination and, importantly, through desire.

Academic Integrity

As a student at the University of Connecticut, you act in accordance with its guidelines for academic integrity, available at <http://www.dosa.uconn.edu> under the Office of Student Services and Advocacy. Cheating, plagiarizing, or otherwise taking credit for work not your own constitutes academic misconduct, and in this class I will prosecute it with consequences that include, but are not limited to, a zero on the assignment or failure in the course. If you have any questions about whether a particular behavior constitutes cheating, please come see me or one of the tutoring or administrative staff in the Academic Center.

Requirements

30%	Class Participation, including Discussion, Quizzes, In-class work, and occasional one-page written responses
20%	Midterm Exam
30%	Essays, 4 -- based on course readings (lowest grade dropped but you must do all 4)
20%	Final Exam

Grade conversions are as follows:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and lower

Students with disabilities:

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Student Services Director, Trudy Flanery, as soon as possible.

For help with technical and computer-related issues, including HuskyCT, see:

http://averypoint.uconn.edu/Learning_Commons.htm

Week 1*Introduction/Overview*

Activity: Brainstorming session to explore the many uses that people make of the sea, including its surface and depths, its living and non-living resources.

Natural history of the ocean

Reading:

Callum Roberts, chapter 1, "Four and a Half Billion Years," in *The Ocean of Life: The Fate of Man and the Sea* (Penguin Books, 2013), 11-26 (15 pp).

Week 2*Prehistoric voyaging: Island of Flores (Indonesia) case study*

Reading:

F. Aziz, et al. "Archaeological and paleontological research in central Flores, east Indonesia: results of fieldwork 1997-98." *Antiquity* 73.280 (1999): 273. *Academic OneFile*. Web. 2 July 2012 Brumm et al *Nature* 2010.

M. J. Morwood, et al., "Further Evidence for Small-Bodied Hominins from the Late Pleistocene of Flores, Indonesia," *Nature* 437(13 October 2005): 1012-1017 (5 pp).

Brown et al *Nature* 2004.

Daniel E. Lieberman, "Further Fossil Finds from Flores," *Nature* 437(13 October 2005): 957-958 (2 pp).

Excerpts from Jon M. Erlandson, "The Archaeology of Aquatic Adaptations: Paradigms for a New Millenium," *Journal of Archaeological Research* 9(4)(December 2001): 287-350 (83 pp).

Prehistoric use of marine resources: Mossel Bay, South Africa, and Channel Islands, California case studies

Reading:

John Noble Wilford, "Key Human Traits Tied to Shellfish Remains," *The New York Times*, Oct. 18, 2007.

Curtis W. Marean, et al., "Early Human Use of Marine Resources and Pigment in South Africa During the Middle Pleistocene," *Nature* 449(18 Octoer 2007): 905-908 (3 pp).

Jon M. Erlandson and Torbin C. Rick, "Archaeology Meets Marine Ecology: The Antiquity of Maritime Cultures and Human Impacts on Marine Fisheries and Ecosystems," *Annu. Rev. Mar. Sci.* (2010)(2): 231-251 (20 pp).

Week 3*Kelp Highway*

Reading:

Jon M. Erlandson, et al., "The Kelp Highway Hypothesis: Marine Ecology, the Coastal Migration Theory, and the Peopling of the Americas," *Journal of Island and Coastal Archaeology* 2(2007): 161-174 (13 pp).

John R. Gillis, chapter 2, "Coasts of the Ancient Mariner," in *The Human Shore: Seacoasts in History* (University of Chicago Press, 2012), 39-67 (28pp)

Early Human Impacts on Oceans?

Reading:

Callum Roberts, chapter 5, "Plunder of the Caribbean," in *The Unnatural History of the Sea* (Island Press/Shearwater Books, 2007), 57-69.

Debra G. Corbett, et al., chapter 3, "Aleut Hunters, Sea Otters, and Sea Cows: Three Thousand Years of Interactions in the Western Aleutian Islands, Alaska," *Human Impacts on Ancient Marine Ecosystems: A Global Perspective*, ed. by Torben C. Rick and Jon M. Erlandson (University of California Press, 2008), 43-76 (33 pp).

Week 4

Prehistoric Navigation and Oceania

Reading:

Thomas Gladwin, chapter 2, "The Way of the Voyager," in *East is a Big Bird: Navigation and Logic on Puluwat Atoll* (Harvard University Press, 1970), 33-64 (31 pp).

Paul Rainbird, chapter 5, "Oceania: Pohnpei and the Eastern Carolines," *The Archaeology of Islands* (Cambridge University Press, 2007), 90-113 (23 pp).

Different Seas

Reading:

John Mack, chapter 1, "Different Seas?" in *The Sea: A Cultural History* (Reaktion Books, 2011), 36-71 (35pp).

Philip E. Steinberg, chapter, "Ocean Space in Non-Modern Societies," in *The Social Construction of the Ocean* (Cambridge University Press, 2001), 39-67 (28 pp).

Week 5

European Discovery of the Sea in the 15th and 16th centuries

Reading:

J.H. Parry, chapter 2, "Finding the Way at Sea," in *The Discovery of the Sea* (University of California Press, 1974, 1981), 24-41 (17pp).

John R. Gillis, chapter 3, "Islands as Mental Stepping Stones in the Age of Discovery," in *Islands of the Mind: How the Human Imagination Created the Atlantic World* (Palgrave Macmillan, 2004), 45-64 (19pp).

Midterm Exam

Week 6

Imperialism, Freedom of the Seas, and Knowledge of the Ocean

Reading:

Michael Reidy & Helen M. Rozwadowski, "The Spaces In-Between: Science, Ocean and Empire," [forthcoming in *Isis*, spring 2014]
Chandra Mukerji, chapter 2, "The Development of State Interest in Science in the 19th Century," in *A Fragile Power: Scientists and the State* (Princeton University Press, 1990), 22-38 (16pp).

Pacific World

Reading:

David Igler, chapter 4, "The Great Hunt," in *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush* (Oxford University Press, 2013), 99-128 (29pp).
David L. Howell "Foreign Encounters and Informal Diplomacy in Early Modern Japan [forthcoming in summer 2014 in *Journal of Japanese Studies*; used with permission of author].
Matt Matsuda, chapter 1, "Civilization without a Center," in *Pacific Worlds: A History of Seas, Peoples and Cultures* (Cambridge University Press, 2012), 9-22 (13pp).

Week 7

Submarine Telegraphy and the Discovery of the Depths

Reading:

Helen Rozwadowski, "Technology and Ocean-scape: Defining the deep sea in the mid nineteenth century," *History and Technology* 17(2001): 217-247 (30pp).
Sabine Höhler, "Depth Records and Ocean Volumes: Ocean Profiling by Sounding Technology, 1850-1930," *History and Technology: An International Journal* 18(2)(2002):119-154 (35 pp).
Excerpts from John Gordon Steele, *A Thread Across the Ocean: The Heroic Story of the Transatlantic Cable* (Walter & Company, 2002).

Industrialization of Fisheries

Reading:

Jeffery Bolster, chapter 6, "An Avalanche of Cheap Fish," in *The Mortal Sea: Fishing the Atlantic in the Age of Sail* (Belknap Press of Harvard University Press, 2012), 223-264 (41pp).
Glenn M. Grasso, "What Appeared Limitless Plenty: The Rise and Fall of the Nineteenth-Century Atlantic Halibut Fishery," *Environmental History* 13(January 2008): 66-91 (25 pp).

Week 8

Monsters in the Sea

Reading:

Richard Ellis, chapter, "Sea Serpents," in *Monsters of the Sea: The History, Natural History, and Mythology of the Oceans' Most Fantastic Creatures* (Alfred A. Knopf, 1994), 37-74 (37 pp).
Michael Capuzzo, *Close to Shore: A True Story of Terror in an Age of Innocence* (New York: Broadway Books, 2001), 68-98(30 pp).
Excerpts from Wayne Soini, *Gloucester's Sea Serpent* (Charleston & London: The History Press, 2010).

Domesticating the Ocean

Reading:

Bernd Brunner, chapter, "A Strong Intensive Desire," *The Ocean at Home: An Illustrated History of the Aquarium* (New York: Princeton Architectural Press, 2003; first published in English in 2005), 38-58 (20 pp).

Trevor Norton, chapter, "The Man With the Amazing Tube: John Ernest Williamson, 1881-1966," in *Stars Beneath the Sea: The Pioneers of Diving* (New York: Carroll & Graf Publishers, Inc., 1999), 176-197 (21 pp).

Gregg Mitman, chapter 7, "A Ringside Seat in the Making of a Pet Star," *Reel Nature: America's Romance with Wildlife on Film* (University of Washington Press, 2nd ed., 2009), 157-179 (22 pp).

Week 9

20th century Whaling and Guano Industries

Reading:

Kurkpatrick Dorsey, chapter 3 on world war and world's whales, *Whales & Nations: Environmental Diplomacy on the High Seas* (University of Washington Press, forthcoming November 2013).

Cushman, Gregory T. "The most valuable birds in the world': International Conservation Science and the Revival of Peru's Guano Industry, 1909-1965." *Environmental History* 10(3)(2005): 477-509 (32 pp).

World War and Oceans

Reading:

Kathleen Broome Williams, chapter 2, "Mary Sears, Oceanographer," in *Improbable Warriors: Women Scientists and the U.S. Navy in World War II* (U.S Naval Institute Press, 2001), 28-66 (38 pp).

Jacob Darwin Hamblin, "The Navy's 'Sophisticated' Pursuit of Science: Undersea Warfare, the Limits of Internationalism, and the Utility of Basic Research, 1945-1956," *Isis* 93:1 (2002): 1-27.

Ronald Rainger, "Science at the Crossroads: The Navy, Bikini Atoll, and American Oceanography in the 1940s," *Historical Studies in the Physical and Biological Sciences* 30(2) Military Patronage and the Geophysical Sciences in the United States (2000): 349-371 (22 pp).

Week 10

Cold War Ocean

Reading:

Jacob Darwin Hamblin, "Environmental Diplomacy in the Cold War: the Disposal of Radioactive Waste at Sea during the 1960s," *International History Review* 24:2 (2002), 348-375 (27 pp).

Gary Kroll, chapter 6, "Technophobia and Technophilia in the Oceanic Commons: Thor Heyerdahl and Jacques Cousteau during the American Cold War," in *America's Ocean Wilderness: A Cultural History of Twentieth Century Exploration* (University Press of Kansas, 2008), 152-188 (36 pp).

Role of Scientists and Consumers in Fisheries

Reading:

Carmel Finley, chapter 5, "Shaping Fisheries Science," in *All the Fish in the Sea: Maximum Sustainable Yield and the Failure of Fisheries Management* (University of Chicago Press, 2011), 82-99.

Andrew F. Smith, chapter 2, "Looks like Chicken," in *American Tuna: The Rise and Fall of an Improbable Food* (University of California Press, 2012), 26-45 (19pp).

Week 11

Undersea Frontier

Reading:

Michael S. Reidy, Gary Kroll and Erik M. Conway, chapter 7, "Human Exploration Under the Sea," in *Exploration and Science: Social Impact and Interaction* (ABC Clio, 2007), 189-217 (28pp).

Helen M. Rozwadowski, "Arthur C. Clarke and the Limitations of the Ocean as a Frontier," *Environmental History*, 17 (3)(2012): 578-602 (24 pp).

Brad Matsen, chapter 14, "World Without Sun," in *Jacques Cousteau: The Sea King* (New York: Pantheon Books, 2009), 160-168 (9 pp).

Offshore Oil and Inner Space

Joseph A. Pratt, Tyler Priest and Christopher Castaneda, chapter 8, "Inner Space Pioneer: Taylor Diving and Salvage," in *Offshore Pioneers*, pp. 137-157 (20 pp). UConn E-book.

Helen M. Rozwadowski, chapter 10, "Engineering, Imagination, and Industry: Scripps Island and Dreams for Ocean Science in the 1960s," in *The Machine in Neptune's Garden: Historical Perspectives on Technology and the Marine Environment* (Science History Publications/USA, 2004), 315-353 (38 pp).

Ben Hellwarth, chapter 10, "The Tiltin' Hilton," in *Sealab: America's Quest to Live and Work on the Ocean Floor* (Simon & Schuster, 2012), 124-135 (11 pp).

Week 12

Whales and the Environmental Movement

Excerpts from D. Graham Burnett, chapter 6, "Shots Across the Bow," in *Sounding of the Whale: Science and Cetaceans in the Twentieth Century* (University of Chicago Press, 2012), 517-646.

Frank Zelko, chapter 8, "The Reenchanted Whale," in *Make it a Green Peace!: The Rise of Countercultural Environmentalism* (Oxford University Press, 2013), 181-194 (13 pp).

Women and (Science of) the Sea

Reading:

Kathleen Crane, chapter 7, "The First Search," in *Sea Legs: Tales of a Woman Oceanographer* (Westview Press, 2003), 59-70 (11 pp).

Excerpt from Cindy Van Dover, *The Octopus's Garden: Hydrothermal Vents and other Mysteries of the Deep Sea* (Helix Books, 1996). Or Phil Trupp, chapter 7, "Brave Hearts," in *Sea of Dreamers: Travels with Famous Ocean Explorers* (Fulrum Publishing, 1998), 131-187 (or 131-163 for just Van Dover).

Naomi Oreskes, "*Laissez-tomber: Military Patronage and Women's Work in Mid-20th-century Oceanography.*" *Historical Studies of the Physical Sciences* 30(2)(2000): 373-392 (19 pp).

Week 13

Shifting Baselines

Reading:

Daniel Pauly, "Anecdotes and Shifting Baselines Syndrome of Fisheries," *Trends Ecol. Evol.* 10(1995): 430.

Carl Safina, chapter 2, "A Shoreline Remembrance," in *Shifting Baselines: The Past and Future of Ocean Fisheries* (Island Press, 2011), 13-20 (8 pp).

Farley Mowat, chapter 11, "King Cod and the Regal Salmon," in *Sea of Slaughter* (Mariner Books, 1996), 151-170 (19 pp), or Colin Woodard, chapter 3, "Run on the Banks," in *Ocean's End: Travels Through Endangered Seas* (Basic Books, 2000), 56-95 (39 pp).

The Whole Ocean and All Its Parts

Reading:

Juliet Eilperin, chapter 8, "Fish Fight," in *Demon Fish: Travels Through the Hidden World of Sharks* (Anchor, 2012), 202-223 (21 pp).

Carl Safina, "Epilogue," in *Song for the Blue Ocean: Encounters Along the World's Coasts and Beneath the Seas* (New York: Henry Holt and Company, 1997), 435-440 (6 pp).

Week 14

Alien Ocean

Reading:

Stefan Helmreich, chapter 7, "Extraterrestrial Seas: Astrobiology and the Nature of Alien Life," in *Alien Ocean: Anthropological Voyages in Microbial Seas* (University of California Press, 2009), 250-284 (34 pp).

The Sea Without Us?

Reading:

Alan Weisman, chapter 19, "The Sea Cradle," in *The World Without Us* (New York: Picador, 2007), 328-344 (16pp).

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

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

Last revised: September xx, 2013

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

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

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

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

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

1. Date of this proposal: September 25, 2013
2. Semester and year this xx95 course will be offered: Spring 2014
3. Department: History
4. Course number and title proposed: HIST 3995 Cultural History of the Ocean
5. Number of Credits: 3
6. Instructor: Helen Rozwadowski

7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. Is this a (X) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?
10. Short description:
Cultural and environmental history of the ocean from prehistory to the present.
Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans.
11. Please attach a sample/draft syllabus to first-time proposals. Attached.
12. Comments, if comment is called for:
13. Dates approved by:
Department Curriculum Committee: September 30, 2013
Department Faculty: October 7, 2013
14. Name, Phone Number, and e-mail address of principal contact person:
Micki McElya, Micki.mcelya@uconnn.edu, x6-2085

Supporting Documents

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