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: 9/12/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change enrollment and credit restrictions for MATH 2010 and MATH 2011
4. Current Catalog Copy:

2010Q-2011Q. Fundamentals of Algebra and Geometry
(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Not open for credit to students who have passed MATH 2110, 2410, 220, 2130, or 2143. May not be counted in any of the major groups described in the Mathematics Departmental listing.
The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for students in elementary education, specifically those in pre-teaching elementary and in the Neag School of Education.

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

2010Q-2011Q. Fundamentals of Algebra and Geometry
(247Q-248Q) Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics. Open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.
The development of the number system with applications to elementary number theory and analytic geometry. This course is intended only for elementary education majors in the Neag School of Education.

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 change in enrollment restriction will prevent students in other programs to enroll in these courses. These courses are designed for

future elementary teachers and, as such, they do not address the mathematical needs of other majors. The change in credit restrictions will allow elementary education majors to get credit for these (now, Neag required) courses even if they have taken higher level mathematics courses. Change in description is made to avoid redundancy.
2. Effect on Department's Curriculum:
3. Other Departments Consulted (see Note N): Curriculum and Instruction
4. Effects on Other Departments: Elementary education majors will be able to fulfill their mathematics course requirements
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: Sept. 6, 2013
   Department Faculty: Dec. 10, 2013
8. Name, Phone Number, and e-mail address of principal contact person:
   Alvaro Lozano-Robledo, (860)486-3850, alvaro.lozano-robledo@uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: December 2013
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

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

PSYC 5445. Neurobiology of Language: Typical and Atypical Cognition and Language Development
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PSYC
2. Course Number: 5445
3. Course Title: Neurobiology of Language: Typical and Atypical Cognition and Language Development
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):

Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

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

Optional Items
7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable: PSYC 5440 or COGS 5110 or COGS 5120 or COGS 5130 or COGS 5150 or SLHS 5348 or LING 5110.
Note: A total of 5 new COGS courses is anticipated.
9. Consent of Instructor, if applicable: Consent required only for undergraduates, or graduate students from departments other than LING, SLHS, or PSYC.
10. Exclusions, if applicable:
11. Repetition for credit, if applicable:
12. S/U grading:

Justification

1. Reasons for adding this course: No other graduate-level course exists that focuses on language development in both typically developing children and those with developmental or acquired language disorders. Unlike SLHS 5348, which focuses on assessment and intervention of language disorders, the current course targets the underlying genetic, neurobiological, linguistic, cognitive, social, and motor bases of these disorders, and what these reveal about the nature of language and the processes of language acquisition. This course has been taught as Special Topics in Developmental Psychology and we have now decided to convert it to a regular course.

2. Academic merit: The course will survey current research concerning the processes and products of language development in children with developmental or acquired language disorders, including but not restricted to autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Students will become familiar with the language delays & deficits of each disorder, with both established and innovative behavioral and neuroimaging methods for investigating the processes and organization of language in children with these disorders, and with the complexities of their (epi)genetics.

3. Overlapping courses: SLHS 5348 checked but deemed non-overlapping (see Justification). None in PSYC or LING
4. Number of students expected: 20
5. Number and size of sections: 1 section
6. Effects on other departments:

7. Staffing: Naigles, Eigsti (co-taught)
8. Dates approved by
   Department Curriculum Committee:
      Psychology, 12/4/13
   Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: Letitia Naigles, 6-4942, Letitia.naigles@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 Cross List Courses

Last revised: September 24, 2013

Please consult the Cross listing rules before completing this form.

1. Date: December 4, 2013
2. Department initiating this proposal: COGS
3. Effective Date (semester, year): Spring 2016

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

Current Catalog Copy/Copies

COGS 5140. Neurobiology of Language: Typical and Atypical Cognition and Language Development
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

PSYC 5445. Neurobiology of Language: Typical and Atypical Cognition and Language Development
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PSYC
2. Course Number: 5445
3. Course Title: Neurobiology of Language: Typical and Atypical Cognition and Language Development
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):

Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

Proposed Catalog Copy/Copies

COGS 5140. Neurobiology of Language: Typical and Atypical Cognition and Language Development
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.
Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language. Also offered as PSYC 5445.

PSYC 5445. Neurobiology of Language: Typical and Atypical Cognition and Language Development
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.
Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language. Also offered as COGS 5140.

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PSYC
2. Course Number: 5445
3. Course Title: Neurobiology of Language: Typical and Atypical Cognition and Language Development
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):

Survey of current research on language acquisition in developmentally delayed/atypical populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language. Also offered as COGS 5140.

Justification

1. Reasons for adding this course if it is new:
   No other graduate-level course exists that focuses on language development in both typically developing children and those with developmental or acquired language disorders. Unlike SLHS 5348, which focuses on assessment and intervention of language disorders, the current course targets the underlying genetic, neurobiological, linguistic, cognitive, social, and motor bases of these disorders, and what these reveal about the nature of language and the processes of language acquisition. This course has been taught as Special Topics in Developmental Psychology and we have now decided to convert it to a regular course.

2. Reasons for cross listing this course: As listed in the title, the course is relevant to both Cognitive Neuroscience (i.e., Neurobiology) and Psychology (i.e., Cognition and Language Development). The course is co-taught; at least one of the professors is from Psychology.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? __X_ Yes ___ No
4. Effects on other departments: Psychology is supportive of this course, and has approved the course as being cross-listed (CC&C meeting on Dec. 4, 2013).
5. Effects on regional campuses:
6. Staffing: Letitia Naigles and Inge-Marie Eigsti

Approvals

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

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

Cognitive Science
Psychology

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

Department or Program Curriculum Committee:
Psychology, December 4, 2013.

Cognitive Science, December 9, 2013
Department or Program Faculty:
Department or Program Head:

(Duplicate above, as needed)

2. Name, Phone Number, and e-mail address of principal contact person:
   Letitia Naigles, 6-4942, Letitia.naigles@uconn.edu

HUMAN RIGHTS AND NEW TECHNOLOGIES

University of Connecticut, Fall 2014
Professor Molly Land
HRTS [xxx]
[date, time, place]

Contact Information

Email: molly.land@law.uconn.edu
Telephone: 860-570-5257
Office Hours: XXXX

Course Description

This course will examine the role that new technologies (social media, mobile phones, Internet applications and platforms) are playing in the fulfillment, protection, and enforcement of international human rights. New technologies provide a vehicle for the enjoyment of certain rights, conduits for the exchange of information needed for the fulfillment of rights, and platforms for collecting information and engaging in advocacy around state accountability. Focusing on a series of case studies, the course will consider both the opportunities and risks presented by new technologies for human rights protection and enforcement. Although there are considerable benefits that can be realized through the deployment of new technologies toward human rights aims, there are also risks, not only privacy and security risks but also risks in the form of hate speech and discrimination online. Finally, the course will highlight some of the technical and legal innovations employed in the case studies selected to minimize the risks and maximize the opportunities provided by new technologies.

Course Goals

At the conclusion of the course, students should be able to:

- discuss some of the ways in which new technologies can enable the fulfillment, protection, and enforcement of international human rights;
- identify the features of new technologies that create both human rights risks and opportunities; and
- discuss some of the techniques being employed to minimize human rights risks (security, privacy, discrimination, etc.) and maximize human rights opportunities (service delivery, information gathering, etc.).

Required Course Materials

- HUMAN RIGHTS IN EDUCATION, SCIENCE AND CULTURE: LEGAL DEVELOPMENTS AND CHALLENGES (Yvonne Donders & Vladimir Volodin eds., 2007) (Donders)
- LAURENCE R. HELFER & GRAEME W. AUSTIN, HUMAN RIGHTS AND INTELLECTUAL PROPERTY: MAPPING THE GLOBAL INTERFACE (2011) (Helfer)
- additional documents posted on Blackboard ("BB")
- primary documents, available through any the following sources:

- University of Minnesota's Human Rights Library, http://www1.umn.edu/humanrts/
- a document supplement of your choice (e.g., 25+ Human Rights Documents available for download at http://tinyurl.com/kolcz58)

Course Requirements

- final exam
- class participation

Final Exam: [tbd]

Class Participation: In terms of participation in class discussion, I am looking for sustained and high-quality contributions over the course of the semester. I will largely rely on volunteers, although to facilitate participation from all, I reserve the right to call on students without notice. If you feel unprepared for a particular class, I would appreciate it if you would send me an e-mail or leave me a note to that effect before class begins.

Readings

You are responsible for all of the material on the syllabus, whether or not it is discussed in class, unless I instruct you otherwise. Reading assignments are subject to change and I may, from time to time, add material that is not on the syllabus. You should read all of the material that falls within the assigned pages, including any notes and questions. You should also read the relevant provisions of the primary documents referenced in the reading.

I. INTRODUCTION

Introduction
Helfer, Chapter 1.1
Chapters 10-12 in Minkler

Framing and Tools
Donders, Chapter 3
[readings on technologies, Clay Shirky?]

II. RIGHTS

Right to Science
Donders, Chapter 7

Right to Culture
Donders, Chapter 6

Authors' Rights
Helfer, Chapter 3

Freedom of Expression
World Bank Report
Helfer, Chapter 4
Land, Toward an International Law of the Internet

Right to Food
Helfer, Chapter 6

Right to Health
Helfer, Chapter 2

Right to Education
Donders, Chapter 5
Helfer, Chapter 5

III. CASE STUDIES

Mapping
participatory mapping
crisis mapping

Crowdsourcing
Kenyan elections

Social Media
Egypt networking

Mobile
Medic Mobile

IV. CONCLUSION

Wrap-Up

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

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

1. Date of this proposal: March 4, 2014

2. Semester and year this xx95 course will be offered: Fall 2014

3. Department: Human Rights Institute

4. Course number and Title proposed: HRTS 3295, "Human Rights and New Technologies"

5. Number of Credits: 3

6. Instructor: Molly Land

7. Instructor's position: Professor of Law and Human Rights

8. Has this topic been offered before? No If yes, when?

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

10. Short description: This course will examine the role that new technologies (social media, mobile phones, Internet applications and platforms) are playing in the fulfillment, protection, and enforcement of international human rights. New technologies provide a vehicle for the enjoyment of certain rights, conduits for the exchange of information needed for the fulfillment of rights, and platforms for collecting information and engaging in advocacy around state accountability. Focusing on a series of case studies, the course will consider both the opportunities and risks presented by new technologies for human rights protection and enforcement. Although there are considerable benefits that can be realized through the deployment of new technologies toward human rights aims, there are also risks, not only privacy and security risks but also risks in the form of hate speech and discrimination online. Finally, the course will highlight some of the technical and legal innovations employed in the case studies selected to minimize the risks and maximize the opportunities provided by new technologies.

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

12. Comments, if comment is called for:

DRAFT

13. Dates approved by (see Note Q): Department Curriculum Committee: 4 March 2014
Department Faculty: 4 March 2014

14. Name, Phone Number, and e-mail address of principal contact person:
Molly Land
860-570-5257
molly.land@uconn.edu

DRAFT

INTERNATIONAL HUMAN RIGHTS
University of Connecticut, Spring 2014
Professor Molly Land
HRTS 3298-001, AUST 434
T/Th 12:30-1:45 p.m.

Contact Information

Email: molly.land@law.uconn.edu
Telephone: 860-570-5257
Office Hours: Rowe 405, Th 2:00 p.m. – 3:30 p.m.

Course Description

This course will provide an overview of the mechanisms and issues relevant to human rights lawyering. We will examine the domestic, regional, and international forums that human rights advocates use to increase respect for international human rights and consider the advantages and disadvantages of each. The course will also address the roles, activities, and obligations of corporations and non-governmental organizations in the enforcement of human rights as well as specialized topics in the field, including truth commissions, humanitarian intervention, the right to a healthy environment, and the right to health.

Course Goals

At the conclusion of the course, students should be able to:
- evaluate the advantages and disadvantages of using different domestic, regional, and international human rights forums;
- understand the nature of state obligations under international human rights law;
- describe the way in which international law is incorporated into U.S. law and the pros and cons of relying on international law in a domestic context;
- think strategically about how to employ international, regional, and domestic institutions and actors in achieving greater protection of human rights.

Required Course Materials

- INTERNATIONAL HUMAN RIGHTS LAWYERING: CASES AND MATERIALS (Steinhardt et al. eds. 2009) ("CB")
- additional documents posted on Blackboard ("BB")
- primary documents, available through any the following sources:
  - University of Minnesota's Human Rights Library, http://www1.umn.edu/humanrts/
  - RALPH G. STEINHARDT ET AL., DOCUMENTS SUPPLEMENT TO INTERNATIONAL HUMAN RIGHTS LAWYERING, CASES AND MATERIALS (2009) (available at Bookstore)
  - another document supplement of your choice (e.g., 25+ Human Rights Documents available for download at http://tinyurl.com/kolcz58)

Optional Course Materials (also on reserve in the library)

- DAVID J. BEDERMAN, INTERNATIONAL LAW FRAMEWORKS (3d ed. 2010)
- INTERNATIONAL HUMAN RIGHTS IN A NUTSHELL (Buergenthal et al. eds., 4th ed. 2009)

Course Requirements

- final exam (75%)
- practicums (15%)
- class participation (10%)

Final Exam: Final examination essay questions will be provided at the conclusion of our final class on Thursday, May 1, 2014 and made available on BB at the same time. Typed essay answers must be turned in to instructor during first 30 minutes of final examination time period (10:30 a.m. – 11:00 a.m. on Thursday, May 8th, 2014).

Practicums: Everyone is expected to participate in the practicums assigned throughout the course. I will provide further instructions about each practicum as needed the week before the practicum is to be completed in class. The in-class portion of the practicum will be prepared and performed in groups, although I may also require an individual short writing assignment turned in to me 24 hours in advance of the class in which we will complete the practicum. Your grade for each practicum will be based on your individual performance but will also take into account the extent to which you further the success of your group. I reserve the right to award only partial credit for any work turned in after the assigned deadline, unless the delay has been excused.

Class Participation: In terms of participation in class discussion, I am looking for sustained and high-quality contributions over the course of the semester. I will largely rely on volunteers, although to facilitate participation from all, I reserve the right to call on students without notice. If you feel unprepared for a particular class, I would appreciate it if you would send me an e-mail or leave me a note to that effect before class begins.

Readings

You are responsible for all of the material on the syllabus, whether or not it is discussed in class, unless I instruct you otherwise. Reading assignments are subject to change and I may, from time to time, add material that is not on the syllabus. You should read all of the material that falls within the assigned pages, including any notes and questions. You should also read the relevant provisions of the primary documents referenced in the reading.

I. INTRODUCTION

January 21 – Introduction
CB 1-22
Chinese Statements (BB)

January 23 – Civil and Political Rights
CB 22-32
Human Rights Committee, General Comment No. 31 (BB)

January 28 – Economic, Social and Cultural Rights
CB 566-581
Jeane Kirkpatrick, *Establishing a Viable Human Rights Policy* (1981) (BB)

II. DOMESTIC COURTS

January 30 – Alien Tort Statute
CB 32-49, 52-54

February 4 – Alien Tort Statute
CB 74-98
Kiobel v. Royal Dutch Petroleum Co., 133 S.Ct. 1659 (2013) (BB)

February 6 – Treaties
CB 128-134, 137-151

February 11 – War on Terror
CB 193-210

February 13 – No Class (Snow Day)

February 18 – Interpretation
CB 181-192
Practicum CB 210-211

February 20 – Criminal Prosecutions
CB 212-230, 251-260

III. INTERNATIONAL FORUMS

February 25 – Treaty-Based Mechanisms
CB 264-266, 281-302
Optional Protocol to the Covenant on Economic, Social and Cultural Rights (BB)

February 27 – Charter-Based Mechanisms
CB 304-321

Practicum 319-320

March 4 – Arbitration and Human Rights
Guest Speaker Victor Schachter
preview these websites in advance of class: http://www.fsriadr.org/ and http://www.bangaloremediationcentre.kar.nic.in/

March 6 – Thematic Reporting
CB 330-335, 360-371

March 11 – Criminal Tribunals
373-379, 383-386, 414-422, 428-440

March 13 – European System
CB 444-468, 493-498, 502-504

March 25 – Inter-American System
CB 507-533

March 27 – African System
559-566, 581-597, 613-617

IV. ACTORS

April 1 – Corporations
CB 662-669, 675-683, 733-739
Practicum 741-743

April 3 – IFIs & WTO
CB 744-750, 755-760, 775-776, 794-802, 808-814

April 3 – Gladstein Lecture @ 4pm
attend Gladstein Lecture by Predrag Dojcinovic at 4pm on Thursday, April 3, 2014, in the Konover Auditorium at the Dodd Center (make up for snow day on February 13)

April 8 – NGOs
CB 849-871

April 10 – NO CLASS
attend instead Economic Rights Lecture by Immanuel Wallerstein at 4pm on Thursday, April 17th, 2014, in the Konover Auditorium at the Dodd Center (see below)

April 15 – Governments
CB 911-912, 924-936
Practicum 952-953

V. SPECIALIZED TOPICS

April 17 – Truth Commissions
CB 996-1005, 1011-1035

April 17 – Economic Rights Lecture @ 4pm
attend Economic Rights Lecture by Immanuel Wallerstein at 4pm on Thursday, April 17th, 2014, in the Konover Auditorium at the Dodd Center (make up for missed class on April 10)

April 22 – Negotiating Treaties
CB 954-969
Practicum 970-972

April 24 – Humanitarian Intervention
CB 1068-1076, 1089-1103, 1110-1116 (review resolutions on pp. 1103-09 as needed)

April 29 – Law of War
CB 1120-1131, 1161-1164
National Defense Authorization Act 2012, Section 1021 (BB)
Executive Order No. 13567 (BB)
CRS, *Closing the Guantanamo Detention Center: Legal Issues* (2013) (BB)
ICRC, *The Use of Armed Drones Must Comply with Laws* (2013) (BB)
Bipartisian Policy Center, *Analyzing the Legal and Moral Implications of U.S. Drone Policy*, http://bipartisanpolicy.org/news/multimedia/2013/05/01/live-webcast-10am-drones-and-rule-law-and-war (view prior to class)

May 1 – Health
Jean Connolly Carmalt et al., *Entrenched Inequity: Health Care in the United States*, *in* HUMAN RIGHTS IN THE UNITED STATES: BEYOND EXCEPTIONALISM 153 (Shareen Hertel & Kathryn Libal eds. 2011) (BB)
Audrey R. Chapman, The Contributions of a Human Rights Approach to Health, in Globalization of Health (Ted Schrecker ed. 2012) (BB)

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

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

1. Date of this proposal: March 4, 2014

2. Semester and year this xx95 course will be offered: Fall 2014

3. Department: Human Rights Institute

4. Course number and Title proposed: HRTS 3295, "International Human Rights Law"

5. Number of Credits: 3

6. Instructor: Molly Land

7. Instructor's position: Professor of Law and Human Rights

8. Has this topic been offered before? Yes If yes, when? Spring 2014

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

Note: This is the first time to request offering it as a Special Topics course. It was offered in the Spring of 2014 as a Variable Topics course.

10. Short description: This course will provide an overview of the mechanisms and issues relevant to human rights lawyering. We will examine the domestic, regional, and international forums that human rights advocates use to increase respect for international human rights and consider the advantages and disadvantages of each. The course will also address the roles, activities, and obligations of corporations and non-governmental organizations in the enforcement of human rights as well as specialized topics in the field, including truth commissions, humanitarian intervention, the right to a healthy environment, and the right to health.

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

12. Comments, if comment is called for:

13. Dates approved by (see Note Q): Department Curriculum Committee: 4 March 2014
Department Faculty: 4 march 2014

DRAFT

14. Name, Phone Number, and e-mail address of principal contact person:
Molly Land
860-570-5257
molly.land@uconn.edu

DRAFT

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Create a Major

Last revised: September 24, 2013

1. Date: March 3, 2014
2. Department or Program: Mathematics
3. Title of Major: Mathematics-Actuarial Science-Finance
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.)

Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), Mathematical Statistics (in cooperation with the Department of Statistics), and Mathematics-Physics (in cooperation with the Department of Physics).

MATH 2010Q, 2011Q, 2194W, 2720W, 2784, 2794W, and 3670W and STAT 3484 and 3494W may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, Mathematics-Actuarial Science, and Mathematics-Actuarial Science-Finance, and a Bachelor of Science in Mathematics-Physics. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, or 3796W.

Mathematics-Actuarial Science-Finance

Bachelor of Science or Arts in Mathematics-Actuarial Science-Finance: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance. The required courses are MATH 2210Q (or 2144Q), 2620, 3160, 3630, 3631, 3650, 3660; STAT 3375Q, 3445, ACCT 2001, FNCE 3302, 4209, 4302, 4305, either MATH 3632 or 3634; either MATH 2610, FNCE 3221 or 4325, and either FNCE 4306 or 4895. Students should include ECON 1201 and 1202, and a Computer Science course in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1121Q, 1126Q, or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

Justification

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

   This new major combines the technical actuarial skills and knowledge learned through study in the existing Mathematics-Actuarial Science major with Finance courses emphasizing forecasting, security valuation, globally oriented financial management topics, risk management and case studies.

2. Explain how the courses required for the Major cover the core concepts identified in the previous question:

   All of the required courses in the existing Mathematics-Actuarial Science major are required in the new Mathematics-Actuarial Science-Finance major. In addition, students will be required to take two other MATH courses and five FNCE courses in the 3000 and 4000 level which cover forecasting, security valuation, globally oriented financial management topics, risk management and case studies.

3. Dates approved by
   Math Department Curriculum Committee: October 18, 2013
   Math Department Faculty: November 26, 2013
   School of Business Faculty Nov. 14, 2013

4. Name, Phone Number, and e-mail address of principal contact person:
   James Trimble, 860-486-8392, James.Trimble@uconn.edu

Plan of Study

Attach a "Major Plan of Study" to your email submission as a separate document. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Major in <insert name>
(signed) _____ Dept. of <insert name>
Major Advisor

Plan of Study: B.A. or B.S. in Mathematics–Actuarial Science–Finance, Catalog Year 2014-2015

This plan, approved and signed, must be filed with the Degree Auditor's Office no later than the fourth week of classes of the semester in which the student expects to graduate. Changes in the plan may be made only with the consent of your advisor.

Student Information.

Name: _____. Peoplesoft ID: _____.

Permanent Address: _____.

UConn Email: _____. Other Email: _____.

Phone Number: _____. Signature: _____. Date: _____.

Degree Sought (B.A. or B.S.): _____. Anticipated Date of Completion: _____.

All courses listed below must be completed for credit, regularly graded and not pass/fail.

Requirement 1.: Complete the following: Check completed/anticipated

(i) MATH 2110Q or 2130Q or 2143Q ..... □

Requirement 2.: Complete all of the following courses amounting to 51 credits. Check completed/anticipated

(i) MATH 2210Q or 2144Q ..... □
(ii) MATH 2620 ..... □
(iii) MATH 3160 ..... □
(iv) MATH 3630 ..... □
(v) MATH 3631 ..... □
(vi) MATH 3632 or 3634 ..... □
(vii) MATH 3650 ..... □
(viii) MATH 3660 ..... □
(ix) MATH 2610 or FNCE 3221 or FNCE 4325 ..... □
(x) STAT 3375Q ..... □
(xi) STAT 3445 ..... □
(xii) ACCT 2001 ..... □
(xiii) FNCE 3302 ..... □
(xiv) FNCE 4209 ..... □
(xv) FNCE 4302 ..... □
(xvi) FNCE 4305 ..... □
(xvii) FNCE 4306 or 4895 ..... □

Note: Students should include ECON 1201 and 1202, and a Computer Science course in their program of study as early as possible.

Requirement 3. W course: Complete at least one of Math 2194W, 2720W, 2794W, 3670W or 3796W ..... □

Approval Signatures.

Mathematics Advisor: _____.

Department Head or Associate Department Head: _____.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: March 3, 2014
2. Department or Program: Mathematics
3. Title of Major: Mathematics Major
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: To reflect the addition of Mathematics-Actuarial Science-Finance, Bachelor of Arts and Bachelor of Science.

Existing Catalog Description of Major

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), Mathematical Statistics (in cooperation with the Department of Statistics), and Mathematics - Physics (in cooperation with the Department of Physics).

MATH 2010Q, 2011Q, 2194W, 2720W, 2784, 2794W, and 3670W and STAT 3484 and 3494W may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, and Mathematics-Actuarial Science and a Bachelor of Science in Mathematics - Physics. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, or 3796W.

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are:

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3151, 3230 (or 4210);

(3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3270, 3330 (or 4310), 3370, 3410, 3430, 3435, 3510, 3511, 3710, and approved sections of 3094 and 3795;

(4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3410, 3510, and 3511;

(3) Two courses selected from MATH 3146, 3151, 3160, 3170, 3270, 3430, 3435, 3710, and approved sections of 3094 and 3795;

(4) At least 3 additional credits from MATH 2360Q, 3160, 3210 (or 4210), 3230, 3231, 3240, 3250, 3260, 3330 (or 4310), and approved sections of 3094 and 3795. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences: The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses for the degree are MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 2143Q-

2144Q), 2410Q (or 2420Q or 2144Q), 3510, 3410, and 3511. The remainder of the 27 credits of Mathematics must be chosen from MATH 2710, 3146, 3150 (or 4110), 3160, 3170, 3210 (or 4210), 3250, 3270, 3430, 3435, and 3710.

Bachelor of Science or Arts in Mathematics-Statistics: The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 36 credits at the 2000-level or above in Mathematics and Statistics (in addition to MATH 2110Q or 2130Q), with at least 12 credits in each department. The required courses for the Mathematics-Statistics major are MATH 2210Q or 3210 or (2143Q and 2144Q); 2410Q (or 2144Q); and STAT 3375Q and 3445. To satisfy the Writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3796W, or STAT 3494W.

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q). The required courses are MATH 2210Q (or 2144Q), 2620, 3160, 3630 - 3631; STAT 3375Q- 3445; either MATH 3632 or 3634; and either MATH 2610, FNCE 3221 or 4325. Students should include ECON 1201 and 1202, a Computer Science course, and ACCT 2001 and 2101 in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3670W, or 3796W.

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1121Q, 1126Q, or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

Bachelor of Science in Mathematics-Physics: The B.S. degree in Mathematics- Physics may be completed by following either track A, which has a physics emphasis, or track B, which has a mathematics emphasis. Students in track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. In either track the writing in the major and information literacy competencies are met using PHYS 2501W.

The required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

(1) either: i) MATH 2110Q (or 2130Q or 2143Q) and 2210Q and 2410Q (or 2420Q) or: ii) MATH 2141Q and 2142Q and 2143Q and 2144Q.

(2) All of: MATH 3146, 3410, 3510 and PHYS 2300, 2501W, 3101, 3201, 3202, 3300, 3401.

(3) Any nine credits from: PHYS 2200, 2400, 2502, 3102, 3103, 3104, 3150, 3402, 3989, 4093, 4095, 4096, 4098, 4099, 4100, 4130, 4140, 4150, 4210, 4300, 4350, 4900.

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

(1) either: i) MATH 2110Q (or 2130Q or 2143Q) and 2210Q and 2410Q (or 2420Q) and 2710 (or 2141Q and 2142Q) and 3146, or: ii) MATH 2141Q and 2142Q and 2143Q and 2144Q and 3146

(2) All of: PHYS 2300, 2501W, 3101, 3201, 3202, 3401.

(3) Any 3 credits from: PHYS 2200, 2400, 2502, 3102, 3103, 3104, 3150, 3300, 3989, 4093, 4095, 4096, 4098, 4099, 3402, 4100, 4130, 4140, 4150, 4210, 4300, 4350, 4900.

(4) Any 4 courses from MATH 3150 (or 4110), 3151, 3160, 3210, 3230 (or 4210), 3330 (or 4310), 3370, 3410.

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

Proposed Catalog Description of Major

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), Mathematical Statistics (in cooperation with the Department of Statistics), and Mathematics - Physics (in cooperation with the Department of Physics).

MATH 2010Q, 2011Q, 2194W, 2720W, 2784, 2794W, and 3670W and STAT 3484 and 3494W may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, Mathematics-

Actuarial Science and Mathematics-Actuarial Science-Finance, and a Bachelor of Science in Mathematics - Physics. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, or 3796W.

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are:

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3151, 3230 (or 4210);

(3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3270, 3330 (or 4310), 3370, 3410, 3430, 3435, 3510, 3511, 3710, and approved sections of 3094 and 3795;

(4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3410, 3510, and 3511;

(3) Two courses selected from MATH 3146, 3151, 3160, 3170, 3270, 3430, 3435, 3710, and approved sections of 3094 and 3795;

(4) At least 3 additional credits from MATH 2360Q, 3160, 3210 (or 4210), 3230, 3231, 3240, 3250, 3260, 3330 (or 4310), and approved sections of 3094 and 3795. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences: The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses for the degree are MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 2143Q-2144Q), 2410Q (or 2420Q or 2144Q), 3510, 3410, and 3511. The remainder of the 27 credits of Mathematics must be chosen from MATH 2710, 3146, 3150 (or 4110), 3160, 3170, 3210 (or 4210), 3250, 3270, 3430, 3435, and 3710.

Bachelor of Science or Arts in Mathematics-Statistics: The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 36 credits at the 2000-level or above in Mathematics and Statistics (in addition to MATH 2110Q or 2130Q), with at least 12 credits in each department. The required courses for the Mathematics-Statistics major are MATH 2210Q or 3210 or (2143Q and 2144Q); 2410Q (or 2144Q); and STAT 3375Q and 3445. To satisfy the Writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3796W, or STAT 3494W.

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q). The required courses are MATH 2210Q (or 2144Q), 2620, 3160, 3630 - 3631; STAT 3375Q- 3445; either MATH 3632 or 3634; and either MATH 2610, FNCE 3221 or 4325. Students should include ECON 1201 and 1202, a Computer Science course, and ACCT 2001 and 2101 in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3670W, or 3796W.

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1121Q, 1126Q, or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

Mathematics-Actuarial Science-Finance

Bachelor of Science or Arts in Mathematics-Actuarial Science-Finance: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance. The required courses are MATH 2210Q (or 2144Q), 2620, 3160, 3630, 3631, 3650, 3660; STAT 3375Q, 3445, ACCT 2001, FNCE 3302, 4209, 4302, 4305, either MATH 3632 or 3634; either MATH 2610, FNCE 3221 or 4325, and either FNCE 4306 or 4895. Students should include ECON 1201 and 1202, and a Computer Science course in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2194W, 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1121Q, 1126Q, or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

Bachelor of Science in Mathematics-Physics: The B.S. degree in Mathematics- Physics may be completed by following either track A, which has a physics emphasis, or track B, which has a mathematics emphasis. Students in track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. In either track the writing in the major and information literacy competencies are met using PHYS 2501W.

The required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

(1) either: i) MATH 2110Q (or 2130Q or 2143Q) and 2210Q and 2410Q (or 2420Q) or: ii) MATH 2141Q and 2142Q and 2143Q and 2144Q.

(2) All of: MATH 3146, 3410, 3510 and PHYS 2300, 2501W, 3101, 3201, 3202, 3300, 3401.

(3) Any nine credits from: PHYS 2200, 2400, 2502, 3102, 3103, 3104, 3150, 3402, 3989, 4093, 4095, 4096, 4098, 4099, 4100, 4130, 4140, 4150, 4210, 4300, 4350, 4900.

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

(1) either: i) MATH 2110Q (or 2130Q or 2143Q) and 2210Q and 2410Q (or 2420Q) and 2710 (or 2141Q and 2142Q) and 3146, or: ii) MATH 2141Q and 2142Q and 2143Q and 2144Q and 3146

(2) All of: PHYS 2300, 2501W, 3101, 3201, 3202, 3401.

(3) Any 3 credits from: PHYS 2200, 2400, 2502, 3102, 3103, 3104, 3150, 3300, 3989, 4093, 4095, 4096, 4098, 4099, 3402, 4100, 4130, 4140, 4150, 4210, 4300, 4350, 4900.

(4) Any 4 courses from MATH 3150 (or 4110), 3151, 3160, 3210, 3230 (or 4210), 3330 (or 4310), 3370, 3410.

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

Justification

1. Reasons for changing the major:

This change reflects the addition of a new Mathematics-Actuarial Science-Finance major, a proposal for which has been submitted separately on an Add-Major form. This new major combines the technical actuarial skills and knowledge learned through study in the existing Mathematics-Actuarial Science major with Finance courses emphasizing forecasting, security valuation, globally oriented financial management topics, risk management and case studies.

2. Effects on students:

Offers students a choice of a new major which combines the technical actuarial skills and knowledge learned through study in the existing Mathematics-Actuarial Science major with Finance courses emphasizing forecasting, security valuation, globally oriented financial management topics, risk management and case studies.

3. Effects on other departments:

This will increase demand and enrollment in the FNCE courses required in the Mathematics-Actuarial Science-Finance major. This has been discussed and approved in the School of Business.

4. Effects on regional campuses: None

5. Dates approved by
Math Department Curriculum Committee: October 18, 2013
Math Department Faculty: November 26, 2013
School of Business Faculty: November 14, 2013

6. Name, Phone Number, and e-mail address of principal contact person:
James Trimble, 860-486-8392, James.Trimble@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

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: 02/03/2014

2. Department: LCL

3. Nature of Proposed Change: Revision of catalog copy

4. Current Catalog Copy:

1175 Human Rights and German Culture
(175) Three credits. Readings and lectures in English. May not be used to meet the undergraduate foreign language requirement.
Study of primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human rights. Documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum. CA 1. CA 4-INT.

5. Proposed Catalog Copy:
1175 Human Rights and German Culture
(175) Three credits. Readings and lectures in English. May not be used to meet the undergraduate foreign language requirement.
Study of philosophical discourse on human rights from the Enlightenment to the present and analysis of related ethical problems in conjunction with an examination of relevant literary texts, film, and other art forms. Study of Germany's role in the development of international human rights instruments. CA 1. CA 4-INT.

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

Justification

1. Reasons for changing this course:

Revision of the catalog copy reflects an increased emphasis on the philosophical foundations of human rights discourse, discussion of ethical problems in class, and

examination of the formation of international human rights instruments.

2. Effect on Department's Curriculum: No change.

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

4. Effects on Other Departments: Since the content of the course remains unchanged and only the weight of certain topics within the course has shifted, the effects on other departments remains unchanged.

5. Effects on Regional Campuses: The course is currently only offered at the Storrs campus. No GERM courses are offered elsewhere.

6. Staffing: No change. Usually taught by Sebastian Wogenstein.

7. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person:
Sebastian Wogenstein, (860) 486-9262, wogenstein@uconn.edu

GERM 1175

HUMAN RIGHTS AND GERMAN CULTURE

Fall Semester 20XX
Tuesdays and Thursdays 2:00-3:15pm
Oak Hall 201

Professor Sebastian Wogenstein
Office: Oak Hall 262
Office Hours: Tue 11-12 and by appointment

COURSE DESCRIPTION

The course examines primary sources on, and theories of, human rights from the Enlightenment to the present and analyzes related ethical problems in conjunction with an examination of relevant literary texts, film, and other art forms. Using various media, students will become familiar with texts focusing on the legal status and experiences of Jews in Germany from the late 18th century to the present, the women's rights and labor rights movements, Germany's colonial history, the Holocaust, human rights in divided Germany, and current debates on citizenship, multiculturalism, and political asylum. The course also discusses the impact German history, and the prosecution of Nazi perpetrators in particular, had on the development of international human rights declarations, treaties, and courts as well as the role of the post-war German states and contemporary Germany's involvement in international human rights matters. Although the course focuses on Germany, it also aims to sharpen their ethical sensitivity and raise awareness of human rights-related issues in the students' own lives.

The following questions will be central to our analysis: When and why have human rights been considered natural or universal? How is moral philosophy relevant to contemporary debates on human rights? What role does the idea of justice play in imagining a less violent world? Can literature and the arts be considered ethical projects? How can we describe the impact on readers/observers who are confronted with representations of human rights violations? Which affective strategies might be involved in these representations? How are literature, the arts, and philosophy related to legal rights frameworks and politics?

REQUIRED READING

The following books are available for purchase at the UCONN COOP:

Jurek Becker: *Bronstein's Children* (University of Chicago Press)

Georg Büchner: *Danton's Death, Leonce and Lena, Woyzeck.* (Oxford University Press)

Heinrich von Kleist: *The Marquise of O and Other Stories* (Penguin Classics)

Hans Massaquoi: *Destined to Witness: Growing Up Black in Nazi Germany* (Harper Perennial)

All additional source material (book excerpts and journal articles) will be available for download on HuskyCT or via the URL links mentioned in the syllabus.

PARTICIPATION: You are expected to attend class regularly and to participate actively in discussions. If you don't understand something or find something questionable, voice your objection or ask. You are expected to read all assigned texts carefully and come to each seminar session prepared with question.

ATTENDANCE is required. If you cannot come to class for legitimate reasons, you are required to inform the instructor ahead of the class session. You will also be responsible for retrieving class materials and notes from fellow students.

ACADEMIC HONESTY/PLAGIARISM: Plagiarism and other forms of academic dishonesty are unacceptable and will be taken seriously. **Writing assignments for this course will be submitted through HuskyCT's "Safe Assign" function and will automatically be checked for plagiarism.** For a definition of plagiarism and penalties, see section "Honor Code" of the Student Handbook.

If you have any special request for the course, if you need help at any point during the course, or if you cannot fulfill an assignment for a specific reason, please contact me after the class session or via e-mail.

SUPPORT: The Writing Center offers a variety of support for students.
Website: http://www.writingcenter.uconn.edu

If you need academic accommodations for a disability, please let me know.

COURSE REQUIREMENTS AND GRADE COMPOSITION

1) Class participation and four brief response papers (400-500 words) (30%)

2) Quizzes (20%).

3) Midterm exam (15%)

4) Group poster presentation (10 minutes + 5 minutes Q&A) (10%)

5) Final exam (25%)

Schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

Due dates for response papers:

1) Sep 17, 20XX
2) Oct 8, 20XX
3) Oct 29, 20XX
4) Nov 19, 20XX

Segment One
Human Rights: Concept and Instruments

Week 1)

- Introduction
- Syllabus
- What are human rights?
- Concept: Principles and specifications, personhood and rights
- Overview of the historical development of human rights: Declarations, covenants, institutions

    - Homework: Read postings 1.1 to 1.3 on HuskyCT

- Detailed study of 18th-cent. declarations, Geneva Convention, and the UDHR (content and historical context)
- Convention on the Prevention and Punishment of the Crime of Genocide (1948, Raphael Lemkin)
- International Covenant on Civil and Political Rights (ICCPR, 1966); International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966)

    - Homework: Watch PBS Video: History of the International Criminal Court (3 parts) http://www.pbs.org/pov/reckoning/icc_history.php
    - Read the European Convention of Human Rights http://www.echr.coe.int/Documents/Convention_ENG.pdf

Week 2)

- Rome Statute (2002) and the International Criminal Court
- Contemporary Germany in Europe: Basic Law of the Federal Republic of Germany (1949/1990), European Convention of Human Rights (ECHR, 1950) and European Court of Human Rights

    - Homework: Read the seven additional core international human rights treaties mentioned in the syllabus for next session (Sept 10): http://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx

Week 3)

- Additional core international human rights instruments:
  1) International Convention on the Elimination of All Forms of Racial Discrimination (ICERD, 1965)
  2) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979);
  3) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT, 1984);
  4) Convention on the Rights of the Child (CRC, 1989);
  5) International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW, 1990);
  6) International Convention for the Protection of All Persons from Enforced Disappearance (CPED, 2006);

7) Convention on the Rights of Persons with Disabilities (CRPD, 2006)

- Contemporary human rights issues in Germany: Refugees, Education, "Anti-Terror" Measures, Neo-Nazi crimes and the law enforcement

    - Homework: Watch *The Specialist* (on course reserve, library)
    - Read excerpt from Hannah Arendt: *Eichmann in Jerusalem*

Segment Two
Genocide and War

Week 4)

- Response paper #1 due

- Nürnberg Trials
- Eichmann Trial incl. discussion of *The Specialist*, dir. Eyal Sivan
- Excerpt from Hannah Arendt: *Eichmann in Jerusalem: A Report on the Banality of Evil*
- *Zentrale Stelle der Landesjustizverwaltungen zur Aufklärung nationalsozialistischer Verbrechen* (Central Office of the State Justice Administrations for the Investigation of National Socialist Crimes) Ludwigsburg, Germany

    - Homework: Read Hannah Arendt: Introduction to *The Life of the Mind*
    - Read Hans Massaquoi: *Destined to Witness: Growing Up Black in Nazi Germany*

- Ethics under totalitarian conditions: Who is responsible?
- Excerpt from Hannah Arendt: *The Life of the Mind: Thinking*
- Hans Massaquoi: *Destined to Witness: Growing Up Black in Nazi Germany* (discussion part I)

    - Homework: Watch *Counterfeiters* (on course reserve, library)

Week 5)

- Hans Massaquoi: *Destined to Witness: Growing Up Black in Nazi Germany* (discussion part II)
- Discussion of *The Counterfeiters*, dir. Stefan Ruzowitzky

    - Homework: Read Ben Kiernan: *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*, chapter 11: "Blut und Boden – Germany and Nazi Genocide"

- How was it even possible? Intentionalists (Lucy Dawidowicz, Eberhard Jäckel, etc.) vs. functionalists (Raul Hilberg, Christopher Browning, etc.); the *Historikerstreit*; the Goldhagen Debate
- Positions: Yehuda Bauer, Henry Friedlander, Ian Kershaw, Niall Ferguson, Ben Kiernan

    - Homework: Read Kiernan: *Blood and Soil*, excerpts "German Views of Indigenous Peoples," "German Settler Colonialism," and "Conquest and Genocide in Southwest Africa"

Week 6)

- German colonialism: genocide and aftermath
- Discussion of Kiernan on Colonialism and Genocide in Africa 1830-1910
- Uwe Timm's novel *Morenga*
- Decolonization and human rights in the 1970s (excerpts from Samuel Moyn: *The Last Utopia: Human Rights in History*)

    - Homework: Read Susan Sontag: *Regarding the Pain of Others*, chs. 3 and 7

- Wars, torture, propaganda, and just war claims
- War and photography, discussion of Sontag: *The Pain of Others*

    - Homework: Read Jurek Becker, *Bronstein's Children*

Segment Three
Trauma, *Vergangenheitsbewältigung*, and human rights debates in divided Germany

Week 7)

- ➢ Response paper #2 due

- East and West Germany: Political systems, cultural shifts
- Postmemory (Marianne Hirsch) / Multidirectional Memory (Michael Rothberg)
- Discussion of Jurek Becker, *Bronstein's Children*

    - Homework: Watch Youtube clips of *Exploring Moral Legacies* and *The Lives of Others*

- **MIDTERM EXAM**

Week 8)

- *Exploring Moral Legacies* and *The Lives of Others*, dir. Florian Henckel von Donnersmarck; discussion and context

    - Homework: Watch *The Experiment*

- *The Experiment*, dir. Oliver Hirschbiegel; discussion and context

    - Homework: Read Immanuel Kant, "What is Enlightenment?"

Segment Four
Moral Foundations

Week 9) The History of Human Rights: The Enlightenment and its Legacy

- ➢ Response paper #3 due

- Immanuel Kant, "What is Enlightenment?," "Perpetual Peace"
    - Homework: Read excerpts from Kant, *Groundwork toward a Metaphysics of Morals*
- Immanuel Kant, *Groundwork toward a Metaphysics of Morals,* and David Hume *An Enquiry Concerning the Principles of Morals*
    - Homework: Read Kleist, *Michael Kohlhaas*

Week 10) Justice

- Taxonomy and Theories of Justice (John Rawls, Amartya Sen)
- Heinrich von Kleist, *Michael Kohlhaas*
- Heinrich von Kleist, *Michael Kohlhaas* (cont.)
    - Homework: Read Büchner, *Danton's Death*

Week 11) Freedom and Economic Equality

- Georg Büchner, *Danton's Death* and the Legacy of the French Revolution
    - Homework: Read posted chapters from Marx/Engels: *The Communist Manifesto*
- Karl Marx and Friedrich Engels, *The Communist Manifesto*; Marxist critique of human rights
    - Homework: Read Olympe de Gouge, *Declaration of the Rights of the Woman and the Female Citizen*; Hedwig Dohm, "The Right of Woman's Suffrage" (excerpts)

Week 12) Political and Social Equality

- Women's rights from Olympe de Gouge and Hedwig Dohm to feminism's Third Wave, gender theory, LGBT rights
- Issues of social justice and diversity in Germany today

Week 13)

- ➢ Response paper #4 due
- Poster presentations

Thanksgiving Recess

Week 14)

- Tough questions: universalism reexamined, dilemmas of humanitarian aid and intervention (e.g., R2P – "responsibility to protect")

- Does it all make sense? Course review. Where to go from here?

Finals Week

- **FINAL EXAM**

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

Proposal to Add a New Undergraduate Course

Last revised: Monday, December 8, 2003

See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: March 5th, 2014

2. Department requesting this course: Anthropology

3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing (see Note A):

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

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

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ANTH

2. Course Number (see Note B): 3555

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

3. Course Title: Archaeological Science

4. Semester offered (see Note C): Either semester

5. Number of Credits (see Note D): Three

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

Optional Items

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

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

9. Recommended Preparation, if applicable (see Note G):

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

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

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

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

14. Open to Sophomores (see Note U): Yes

15. Skill Codes "W", "Q", or "C" (see Note T): None.

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

Justification

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

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

2. Academic Merit (see Note L):

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

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

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 12

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

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Hartman

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

10. Name, Phone Number, and e-mail address of principal contact person:
Gideon Hartman
(860)486-486-4850
gideon.hartman@uconn.edu

Archaeological Science 3098

Instructor: Dr. Gideon Hartman

Office: Beach Hall, Room 441

Telephone: office (860) 486 4850

E-Mail: gideon.hartman@uconn.edu

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

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

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

Course abstract:

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

Course requirements:

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

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

Course evaluation:

Module quizzes (3 out of 4) 20%

Midterm exam	35%
Final exam	35%
Attendance	10%



Course schedule:

August 28 Introduction

Module I: Dating

August 30 Absolute dating techniques + radiocarbon

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

September 6 Trapped charge dating and amino-acid racemization.

September 11 Dating Quiz

Module II: Imaging

September 11 Optical Microscopy

September 13 Sample preparation and optical microscopy demonstration

September 18 Scanning Electron microscopy

September 20 Visit to the Material Sciences SEM facility

September 25 Imaging Quiz

Module III: Biomolecular techniques

September 25 Ancient DNA

September 27 visit to a forensic DNA laboratory

October 2 Stable isotopes (IRMS)

October 4 Residue analysis

October 9 MIDTERM EXAM

Module IV: Tracing methods

October 11 XRF, EDS-SEM, NAA

October 16 ICP-MS

October 18 FTIR, XRD

October 23 visit to the CESE ICP-MS + XRF

October 25 Tracing Methods Quiz

Module V: Shape analysis

October 25 from caliper to Micro-scribe

October 30 radiography and CT scanning

November 1 3D scanning

November 6 Shape analysis Quiz

Module VI: Integrating Methods

November 8 Early evidence for the use of fire

November 13 Reconstructing the Neanderthal diet

November 15 Domestication: Zooarchaeology and genetics

November 20 THANKSGIVING RECESSION

November 22 THANKSGIVING RECESSION

November 27 Domestication: plants

November 29 Authenticity of artifacts: Turin Shrouds

December 4 The mystery of Ötzi the iceman

December 6 Last Class (review session)

Bibliography for the enthusiastic Students:

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

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

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

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

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

Proposal to Add a New Undergraduate Course

Last revised: Monday, December 8, 2003

See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: March 05, 2014.

2. Department requesting this course: ANTH

3. Semester and year in which course will be first offered: Spring 2013

Final catalog Listing (see Note A):

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

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

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ANTH

2. Course Number (see Note B): 3720
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? _X Yes __ No

3. Course Title: Lab Methods in Archaeological and Forensic Science

4. Semester offered (see Note C): Either semester.

5. Number of Credits (see Note D): 1-6

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

Optional Items

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

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

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

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

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

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

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

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

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

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

Justification

1. Reasons for adding this course: (see Note L)
Currently, the exposure of undergraduates to scientific methods in anthropology is limited to lectures and demonstrations. The course will add a new dimension to the curriculum on scientific research in anthropology by providing hands on laboratory training in the fields of anthropology and forensics.

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

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

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

4. Number of Students Expected: 14 per module

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

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P):

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

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

College of Liberal Arts and Sciences
Department of Anthropology

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

Jacqueline Meier

February 7-8, 2013: 6-8 pm
Feb 9-10, 2013: 10am-4pm (1 hr lunch)
1 credit
Beach Hall 452 "The Bone Lab"

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

Students will learn to:

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



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

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

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

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

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

Ground Rules:

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

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

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

Thursday, February 7:
Reading: Burns Chapter 13: Introduction to Forensic Lab Analysis, Bass "Human Osteology: Introduction"

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

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

Friday, February 8:
Reading & Reference: Bass "Human Dentition" pgs 271-305 (lots of charts and useful images)

Reference: White Chs. 14-16

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

Saturday, February 9:
Reading & Reference: Schwartz 215-260 (Select pgs), White Ch. 19.3 (Age), Ch.19.4 (Sex), Bass Ageing and Sexing (Uploaded)

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

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

12:30-1 :30 Lunch

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

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

Sunday, Feb 10:

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

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

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

12:30-1 :30 Lunch

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

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

College of Liberal Arts and Sciences
Department of Anthropology

I. SYLLABUS

ANTH 3095-005/5305-034

BOTANY AND MICROSCOPY

SATURDAY, MARCH 9 – SUNDAY, MARCH 10, 2012

9 AM – 5 PM

Lab Methods in Archaeological and Forensic Science

Archaeobotany and Microscopy Laboratory, Beach Hall 453

Instructor: Thomas Hart

Office: Beach Hall 403

E-mail: thomas.hart@uconn.edu

Teaching Assistant: Breanne Clifton

Office: Beach Hall 448

E-mail: breanne.clifton@uconn.edu.

Macrobotanical Assistant Supervisor:

Madelynn von Baeyer

Office: Beach Hall 407

E-mail: madelynn.von_baeyer@uconn.edu

Course Description:

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

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

Grade breakdown:

Lab performance- 50% Mini-practical- 10%, Participation- 40%

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

Useful websites:

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

Academic Misconduct:

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

http://www.dosa.uconn.edu/Code2.html#top

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

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

A. Academic Integrity

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

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

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

Lecture and lab schedule

Saturday, March 9:

9:00am–10:15- Lecture

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

10:15–10:35- ***Break***

10:30am–Noon- Lab

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

Noon–12:45pm- Lunch

12:45–1:45- Lecture

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

1:45–2:05- Break

2:05 – 5- Lab

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

Sunday, March 10

9:00–10:15 - Lab

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

10:15am–Noon- Lecture

- Phytolith and starch grain application

Noon –12:45pm- Lunch

12:45–3:30- Lab

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

3:30–3:45- Break

3:45–5:00

- Lab mini-practical

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

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

Instructor:

Dr. Gideon Hartman
Office: Beach Hall room 441
Email: gideon.hartman@uconn.edu

Teaching assistant:

David Leslie

Schedule:

Friday April 12th, 2013

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

Saturday April 13th, 2013

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

Sunday April 14th, 2013

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

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

Module grading breakdown: 40% Module Quiz

40% Lab notebook
20% participation

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

First General Note:

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

Basic behavior in the lab:

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

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

Handling of hazardous solutions requires the use of protective goggles

Don't enter food or drinks into the lab.

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

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

Lab Notebook

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

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

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

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

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

Quiz

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

College of Liberal Arts and Sciences
Department of Anthropology

University of Connecticut

Center for Applied Genetics and Technology

College of Liberal Arts and Sciences

Department of Molecular and Cell Biology

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

DNA Extraction

ANTH 3095/5305: Genetics I

Beach Hall room 209

Instructor:

Sarah Trusiak - sarah.trusiak@uconn.edu

Saturday, January 26th, 2013

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

Sunday, January 27th, 2013

9:00 AM – 9:45 AM	Quantify DNA using nanodrop

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

Grade Breakdown

Class Participation	20%
Lab Notebook	40%
Exam	40%

Notebook Guidelines

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

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

Notebook Requirements

Your notebook must include:

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

- Protocols (which include any errors made)

Plagiarism Guidelines

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Class Participation Guidelines

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

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

University of Connecticut

Center for Applied Genetics and Technology

College of Liberal Arts and Sciences

Department of Molecular and Cell Biology

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

PCR

ANTH 3095/5305: Genetics II

Beach Hall room 209

Instructor:

Sarah Trusiak - sarah.trusiak@uconn.edu

Saturday, February 23, 2013

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

Sunday, February 24, 2013

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

Grade Breakdown

Class Participation	20%
Lab Notebook	40%
Exam	40%

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Notebook Requirements

Your notebook must include:

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

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

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University of Connecticut

Center for Applied Genetics and Technology

College of Liberal Arts and Sciences

Department of Molecular and Cell Biology

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

DNA Sequencing and Haplogroups

ANTH 3095/5305: Genetics III

Beach Hall room 209

Instructor:

Sarah Trusiak - sarah.trusiak@uconn.edu

Saturday, March 2, 2013

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

4:30 PM – 5:00 PM	Load samples onto ABI 3130XL sequencer (sequencing occurs overnight)

Sunday, March 3, 2013

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

Grade Breakdown

Class Participation	20%
Lab Notebook	40%
Exam	40%

Notebook Guidelines

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: March 26, 2014

2. Judaic Studies /LCL

3. Nature of Proposed Change

   The change is presumably total. The course on the books has not been taught for many years, certainly not since my arrival.

4. If proposing to add this course to a CLAS general education area A-E, then
   a. Specify a CLAS area, A-E: B (and E)
   b. Provide justification for inclusion in CLAS area, A-E:
   (Please consult CLAS guidelines for areas A-E.)

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

The course also satisfies the thematic requirements for **area E** (World Cultures). The readings I have selected grapple with the particular social, political and cultural scene in Israel as well as with questions of Jewish history and the multiplicity of "identities" that have converged in modern Israel. Themes of immigration, minority v. majority, gender equity and stereotyping, militarization, East v. West, Jew v. Arab, secular v. sacred, permit exploration of Israel's particular conditions as well as their relevance for other national settings. Thus, this course not only treats a literary corpus that is largely unfamiliar to English-speaking and Western readers, but it surveys that corpus as a multicultural microcosm. How do immigrants from a wide range of countries and (often traumatic) historical experience make their way in Israel? How do Israeli Jews relate to the presence of non-Jewish citizens in their midst and how have the latter altered the face of Hebrew literature forever? How does Israeli literature situate Israelis vis a vis its ongoing conflict with its Arab neighbors? or in relation to Diaspora Jews?

Effective Date (semester, year): Fall 2014

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

Current Catalog Copy

3279. Literature of Modern Israel

(279) Three credits.

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

Proposed Catalog Copy

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

Modern Israeli Literature in Translation. The major themes and literary achievements of modern Hebrew writing in translation. Authors range from the pre-Statehood period (Bialik, Tchernikovsky, Agnon) to the present (Yehoshua, Grossman, Liebrecht, Semel).

Justification

1. Reasons for changing this course:

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

2. Effect on Department's curriculum:

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

3. Other departments consulted:

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

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

5. Effects on regional campuses:

   None.

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

7. Dates approved by

   Department Curriculum Committee:
   Department Faculty:

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

   Stuart Miller, academic section leader for Judaic Studies.
   Stuart.Miller@uconn.edu
   486-3279

HEB 3279.001 Modern Israeli Literature in Translation

Dr. Susan L. Einbinder
Oak Hall, Rm. 256
Office Hours: By appointment

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

Requirements:

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

Readings, Texts:

The bookstore should have copies of the following:

Eli Amir, *Scapegoat*.

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

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

Sayed Kashua. *Dancing Arabs*.

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

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

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

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

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

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

I. Introduction. What is "modern Hebrew literature" and how does it emerge? An overview of the corpus. 2 classes. Introduce themes and texts of the course.

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

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

III. Early Statehood period .

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

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

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

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

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

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

VI. Savyon Liebrecht, *Apples from the Desert*. 2 or 3 classes. Liebrecht's stories permit us to explore a number of themes central to this course. As with Grossman's See Under Love, she is concerned in several stories with the psychological legacy of the Holocaust among the children of survivors, and the cost of suppressing the survivors' experience on society in general. Other stories explore the gulf between Oriental and Ashkenazi Jews, or between traditional religious life and kibbutz secularism. A classic of the collection, "A Room on the Roof," is an artful and at times uncomfortable treatment of Israeli gender stereotypes as well as Jewish-Arab stereotypes, which are interwoven in the ultimately failed rapprochement between an Israeli woman and an Arab worker in her home who turns out to have a past as a medical student in Beirut. The crisscrossing lines of fear and hesitation, longing and retreat, that characterize the interactions of the protagonist and the men who surround her provide an opportunity to discuss the ways that prejudice is reinforced by perceptions of class and hierarchy, the price paid by the "ruling class" in emotional sensitivity and self-awareness (cp. the same theme in much of James Baldwin's work), the no-exit stalemate in existing conditions.

VII. Nava Semel, *And the Rat Laughed*. Semel's work is a blend of Holocaust fiction and sci-fantasty. It's a great read and illustrates the way a new generation of writers is willing to play with stock themes and bend classic genres. The novel explores questions of memory, repressed memory and distortions of memory produced in repression and transmission; the way fragments of the past are misunderstood and recalibrated for use in later times; how institutionalized representations of collective trauma also repress and censor certain types of (female, sexual, individual) experience; how resilience may be linked to silence; how newer media and forms of social control attempt to regulate individual memory.

VIII. Etgar Keret , *The Girl on the Fridge*. 3 classes. Keret is a darling of the contemporary postmodern literary scene who specializes in very short stories, a sort of Israeli flash fiction. Often dystopic, the stories feature characters (usually but not always male) who are failures in domestic, social and professional settings. Subtly, and sometimes not so subtly, they represent a repudiation of the collective destiny and identity imposed on generations of Israelis by the Zionist national narrative. Keret's characters struggle with mundane or fantastical situations and rarely come out on top. Although I personally am not a fan of this author, students tend to like him, and it is possible with enough stories to speak of themes and characterizations that appear in different costumes. The almost total absence of religious characters or motifs, the absolute secularity of Israeli society as it appears in Keret's work, the dominance of Tel Aviv over Jerusalem and Ashkenazi characters over Oriental or African Jews and Israeli-Arabs, also lets us ask about canon and literary market,

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

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

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

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

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

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course
Last revised: September 24, 2013

1. Date: Date: February 18, 2014
2. Department requesting this course: HIST
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!

HIST 2210. History of the Ocean
(Also offered as MAST 2210.) Three credits.
Cultural, environmental, and geopolitical 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.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 2210
3. Course Title: History of the Ocean
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Cultural, environmental and geopolitical 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.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ENGL 1010 or 1011 or 2011 or 3800
    a. Consent of Instructor, if applicable:
    b. Open to sophomores/juniors or higher: Open to sophomores
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable: "Not open to students who have taken HIST 3995 History of the Ocean"
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: 1

a. If Content Area 1, specify a CLAS area, A-E: C
b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

This course raises student awareness of a critical part of the planet that has not always been recognized for its importance to human history. In spatial terms, better understanding of a place that covers three-quarters of the globe and provides 99% of its living space is integral to general education. A humanistic investigation of our historical relationship with the ocean equips students to grasp the economic and political importance of the ocean and its resources, to recognize our ethical responsibilities to this environment, and to explore the cultural dimensions of our knowledge and use of the sea. Given the centrality of the ocean in the 21st century – consider the impending sea level rise, human migration to coasts, overfishing, the growing offshore oil and wind energy industries, the growth of maritime recreation, geopolitical struggles for control over ocean resources, and other ocean-related issues – it is imperative that we educate a generation of students who are equipped to understand the ocean broadly and in humanistic terms.

As important as it is to acknowledge and understand the diversity of human cultures, it is important, and increasingly urgent, to recognize the historical and ethical dimensions of the human relationship with the natural world, including recognizing that different human cultures engage differently with nature and natural resources. This course contributes to general education in Area One by cultivating informed citizens with broad knowledge of the ocean beyond the natural sciences, extending to include humanistic inquiry. The course challenges the widely held assumption that the ocean exists outside of human history. It draws students into an investigation of the length and character of human interactions with, and uses of, the sea and its resources. There is one world ocean yet many shores and seas, so this course prompts students to examine how different cultures have perceived and used the ocean differently while encouraging them also to seek global understanding as appropriate.

Why 2000 level? While this class is designed to be an introduction to historical understanding of the ocean, it is more specialized than typical 1000-level history courses in that it focuses methodologically on environmental, cultural and geopolitical history. It is similar in level to HIST 2206, which introduces students to the history of science.

13. S/U grading: no

Justification

1. Reasons for adding this course:

Within the UConn curriculum, there is a need for more courses with maritime- or ocean-related content for the Maritime Studies program, which completed its first decade in spring 2013. Currently, there is only one MAST/HIST course, which is MAST/HIST 3455 Atlantic Voyages.

In content and theme, this class also contributes to Environmental Studies, a newly approved interdisciplinary program at UConn.

In addition, Prof. Rozwadowski has stepped down from a ten-year term of service as the Maritime Studies head (in fall 2013) and will be doing more teaching; this class reflects her research and teaching expertise and expands the breadth of courses she will be able to offer regularly.

2. Academic merit:

The ocean, which has long been treated by historians as a timeless place that serves merely as a backdrop for human events, has begun to attract attention from a variety of sub-fields of historical scholarship. Humanists, ecologists, and environmentalists recognize the need for better understanding of the human relationship with the ocean over time. Adding ocean-centered courses to the curriculum fills an urgent social need to increase, in the students we teach, awareness and responsible understanding of human perceptions and uses of the ocean.

This course is proposed to be cross-listed with Maritime Studies (MAST) because it is both interdisciplinary and ocean-focused (see separate cross-listing proposal). The course employs disciplines in addition to history (mainly anthropology, archaeology, historical geography, and historical ecology) in the service of studying the ocean's influence on human history, the impacts people have had on the ocean, and -- perhaps most importantly -- why a humanistic and historical approach to the oceans is so valuable.

3. Overlapping courses: None.

4. Number of students expected: 35

5. Number and size of sections: 1 section of 35 students

6. Effects on other departments:
Environmental Studies noted (in an email of 9/17/13) that the course will be a wonderful addition to its major.

7. Effects on regional campuses:
This class will be offered regularly at Avery Point and could be offered at other campuses.

8. Staffing: Rozwadowski
9. Dates approved by
   HIST Department Curriculum Committee:
   HIST Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person:
Micki McElya, Micki.mcelya@uconn.edu, x6-2085

Syllabus

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

HIST/MAST 2210 History of the Ocean
Professor Helen M. Rozwadowski
Spring 2015

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, environmental and geopolitical 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, though 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 2012Brumm 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).

Final Exam - TBD

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the Cross listing rules before completing this form.

1. Date: February 18, 2014
2. Department initiating this proposal: HIST
3. Effective Date (semester, year): Spring 2015

Current Catalog Copy/Copies

Proposed Catalog Copy/Copies

HIST 2210. History of the Ocean

(Also offered as MAST 2210.) Three credits.

Cultural, environmental and geopolitical 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.

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Cultural, environmental and geopolitical 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.

Justification

1. Reasons for adding this course if it is new:

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In content and theme, this class also contributes to Environmental Studies, a newly approved interdisciplinary program at UConn.

In addition, Prof. Rozwadowski has stepped down from a ten-year term of service as the Maritime Studies head (in fall 2013) and will be doing more

teaching; this class reflects her research and teaching expertise and expands the breadth of courses she will be able to offer regularly.

Finally but importantly, this course raises student awareness of a critical part of the planet which has not always been recognized for its importance to human history. In spatial terms, better understanding of a place that covers three-quarters of the globe and provides 99% of its living space is integral to general education. A humanistic investigation of our historical relationship with the ocean equips students to grasp the economic and political importance of the ocean and its resources, to recognize our ethical responsibilities to this environment, and to explore the cultural dimensions of our knowledge and use of the sea. Given the centrality of the ocean in the 21st century – consider the impending sea level rise, human migration to coasts, overfishing, the growing offshore oil and wind energy industries, the growth of maritime recreation, geopolitical struggles for control over ocean resources, and other ocean-related issues – it is imperative that we educate a generation of students who are equipped to understand the ocean broadly and in humanistic terms.

As important as it is to acknowledge and understand the diversity of human cultures, it is important, and increasingly urgent, to recognize the historical and ethical dimensions of the human relationship with the natural world, including recognizing that different human cultures engage differently with nature and natural resources. This course contributes to general education in Area One by cultivating informed citizens with broad knowledge of the ocean beyond the natural sciences, extending to include humanistic inquiry. The course challenges the widely held assumption that the ocean exists outside of human history. It draws students into an investigation of the length and character of human interactions with, and uses of, the sea and its resources. There is one world ocean yet many shores and seas, so this course prompts students to examine how different cultures have perceived and used the ocean differently while encouraging them also to seek global understanding as appropriate.

Why 2000 level? While this class is designed to be an introduction to historical understanding of the ocean, it is more specialized than typical 1000-level history courses in that it focuses methodologically on environmental, cultural and geopolitical history. It is similar in level to HIST 2206, which introduces students to the history of science.

2. Reasons for cross listing this course:

The ocean, which has long been treated by historians as a timeless place that serves merely as a backdrop for human events, has begun to attract attention from a variety of sub-fields of historical scholarship. Humanists, ecologists, and environmentalists recognize the need for better understanding of the human relationship with the ocean over time. Adding ocean-centered courses to the

curriculum fills an urgent social need to increase, in the students we teach, awareness and responsible understanding of human perceptions and uses of the ocean.

This course is proposed to be cross-listed with Maritime Studies (MAST) because it is both interdisciplinary and ocean-focused (see separate cross-listing proposal). The course employs disciplines in addition to history (mainly anthropology, archaeology, historical geography, and historical ecology) in the service of studying the ocean's influence on human history, the impacts people have had on the ocean, and -- perhaps most importantly -- why a humanistic and historical approach to the oceans is so valuable.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? __X_ Yes ___ No
4. Effects on other departments: Environmental Studies noted (in an email of 9/17/13) that the course will be a wonderful addition to its major.

5. Effects on regional campuses: This class will be offered regularly at Avery Point and could be offered at other campuses.
6. Staffing: Rozwadowski

Approvals

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

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

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
HIST Department or Program Curriculum Committee:
HIST Department or Program Faculty:
HIST Department or Program Head:

MAST Department or Program Curriculum Committee: February 25, 2014
MAST Department or Program Faculty: February 25, 2014
MAST Department or Program Head: February 25, 2014

3. Name, Phone Number, and e-mail address of principal contact person:
Micki McElya, micki.mcelya@uconn.edu, x6-2085

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: February 19, 2014
2. Department requesting this course: HIST
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!

3519. Contemporary America

3 Credits.

American politics, society, and economy from 1973 through the present. Topics include: Conservatism, feminism, gay liberation, the end of the Cold War, Latino immigration, deindustrialization, and the New Economy.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3519
3. Course Title: Contemporary America
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

American politics, society, and economy from 1973 through the present. Topics include: Conservatism, feminism, gay liberation, the end of the Cold War, Latino immigration, deindustrialization, and the New Economy.

Optional Items

6. Pattern of instruction, if not standard: Not applicable.
7. Prerequisites, if applicable: n/a
    a. Consent of Instructor, if applicable:
    b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: Not applicable.
9. Exclusions, if applicable: None.
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": Not applicable.
12. University General Education Content Area(s), if any: _____Not applicable.
    a. If Content Area 1, specify a CLAS area, A-E: ____
    b. Justification for inclusion in CLAS area, A-E:
    (Please consult CLAS guidelines for areas A-E.)
13. S/U grading: No

Justification

1. Reasons for adding this course:

There is no course currently available at UConn that offers a general overview of politics, economy, and society in the United States for the decades of the 1970s, 1980s, 1990s, and 2000s. The U.S. history survey, HIST 1502, does cover this period but its overall scope covers U.S. history since 1877, which means that coverage of the 1970s-2000s briefly and usually only partially. Moreover there are no courses above the 1000-level that address the period and thematic scope of the proposed course. Finally, this regularizes an existing Special Topics course I have been teaching.

2. Academic merit:

Over the past decade there has been a major burst of historical scholarship on the 1970s and 1980s, much of which covers the period across subspecialties (e.g., gender, race, cultural, and economic history). Students in this course will be exposed to this new wave of scholarship and will become attuned to ways in which political, social, economic, and cultural history is interrelated.

3. Overlapping courses: No overlapping courses above the 1000-level.
4. Number of students expected: 35
5. Number and size of sections: 1
6. Effects on other departments: None.
7. Effects on regional campuses: None.
8. Staffing: Eduardo Canedo
9. Dates approved by
   Department Curriculum Committee:
   Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:
Micki McElya, 6-2085, micki.mcelya@uconn.edu

Syllabus

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

Prof. Eduardo Canedo
Email: eduardo.canedo@uconn.edu
Office Hours: Wood Hall 224, Tues. &
Thurs., 10-11 a.m. & by appointment

University of Connecticut
Fall 2014

HIST 3519 CONTEMPORARY AMERICA

Tues. & Thurs., 12:30 - 1:45 pm
Wood Hall 4B

This course offers an overview of American politics, society, and economy from 1973 through the present. Characterized as the *Age of Fracture* by historian Daniel Rodgers, the past four decades of American life have witnessed the fragmentation of racial and gender identities, dramatic fluctuations between prosperity and economic crisis, the intensification of partisanship alongside widespread political apathy, and profound uncertainty over the role of the United States in world affairs. As we examine these turbulent years, we will identify key changes and continuities in the American experience. We will also consider the challenges and rewards of thinking historically about the recent past and present.

Participation (20% of course grade). Your participation grade will be assessed on the quality and frequency of your contribution to in-class discussion. This, in turn, relies on the careful reading of assigned materials ahead of class meetings.

Papers (40%). You have two options for fulfilling this component of the course. Consult the course website for more information (including due dates). You must email Prof. Canedo by September 12, 12:30 p.m., to commit to either option #1 or option #2.

> Option #1: Write three short papers (4-6 pages each) based on assigned course readings. No outside reading is expected. At least one paper must be submitted before and after the midterm exam.
>
> Option #2: Write one longer research paper (10-13 pages) that explores a particular event, individual, organization, or theme related to the course by examining outside sources and scholarship.

Midterm Exam (15%). The midterm exam will consist of three short-answer identifications and one lengthier essay question. One week before the exam, you will be given three possible essay questions, of which one will appear on the actual exam. Though you will not have advance notice of possible short-answer IDs, you will be able to select the IDs you wish to write on from a list that appears on the exam.

Final Exam (25%). The final exam will follow the same format as the midterm exam, except that there will be four IDs and two essay questions (one of these will be cumulative and the other will cover material from the second half of the term). As with the midterm exam, you will be given possible essay questions one week ahead of the final exam.

Readings. The following books are available for purchase at the Co-op bookstore and are on reserve at Babbidge Library:

> Ben Hamper, *Rivethead: Tales from the Assembly Line* (1992).
> Larry Kramer, *The Normal Heart* (1985).

James Mann, *Rise of the Vulcans: The History of Bush's War Cabinet* (2004).

All additional readings will be available on our HuskyCT course website. These readings are marked with an asterisk (*) in the course schedule below.

Academic Integrity. Plagiarism and cheating are the gravest violations of academic conduct. They will be punished to the fullest extent possible, including failure in the course. Plagiarism consists of reproducing or utilizing ideas or text from other sources without proper attribution. For more information, see http://www.plagiarism.org and http://www.community.uconn.edu/student_code.html.

Accessibility. To request accommodations for a disability you must first contact the Center for Students with Disabilities (room 204 of the Wilbur Cross Building; http://www.csd.uconn.edu). You must have the appropriate forms from this office before we can arrange accommodations.

SCHEDULE & READING ASSIGNMENTS

Note: readings marked with an asterisk (*) are available on the course website.

WEEK 1
8/27: America at the Crossroads
8/29: Watergate

WEEK 2
9/3: Busing & Affirmative Action
9/5: Vietnam Syndrome
James Mann, *Rise of the Vulcans* (2004), Introduction, 1-78.

WEEK 3
9/10: Feminism & Sexual Liberation
* Susan Brownmiller, *In Our Time* (1999), excerpt.
9/12: The Religious Right & the Politics of Family
* Phyllis Schlafly, *The Power of the Positive Woman* (1977), excerpt.

WEEK 4
9/17: Environmentalism
* Ernest Callenbach, *Ecotopia* (1975), excerpt.
9/19: Stagflation & the Tax Revolt
* Simon Hall, "The Tax Revolt," from *American Patriotism, American Protest* (2011).

WEEK 5
9/24: Deindustrialization & Urban Crisis
Ben Hamper, *Rivethead* (1991), 1-14, 26-116, 143-170.
9/26: Free Enterprise, Free Markets
* Lewis Powell, "Attack on American Free Enterprise System," Confidential Memorandum to the U.S. Chamber of Commerce, August 23, 1971.
* Ralph Nader, Introduction to *The Monopoly Makers: Ralph Nader's Study Group Report on Regulation and Competition* (1973).

WEEK 6
10/1: Reagan Revolution
James Mann, *Rise of the Vulcans* (2004), 79-149.
10/3: Wall Street
* Michael Lewis, *Liar's Poker* (1989), excerpt.

WEEK 7
10/8: From Hippie to Yuppie
* Tom Wolfe, "The 'Me' Decade and the Third Great Awakening," *New York*, August 23, 1976.
* Hendrik Hertzberg, "The Short Happy Life of the American Yuppie," *Esquire*, February 1988.
10/10: **MIDTERM EXAM**

WEEK 8
10/15: War on Crime, War on Drugs
10/17: The AIDS Crisis
Larry Kramer, *The Normal Heart* (1985).

WEEK 9
10/22: The End of the Cold War
James Mann, *Rise of the Vulcans* (2004), 150-197.
10/24: New World Order
James Mann, *Rise of the Vulcans* (2004), 198-233.

WEEK 10
10/29: Clinton's Third Way
10/31: Culture Wars
* Mike Wallace, "The Battle of the Enola Gay" from *Mickey Mouse History and Other Essays on American Memory* (1996).

WEEK 11
11/5: Globalization
* Thomas Friedman, *The Lexus and the Olive Tree* (1999), excerpt.
11/7: Dot-com Boom & Bust
* Roger Lowenstein, *Origins of the Crash* (2004), excerpt.

WEEK 12
11/12: The Election of 2000 to 9/11
11/14: Wars in Afghanistan & Iraq
James Mann, *Rise of the Vulcans* (2004), 234-372.

WEEK 13
11/19: Financial Excess
* George Packer, *The Unwinding* (2013), excerpt #1.
11/21: Crash & Bailout
* George Packer, *The Unwinding* (2013), excerpt #2.

11/26: *NO CLASS: THANKSGIVING BREAK*
11/28: *NO CLASS: THANKSGIVING BREAK*

WEEK 14

12/3: Obama's Hope & Change

* Lawrence R. Jacobs and Theda Skocpol, "Hard-Fought Legacy: Obama, Congressional Democrats, and the Struggle for Comprehensive Health Care Reform," from *Reaching for a New Deal* (2011).

12/5: Latino Immigration

* Roberto G. Gonzales, "Left Out but Not Shut Down: Political Activism and the Undocumented Student Movement," *Northwestern Journal of Law & Social Policy* (Spring 2008).

FINAL EXAM: to be confirmed later in the term.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: March 16, 2014
2. Department requesting this course: HIST
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!

HIST 5505. Gender in the Early Modern West
3 credits. Seminar.
Discussion of key works on gender, women, and sexuality, spanning the 1400s-1700s with a geographical focus mostly on Britain, continental Europe, and the Americas.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 5505
3. Course Title: Gender in the Early Modern West
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):

Discussion of key works on gender, women, and sexuality, spanning the 1400s-1700s with a geographical focus mostly on Britain, continental Europe, and the Americas.

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: Yes
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No

12. S/U grading: No

Justification

1. Reasons for adding this course:

In adding this course, I am regularizing a special topics course that I have offered twice. I plan to offer this every few years; it attracts graduate students in English and other departments, and counts toward the WGSS Feminist Graduate Certificate. Listing it as a regular course will enhance our department's profile in gender history, especially for prospective graduate students.

2. Academic merit:

The course showcases the rich scholarship on women, sexuality, and gender produced in the past 40 years or so. The period under focus stretches from the 1400s to the late 1700s, with a geographical scope including Britain, continental Europe, Central and South America, and North America.

3. Overlapping courses: None
4. Number of students expected: 10
5. Number and size of sections: 1 section, 10 students
6. Effects on other departments: No adverse effects
7. Staffing: Dayton
8. Dates approved by
   Department Curriculum Committee:
   Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:
Micki McElya, micki.mcelya@uconn.edu, 6-2085

Syllabus

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

Additional Approval

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

HIST 5505 Gender in the Early Modern West

Taught previously as History 5195
Gender at Work in the Early Modern World
University of Connecticut
Department of History

Prof. Cornelia H. Dayton **cornelia.dayton@uconn.edu**
Office: Wood 328, 486-5435 **Off. hrs:**

This readings seminar allows us to explore a sampling of the rich scholarship on women and gender produced in the past forty or so years. The period under focus stretches from the late 15th century to the end of the 18th century; our geographical lens will be mostly on England, continental Europe, colonial North America, and Spain's New World.

Each class member is required to be prepared to discuss thoroughly the assigned readings each week. Note also that attendance in graduate seminars is not optional: any absence due to a situation other than a dire emergency will notably affect the student's grade. If an emergency arise, you should do everything possible to contact me prior to the class meeting if you will be late or not able to attend.

Written assignments: One paper will be an oral report/written **review** focusing on one monograph chosen from the supplementary list of books (listed under "Reports") provided for most weeks in the syllabus. First, **post** the night before class (by 9 p.m.) a 2-page summary of the contents of the book. Second, prepare to give an in-class, oral report (NO MORE than 10 minutes) offering your critical assessment of the book (strengths and weaknesses, plus your questions and ideas for further research). Your written review (approx. 6 pages, MAX 8, emulating the best of book reviews) should be submitted to me no later than ONE WEEK after the date of the oral presentation. Note: those Report books that are asterisked (*) on the syllabus are ones that I think would make a particularly good match with the week's readings. Optional: You are invited to post your finished book review on our HuskyCt site if you would like to share it with classmates.

A second paper is a **meta-review**, a critical assessment in 7-8 pages of three book academic reviews of one monograph from our common reading. You may select one of the following books to write on: Ulrike Strasser, Barbara Diefendorf, Pamela Brown, Mary Fissell, Jennifer Morgan, Kathleen Brown, and (possibly) Dena Goodman. Your task is to find three substantial reviews (i.e., longer than 800 words) in journals such as the *WMQ*, *Reviews in American History*, the *Radical History Review*, *Early American Literature*(skip the *AHR* or *JAH*, if possible) and write a critical assessment of those reviews in light of your reading of the book. What choices does each reviewer make (organization, coverage, tone)? How disparate are the reviews in style, coverage, and critique? How do the authors indicate their own preferences for method and interpretation, if at all? What surprises or disappoints you about these reviews? Finally, what would you add in a critique of your own that is not present in these reviews? The meta-review is (ideally) due on the class day when the book is under discussion. Please ask me first to see if I need you to attach xeroxs of the book reviews you are using. There will be a few sample

Meta-reviews (from past classes, on different books) available in the Graduate Lounge File Cabinet, top drawer. Note: we will discuss sample book reviews of Marjorie McIntosh's monograph in Week 2.

Rewrites: You have the option of re-writing the book review or the meta-review, based on my critique. Note that rewriting sometimes but not always leads to a higher grade. I am a believer in the saying: "There is no good writing, only good rewriting." And indeed, your dissertations and anything you publish in the future will go through this process, so it pays to follow this 'best practice' as your training proceeds. Note that if you undertake the optional re-write, you need to inform me of that decision, and the revised paper is due *no later than 2 weeks* after you receive my comments on the first version.

The Final Project, an Annotated Bibliography or Scholarly Career paper (your choice of either; see details on both below) is due at the end of the semester during exam week. You should choose a topic in consultation with me, and plan to meet with me about your topic and preparations, *no later than* the first week in November. So that class members can learn from your investigations, you are encouraged to post your project (in draft or final form) on HuskyCt prior to Dec. 22.

For **Annotated Bibliographies on a topical theme**: Aim for a minimum of 16 items on your topic; be sure to include samples from all genres--books, articles, review essays, primary sources, websites—and representing the geographical and chronological scope of the early modern field. Annotations should accompany each item in your bibliography; these should be in shorthand form (clear prose, not necessarily complete sentences), and should be of medium length (3-10 lines). The annotation should indicate *why* one would want to consult the item; useful comments might include identifying an item's notable features (not apparent from the title), its situatedness in the historiography (if dated but useful, for example), its flaws, how it is in conversation with other items, etc. Note that you can write a reasonably useful annotation of an item even if you haven't read it word-for-word; the idea is that you have skimmed it and probably identified its pertinence through other sources. Indeed, the purpose of this assignment is NOT to compel you to read all the items you gather on your topic; rather it is to mimic the hunting-and-gathering steps you take in preparation for writing a research paper or an historiographical essay.

For a paper on a **scholar's career**: This is to be a thoughtful, analytical essay (11-14 pages; with bibliography attached) about the work and career of one scholar of early modern gender as viewed through selected works. Think of your essay as a literature review—focusing on one author. Although the number of materials covered by each student will vary slightly (depending on the scholar chosen), here are the minimum components: two monographs, one to two major articles or review essays (that are not redundant with the two books), a range of critical reviews of both books, some reviews by the historian across the span of his/her career; also, if possible, a published interview with the historian. Beyond these, you commit yourself to being aware of and skimming as much as possible all the books and major articles of the author. One step toward writing your paper could be to compile as complete an *oeuvre* list as possible, broken into categories (e.g., books, articles, anthology pieces, book reviews by, opinion essays, interviews with); this will become your bibliography. Be sure to address in your essay the major intellectual influences on the scholar; their preferred methodologies; their statements about the philosophy and craft of history/literary criticism; their attempts to influence and shape their fields or sub-fields; your own observations on their style as a writer. For this assignment you do not have to choose someone very senior, but them must have produced at least two

monographs. Note that the subject of your paper ***can*** be an author whose book you read or reviewed in our seminar.

Assessment: For the purposes of grading, class participation (including quality of oral reports, postings, and prize nomination memo) will account roughly for 40%, the book review 15%, the meta-review 20%, the final project 25%.

Reading: Students are responsible for finding copies of books. Some of the required articles on the syllabus are available electronically through the UConn Library's website; past issues of the *WMQ*, *Feminist Studies*, and many other academic history journals are "e-journals" and available on JSTOR, Academic Search Premier (use this for roughly post-2005 items), the History Cooperative, or other on-line databases journals. For articles, reviews, or essays that are ***not*** available electronically, copies will be on hard copy reserve in the Graduate Lounge file cabinet (marked [GL]). I've marked items that I know ***are*** available on-line "[OL]"; others may be. Note also, items that are labeled "recommended" on the syllabus in a particular week, and that are not available on-line, will sometimes be Xeroxed and in the Graduate Lounge.

FYI, these overviews can be useful:

Patricia Crawford and Laura Gowing, eds., *Women's Worlds in Seventeenth-Century England* (New York, 2000) [for a fabulous collection of primary documents]

Olwen Hufton, *The Prospect Before Her: A History of Women in Western Europe, 1500-1800* (London, 1995)

Merry Weisner, *Women and Gender in Early Modern Europe,* 2d ed. (2001)

A History of Women in the West: Vol. III: Renaissance and Enlightenment Paradoxes, ed. Natalie Zemon Davis and Arlette Farge (Cambridge, Mass., 1993) [good, short essays by noted scholars on topics such as Prostitutes, Witches, Women's voices, Women in Politics]

www.earlymodernweb.org.uk/emr/ Early Modern Resources, a list of online resources and sites, by Sharon Howard, last update in 2008

Early Modern Women Database: http://www.lib.umd.edu/ETC/LOCAL/emw/emw.php3 Univ. of Maryland Libraries

Key to Journal Title Abbreviations in the Syllabus:

AHR American Historical Review
WMQ William and Mary Quarterly

Schedule of Meetings and Readings

Week 1 Sept 1 No class meeting: Grad. Research Conference day!

Week 2 Sept 8 Women and Work

Reading:

- Marjorie Keniston McIntosh, *Working Women in English Society, 1300-1620* (2005)

- at least 3 book reviews of the book (find them on JSTOR or Academic Search Premier)
- MKM's c.v. on the U of Colorado, Boulder website.

Further reading:

Alice Clark, *Working Life of Women in the Seventeenth Century* (1919); see Amy Louise Erickson's Introduction to the 1992 ed. (London: Routledge)
Natalie Zemon Davis, "Women in the Crafts in Sixteenth-Century Lyons," *Feminist Studies* 1 (Spring 1982), 46-80
Claire Crowston, *Fabricating Women: The Seamstresses of Old Regime France, 1675-1791* (2001)
William Jordan, *Women and Credit in Pre-Industrial and Developing Societies* (1993)
Barbara A. Hanawalt, *The Wealth of Wives: Women, Law, and Economy in late Medieval London* (2007)
Judith M. Bennett, *Ale, Beer, and Brewsters in England: Women's Work n a Changing World, 1300-1600* (1996)
Judith M. Bennett and Amy M. Froide, eds. *Singlewomen in the European Past, 1250-1800* (1999)
Margaret R. Hunt, *The Middling Sort: Commerce, Gender, and the Family in England, 1680-1780* (1996)
Sara Mendelson and Patricia Crawford, "The Makeshift Economy of Poor Women," Chap. 5 in their book, *Women in Early Modern England* (1998), 256-300
Mary Prior, "Women and the Urban Economy: Oxford 1500-1800," in Prior, ed., *Women in English Society 1500-1800* (1985), 93-117
Pamela Sharpe, *Adapting to Capitalism: Working Women in the English Economy, 1700-1850* (1996)
Martha Howell, "The Gender of Europe's Commercial Economy, 1200-1700," *Gender & History* 20:3 (Nov. 2008), 519-38.
Bernard S. Capp, *When Gossips Meet: Women, Family, and Neighbourhood in Early Modern England* (2003)
Susan Staves, *Married Women's Separate Property in England, 1660-1833* (1990)
Tim Stretton, *Women Waging Law in Elizabethan England* (1998)
Tim Meldrum, *Domestic Service and Gender, 1660-1750: Life and Work in the London Household* (2000)
Leonore Davidoff and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class, 1780-1850* (1987)
Monica Chojnacka, *Working Women of Early Modern Venice* (2001)
Marilyn Stone and Carmen Benito-Vessels, eds., *Women and Work in Spain: From the Middle Ages to Early Modern Times* (1998)
Deborah A. Rosen, "Women and Property across Colonial America: A Comparison of Legal Systems in New Mexico and New York," *WMQ,* 3rd ser., 60:2 (April 2003), 355-382
Cornelia H. Dayton, Chap. 2, "Toward Marginality: Women and the Litigated Economy," in *Women Before the* Bar (1995) , 69-104
Laurel Thatcher Ulrich, "Wheels, Looms, and the Gender Division of Labor in Eighteenth-Century New England," *WMQ* 3rd ser, 55 (Jan. 1998), 3-38
Elaine Forman Crane, *Ebb Tide in New England: Women, Seaports, and Social Change, 1630-1800* (1998)
Karin Wulf, *Not All Wives: Women of Colonial Philadelphia* (2000)
Linda Sturtz, *Within Her Power: Propertied Women in Colonial Virginia* (2001)
Ellen Hartigan-O'Connor, *The Ties that Buy: Women and Commerce in Revolutionary America* (Philadelphia, 2009)

Martin, Ann Smart. "Ribbons of Desire: Gendered Stories in the World of Goods." In John Styles and Amanda Vickery, eds. *Gender, Taste, and Material Culture in Britain and North America, 1700-1830* (2006)
Marla R. Miller, *The Needle's Eye: Women and Work in the Age of Revolution* (2006)
Laurel Thatcher Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (2001)

Week 3 Sept 15 Women and the Reformation

ROUNDTABLE (choose one):

- Ulrike Strasser, *State of Virginity: Gender, Religion, and Politics in an Early Modern Catholic State* (Univ. of Michigan Press, 2004)
- Barbara Diefendorf, *From Penitence to Charity: Pious Women and the Catholic Reformation* (Oxford UP, 2004)
- Asunción Lavrin, *Brides of Christ: Conventual Life in Colonial Mexico* (Stanford Univ Press, 2008, hardbk only)

Also read 1 review of each of the two books you are not reading; I will post links or copies on HuskyCt (Course Materials: ECR)

Prior to our meeting, go to HuskyCt for suggested issues to cover in your small-group (in-class) discussion of your book; each group will be asked to come up with five assessment points about the book (for example, regarding its thesis, sources, structure, innovative features) to list on the board in 4A as all of us reconvene to compare the books

Recommended:

Natalie Zemon Davis, "City Women and Religious Change," in Davis, *Society and Culture* (1985) [e-book]
E. William Monter, "Women in Calvinist Geneva (1550-1800), *Signs* 6 (1980), 189-209
Milagros Ortega Costa, "Spanish Women in the Reformation" in Sherrin Marshall (ed.), *Women in Reformation and Counter-Reformation Europe: Public and Private Worlds*. Bloomington: Indiana University Press, 1989, pp. 89-119
Voices from an Early American Convent: Marie Madeleine Hachard and the New Orleans Ursulines, 1727-1760, ed. Emily Clark (2007) [primary docs, incl. Obituary letters with biographies of individual nuns]

Reports:

*Lyndal Roper, *The Holy Household: Women and Morals in Reformation Augsburg* (2004)
Kathryn Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru* (1999)
Rebecca Larson, *Daughters of Light: Quaker Women Preaching and Prophesying in the Colonies and Abroad, 1700-1775* (1999)
Mary Laven, *Virgins of Venice: Broken Vows and Cloistered Lives in the Renaissance Convent* (2002)
Alison Weber, *Teresa of Avila and the Rhetoric of Femininity* (Princeton, 1990)
Richard L. Kagan, *Lucrecia's Dreams: Politics and Prophecy in Sixteenth-Century Spain* (1990)
Alan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (2005)
Emily Clark, *Masterless Mistresses: The New Orleans Ursulines and the Development of a New World Society, 1727-1834* (2007)

Mita Choudhury, *Convents and Nuns in Eighteenth-Century French Politics and Culture*. (Ithaca: Cornell University Press, 2004)

Week 4 Sept 22 Jest, Misogyny, and Patriarchy

In the first half of class, we will discuss:

- Pamela Allen Brown, *Better a Shrew than a Sheep: Women, Drama, and the Culture of Jest in Early Modern England* (Ithaca, NY, 2003) (skip or skim Chap. 5)

In the second half, we will discuss:

- Judith M. Bennett, *History Matters: Patriarchy and the Challenge of Feminism* (UPenn Press, 2006). See also her list of feminist journals and reviews, pp. 171-75 of Nancy F. Partner, ed., *Studying Medieval Women…* (1993) [GL or ECR]
- Joan Scott, "Back to the Future," review of Judith Bennett, *History Matters*, *History and Theory* 47:2 (May 2008), 279-284 [OL]
- Postings of class members

****Assignment**, DUE Tuesday evening by 9 p.m., **post on HuskyCt**: a discussion issue/question—at least one each from Brown and Bennett. Feel free to simply state the question or to elaborate in a short paragraph.

Recommended/Optional:

Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (1998), Intro, "Gender and the Mirror of History" (pp. 1-13) [GL]

Merry E. Weisner, 2d ed., *Women and Gender in Early Modern Europe* (2001), Intro and Chap. 1 (through p. 47) [GL]

Natalie Zemon Davis, "'Women's History' in Transition: The European Case," orig. in *Feminist Studies* 3 (1976), 83-103, reprinted in *Feminism and History*, ed. Joan Wallach Scott (1996), 79-104 [GL]

Week 5 Sep 29 Masculinity

Reading:

- Alexandra Shepard, *Meanings of Manhood in Early Modern England* (Cambridge UP, 2003)
- Joan Wallach Scott, *Gender and the Politics of History* (1999 rev. ed; orig. pub. 1988): Introduction (pp. 1-11), Chap. 2, "Gender: A Useful Category of Historical Analysis" (28-50), and "Some More Reflections" (199-222). Chap. 2 is also available on-line [thru Babbidge Library's e-journals], in the *American Historical Review* 91 (Dec. 1986)
- Jane Kaplan, "Gender is Everywhere," [a review of Scott's 1988 book], *The Nation,* Jan. 9/16, 1989, 62-65 [GL]
- One of the Week 5 articles listed directly below; **POST** a paragraph relating it analytically to our common reading for the week (by 9 p.m. Tuesday)

Week 5 articles:

Elizabeth Foyster, "Creating a Veil of Silence? Politeness and Marital Violence in the English Household," *Royal Historical Society Transactions,* 12 (Nov. 2002) [OL]

Tim Hitchcock, "Sociability and Misogyny in the Life of John Cannon, 1684-1743," in Tim Hitchcock and Michele Cohen, eds., *English Masculinities, 1660-1800* (1999), 25-43
Todd Romero, "'Ranging Foresters' and 'Women-Like Men': Physical Accomplishment, Spiritual Power, and Indian Masculinity in Early Seventeenth-Century New England," *Ethnohistory* 53 (Spring 2006) [OL]
Joan Scott, "Experience," in Judith Butler and Joan W. Scott, eds., *Feminists Theorize the Political* (1992), 22-40 [GL]
Elaine Abelson et al., "Interview with Joan Scott," *Radical History Review* 45 (1989), 45-59 [GL]

Recommended/ Reference:
Toby L. Ditz, "What's Love Got to Do With It? The History of Men, the History of Gender in the 1990s," *Reviews in American History* 28 (June 2000), 167-180.
Karen Harvey and Alexandra Shepard, "What Have Historians Done with Masculinity? Reflections on Five Centuries of British History, circa 1500-1950," *Journal of British Studies* 44 (April 2005), 274-280.
Tim Hitchcock and Michele Cohen, eds., *English Masculinities, 1660-1800* (1999)
John Tosh, overview essay, reprinted in Robert Shoemaker and Mary Vincent, *Gender and History in Western Europe* (1998)

Reports:
Ruth Mazo Karras, *From Boys to Men: Formations of Masculinity in Late Medieval Europe* (2003)
Julie Hardwick, *The Practice of Patriarchy: Gender and the Politics of Household Authority in Early Modern France* (1998)
Elizabeth Foyster, *Marital Violence: An English Family History, 1660-1857* (2005)
Mary Trouille, Wife Abuse in Eighteenth-Century France (Oxford: Voltaire Fdn., 2009) blends court cases and fictional accounts]
Lisa Wilson, *Ye Heart of a Man: The Domestic Life of Men in Colonial New England* (1999)
Ann S. Lombard, *Making Manhood: Growing Up Male in Colonial New England* (2003)

Week 6 October 6 Colonial Setting #1: Spain's New World

Reading:
- Karen Vieira Powers, *Women in the Crucible of Conquest: The Gendered Genesis of Spanish American Society, 1500-1600* (University of New Mexico Press, 2005)
- 3 reviews of Rosemary A. Joyce, *Gender and Power in Prehispanic Mesoamerica* (2000) [OL/ECR]

Recommended/Reference:
Susan Socolow, Documents (pp. 181-99), plus set of Illustrations, in Socolow, *The Women of Colonial Latin America* (2000) [GL]
Asuncion Lavrin, ed., *Sexuality and Marriage in Colonial Latin America* (1989)
Susan Migden Socolow, *The Women of Colonial Latin America* (2000)

Reports:
Kathryn Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru* (1999)

Sarah C. Chambers, *From Subjects to Citizens: Honor, Gender, and Politics in Arequipa, Peru, 1780-1854* (1999; an e-book)
Martha Few, *Women Who Lead Evil Lives: Gender, Religion, and the Politics of Power in Colonial Guatemala* (2002)
Jane Mangan, *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí* (2005)
Richard Trexler, *Sex and Conquest: Gendered Violence, Political Order, and the European Conquest of the Americas* (Ithaca, 1995)
Elisa Sampson Vera Tudela, *Colonial Angels: Narratives of Gender and Spirituality in Mexico, 1580-1750* (2000)
Ann Twinam, *Public Lives, Private Secrets: Gender, Honor, Sexuality, and Illegitimacy in Colonial Spanish America* (1999)
Virginia Marie Bouvier, *Women and the Conquest of California, 1542-1840: Codes of Silence* (2001)

Week 7 Oct. 13 Gender in North American Contact Zones

Prof. Ann Plane of UC-Santa Barbara will be our guest

Reading:

- Gunlög Fur, *Gender and Colonial Encounters Among the Delaware Indians* (Univ. of Pennsylvania Press, 2009)
- Plane, Preface (iv-xii), Introduction (1-13), Chaps. 3 and 4 (67-128) of *Colonial Intimacies: Indian Marriage in Early New England* (Ithaca, NY, 2000) [GL]
- Plane, forthcoming essay in *New Men: Manliness in Early America*, ed. Thomas A. Foster (NYU Press, Jan. 2011) [GL]
- Nancy Shoemaker: **Choose one** among "The Rise and Fall of Iroquois Women," *Journal of Women's History* 2(1991): 39-57; "Gender," Chap. 5 in her book, *A Strange Likeness: Becoming Red and White in Eighteenth-Century North America* (2004), 105-24 [GL]; "Kateri Tekakwitha's Tortuous Path to Sainthood," in Shoemaker, ed., *Negotiators of Change: Historical Perspectives on Native American Women* (1995), 49-71 [GL and Google books]

Recommended/Reference:

Juliana Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands," *Journal of American History*, 92 (June 2005)
Susan Schroeder, Stephanie Wood, and Robert Haskett, eds., *Indian Women of Early Mexico* (1997)

Reports:

Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (2007)
Ann M. Little, *Abraham in Arms: War and Gender in Colonial New England* (2007)
Alan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (2005)
Theda Perdue. *Cherokee Women: Gender and Culture Change, 1700-1835* (University of Nebraska Press, 1999)
Susan Sleeper-Smith, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (2001)

Week 8 Oct. 20 Women's Bodies

Reading:

- Mary Elizabeth Fissell, *Vernacular Bodies: The Politics of Reproduction in Early Modern England* (2004)
- Chaps. 6 & 7 of Lyndal Roper, *Witch Craze: Terror and Fantasy in Baroque Germany* (2004) [GL]

Recommended essays:

Dror Wahrman, "Change and the Corporeal in 17th- and 18th-Century Gender History: Or, Can Cultural History Be Rigorous?" *Gender & History* 20 (2008): 584-602

Mary E. Fissell, "Hairy Women and Naked Truths: Gender and the Politics of Knowledge in *Aristotle's Masterpiece*," *WMQ* 3rd ser., 60 (2003), 43-74

Patricia Crawford, "Attitudes to Menstruation in Seventeenth-Century England" and other essays in Crawford, *Blood, Bodies and Families in Early Modern England* (2004), 19-53

Barbara S. Lindemann, "'To Ravish and Carnally Know': Rape in Eighteenth-Century Massachusetts," *Signs* 10 (1984), 63-82

Reports:

*Barbara Duden, *The Woman Beneath the Skin: A Doctor's Patients in Eighteenth-Century Germany* (1991)

Laurinda S. Dixon, *Perilous Chastity: Women and Illness in Pre-Enlightenment Art and Medicine* (1995)

*Laura Gowing, *Common Bodies: Women, Touch and Power in Seventeenth-Century England* (2003)

Katharine Park, *Secrets of Women: Gender, Generation, and the Origins of Human Dissection* (2006)

Thomas Lacquer, *Making Sex: Body and Gender from the Greeks to Freud* (1990)

Jane Kamensky, *Governing the Tongue: The Politics of Speech in Early New England* (1997) [e-book]

*Susan E. Klepp, *Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820* (2009)

*Frances E. Dolan, *Dangerous Familiars: Representations of Domestic Crime in England, 1550-1700* (1994)

Linda Woodbridge, *Women and the English Renaissance: Literature and the Nature of Womankind, 1540-1620* (1984)

Deborah Willis, *Malevolent Nurture: Witch-Hunting and Maternal Power in Early Modern England* (1995)

*Carol F. Karlsen, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England* (1987)

Sharon Block, *Rape and Sexual Power in Early America* (2006)

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1991)

Sarah Toulahan, *Imagining Sex: Pornography and Bodies in Seventeenth-century England* (2007) (also an e-book)

Week 9 October 27 To be Enslaved or Semi-Free

Reading:

- Jennifer L. Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (UPenn Press, 2004)
- Carol Karlsen, "Women and Gender," [overview of the recent scholarship on North America], in *A Companion to Colonial America*, ed. Daniel Vickers (2003), 194-235 [GL]

Note: we will meet at 6:00 due to Barbara Weinstein's Fusco Lecture at 4 p.m. today

Recommended:

Jennifer L. Morgan, "Experiencing Black Feminism," in Telling Histories: Black Women Historians in the Ivory Tower, ed. Deborah Gray White (2008), 228-39[GL]

"The History of Mary Prince, a West Indian Slave, Related by Herself," (full text is at http://docsouth.unc.edu/neh/prince/prince.html)

Reports:

Catherine Adams and Elizabeth H. Pleck , *Love of Freedom: Black Women in Colonial and Revolutionary New England* (2009)

Annette Gordon-Reed, *The Hemingses of Monticello: An American Family* (2008)

Further Reading:

Barbara Bush, *Slave Women in Caribbean Society, 1650-1838* (1990)

Deborah Gray White, *Ar n't I a Woman?: Female Slaves in the Plantation South* (1985) [there is also a new ed., 1999]

Claire C. Robertson and Martin A. Klein, eds., *Women and Slavery in Africa* (1983): essays by Robertson and Klein, Herbert S. Klein, and John Thornton (pp. 3-48) [also an e-book]

Jennifer L. Morgan, "Slavery and the Slave Trade," in *A Companion to American Women's History*, ed. Nancy Hewitt (2002), 20-34

Hilary McD. Beckles, *Natural Rebels: A Social History of Enslaved Black Women in Barbadoes* (Rutgers UP, 1989)

Kathryn Joy McKnight, "Blasphemy as Resistance: An African Slave Woman before the Mexican Inquisition," in Mary E. Giles, ed., *Women in the Inquisition: Spain and the New World* (1999), 229-53

Kennedy, Cynthia. *Braided Relations, Entwined Lives: The Women of Charleston's Urban Slave Society* (Bloomington, 2005)

** **Topic for your Final Project** should be confirmed by Nov. 4, after meeting with me **

Week 10 November 3 Colonial Setting #2: Virginia

Reading:

- Kathleen M. Brown, *Nasty Wenches, Good Wives, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (1996) (skip/skim Chap. 1)

Reports:

Kathleen Wilson, *The Island Race: Englishness, Empire, and Gender in the Eighteenth Century* (2003)

Kim F. Hall, *Things of Darkness: Economies of Race and Gender in Early Modern England* (1995)

*Cynthia A. Kierner, *Beyond the Household: Women's Place in the Early South, 1700- 1835* (1998)

Laurel Thatcher Ulrich, *Good Wives*: *Image and Reality in the Lives of Women in Northern New England, 1650-1750* (1991)

*Mary Beth Norton, *Founding Mothers and Fathers: Gendered Power and the Forming of American Society* (1997)

Week 11 November 10 Learned Ladies

Reading:

- Dena Goodman, *Becoming a Woman in the Age of Letters* (Cornell Univ. Press, 2009)

Recommended/Reference:

Weisner, *Women and Gender in Early Modern Europe* (2001), Chaps. 4-5: "Literacy and Learning," "Women and the Creation of Culture" (pp. 143-210) [GL]

Barbara Whitehead, ed., *Women's Education in Early Modern Europe: A History, 1500-1800* (1999)

Milcah Martha Moore's Book: A Commonplace Book from Revolutionary America (1997), ed. Catherine L. Blecki and Karin A. Wulf

Reports:

*Sarah Gwyneth Ross, *The Birth of Feminism: Woman as Intellect in Renaissance Italy and England* (Harvard UP, 2009)

*Diana Robin, *Publishing Women: Salons, the Presses, and the Counter-Reformation in Sixteenth-Century Italy* (2007)

Virginia Cox, *Women's Writing in Italy, 1400-1650* (2008)

Carolyn Lougee, *Le Paradis des Femmes: Women, Salons, and Social Stratification in Seventeenth-Century France* (Princeton: Princeton University Press, 1976)

Londa Schiebinger, *The Mind Has No Sex? Women in the Origins of Modern Science* (1989)

Joanna Bowen Gillespie, *The Life and Times of Martha Laurens Ramsay 1759–1811* (2001)

*Edie Gelles, *Portia: The World of Abigail Adams* (1992) [e-book]

*Sheila L. Skemp, *First Lady of Letters: Judith Sargent Murray and the Struggle for Female Independence* (2009)

Kate Davies, *Catharine Macaulay and Mercy Otis Warren: The Revolutionary Atlantic and the Politics of Gender* (2006)

Marion Rust, *Prodigal Daughters: Susanna Rowson's Early American Women* (Chapel Hill, 2008)

*Elizabeth Maddock Dillon, *The Gender of Freedom: Fictions of Liberalism and the Literary Public Sphere* (Stanford University Press, 2004)
Barbara Taylor, *Mary Wollstonecraft and the Feminist Imagination* (2003)
*Mary Kelley, *Learning to Stand and Speak: Women, Education, and Public Life in America's Republic* (2008)

Week 12 November 17 Politics

Reading:

- Barbara Harris, "Women and Politics in Early Tudor England," *The Historical Journal* 33:2 (1990), 259-81 [OL]
- Weisner, *Women and Gender in Early Modern Europe* (2000), Chap 8, "Gender and Power" (pp. 288-317) [GL and ECR]
- Anne Lombard, chap. 6: "Manhood and Politics" of her book, , *Making Manhood: Growing Up Male in Colonial New England* (2003) [GL and ECR]
- Linda K. Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (1980), Preface, Intro, and Chaps. 3-5
- Catherine Adams and Elizabeth H. Pleck, *Love of Freedom: Black Women in Colonial and Revolutionary New England* (2009), chap. 7, "Citizenship," and Afterword [GL and ECR]
- Rosemarie Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (2007), Intro, chap. 1, and Epilogue [GL and book is on Babbidge Reserve]
- Carolyn Eastman, "Reinterpreting Women, Politics, and Culture," Review of Zagarri's book, H-SHEAR, October 2008 [OL]
- Cynthia Watkins Richardson, "The Making of Feminist Heroines," Review of *Mary Wollstonecraft and the Feminist Imagination* (2003) by Barbara Taylor, H-NET, March 2004 [OL]
- Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835*, chap. 6 (pp. 135-58) [GL], and two reviews: Tiya Miles in *Journal of Social History* and Gregory Evans Dowd in *Journal of Interdisciplinary History* (both reviews on ECR)

And choose ONE of these:

- John G. Kolp and Terri L. Snyder, "Women and the Political Culture of Eighteenth-Century Virginia: Gender, Property Law, and Voting Rights," in *The Many Legalities of Early America*(2001), 272-92 [GL and ECR]
- Carolyn Eastman, "Vindicating Female Eloquence: Girls' Oratory and the Rise and Fall of a Female Counterpublic," Chap. 2 of her book, *A Nation of Speechifiers: Making an American Public after the Revolution* (Chicago, 2009)[GL and ECR] or the article version: "The Female Cicero: Young Women's Oratory and Gendered Public Participation in the Early American Republic," *Gender and History* 19 (August 2007): 260-83 [OL]

Please come to class prepared to express your thoughts on:

- How does the work of Kerber and Zagarri fit together? What additional research remains to be done, what sources may be untapped?

- In preparing a pair of lectures for an undergraduate course on 'women, gender, politics in the age of revolution', how would you integrate or feature the work of Adams and Pleck and Theda Perdue?
- In studying women 'and' or 'in' politics in the early modern West, what counts as politics?

Recommended:

Paula Louise Scalingi, "The Scepter or the Distaff: The Question of Female Sovereignty, 1516-1607," *The Historian* 41 (1979), 59-75

Carroll Smith-Rosenberg, *This Violent Empire: The Birth of an American National Identity* (Chapel Hill, 2010), espec. Chaps. 3, 5, and 7

Reports:

* Rachel Judith Weil, *Political Passions: Gender, the Family, and Political Argument in England, 1680-1714 (*Manchester University Press, 2000)

*Elaine Chalus, *Elite Women in English Political Life, c.1754–1790* (Oxford UP, 2005)

Pauline Schloesser, *The Fair Sex: White Women and Racial Patriarchy in the Early American Republic* (New York, 2002)

Susan Branson, *These Fiery Frenchified Dames: Women and Political Culture in Early National Philadelphia* (2001)

Susan Juster, *Disorderly Women: Sexual Politics and Evangelicalism in Revolutionary New England* (1994)

Edie Gelles, *Portia: The World of Abigail Adams* (1992) [e-book]

Alfred Young, *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier* (2005)

Marla R. Miller, *Betsy Ross and the Making of America* (2010)

Susan Juster, *Doomsayers: Anglo-American Prophecy in the Age of Revolution* (Philadelphia, 2003)

*Catherine Allgor, *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government* (2000)

Week 13 December 1 Sexuality

Reading:

- Claire A. Lyons, *Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, Philadelphia, 1730-1830* (Univ. of North Carolina Press, 2006). N.B. : we will read only Part 1 (thru p.181)
- View/browse my and Jessica Linker's pilot website "taking the trade" (enter it from my faculty webpage) for a short, brainstorming session in class on how to improve and add to it; please email feedback and suggestions by Wed. morning. Thanks in advance for your help with this!

Reference/Recommended:

Tim Hitchcock, *English Sexualities, 1700-1800* (1997)

Patricia Crawford and Sara Mendelson, "Sexual Identities in Early Modern England: The Marriage of Two Women in 1680," *Gender & History* 7 (Nov. 1995), 362-77

Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-century New England Village," *WMQ,* 3rd ser., 48 (1991), 19-49 (and related website w/documents) [OL]

Stefano D'Amico, "Shameful Mother: Poverty and Prostitution in Seventeenth-Century Milan," *Journal of Family History*, 30:1 (2005), 109-120 [one court case]

Reports:

*Laura Gowing, *Domestic Dangers: Women, Words, and Sex in Early Modern London* (1996)

Richard Godbeer, *Sexual Revolution in Early America* (2002)

Isabel V. Hull, *Sexuality, State, and Civil Society in Germany, 1700-1815* (1996)

Tony Henderson, *Disorderly Women in Eighteenth-Century London: Prostitution and Control in the Metropolis, 1730-1830* (1999)

*Susan E. Klepp, *Revolutionary Conceptions: Women, Fertility, and Family Limitiation in America, 1760-1820* (2009)

****DUE:** Draft version of your Final Project (bibliography or career paper) on Sunday **Dec. 5 by 3 p.m.** via email attachment (in .doc or .rtf)

Week 14 December 8 No class meeting

Final version of your Final Project due no later than Wednesday Dec. 15 by 4 p.m.! Both email and hard copy—let me know when you are delivering the latter to my faculty mailbox. ALSO, if willing, **post your bibliography** to our HuskyCt site (anytime between Dec. 1 and 20)! Class members: remember to look for and download your peers' projects, before 12/21 when the site may disappear.

Due by Friday Dec. 17th at 5 p.m.: Your nomination of a research article or essay related to the early modern period that you assess as of prize-winning quality. Send me the full citation, information about where it is available on-line (if pertinent), and one substantial paragraph or a bulleted list explaining what features in your assessment make this a model essay, far out of the ordinary in quality

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: **February 19, 2014**
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: **Fall 2015**

Final Catalog Listing

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

HIST 5544. American Land and Society
3 credits. Seminar.

Examines the historical literature on American ideas about landholding and agriculture from the 18th to the 20th century and their impact on society, culture, and the environment.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: **HIST**
2. Course Number: **5544**
3. Course Title: **American Land and Society**
4. Number of Credits (use digits, "3" not "three"): **3**
5. Course Description (second paragraph of catalog entry):

Examines the historical literature on American ideas about landholding and agriculture from the 18th to the 20th century and their impact on society, culture, and the environment.

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

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: **YES**

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

Justification

1. Reasons for adding this course: **This regularizes a special topics course which has already been offered and that fills a need in the Department's graduate offerings in American history.**
2. Academic merit: **The course addresses a major topic in U.S. history, consideration of which touches on a wide variety of issues of significance to historians in the field.**
3. Overlapping courses: **none**
4. Number of students expected: **10**
5. Number and size of sections: **1 section, 10 students**
6. Effects on other departments: **none**
7. Staffing: **Christopher Clark**
8. Dates approved by
   Department Curriculum Committee:
   Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: **Micki McElya, micki.mcelya@uconn.edu, 486-2085**

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.

HIST 5544 Syllabus

Taught as: History 5195
Spring Semester 2014

AMERICAN LAND AND SOCIETY

Tuesdays 1pm-4pm
Wood Hall 4A

Christopher Clark

Office hours: Wednesdays 2.15-4.15, or by appointment
Wood Hall 121
Phone: 860-486-1965
e-mail: c.clark@uconn.edu

This course has an on-line website in HuskyCT, accessible at http://huskyct.uconn.edu .

The course is a research seminar, intended to introduce students to a range of historical literature and research techniques, and to provide the opportunity to complete either a substantial research paper or a substantial historiographical essay on a topic connected with the theme of the course.

Weekly meetings will be devoted to one or more of three types of activity: discussion of common reading required of all students; reports from students on supplementary reading; and students' preparation of papers on approved topics of their own choice.

Before meetings at which there is common reading students are required to post comments to the relevant discussion thread on the course HuskyCT site by no later than 10.00 am on the day the class meets. Comments may take whatever form students wish, but should be at least 300 words in length.

Students will also take turns to read and report to the seminar on some of the works listed each week under "supplementary reading." These reports may be used as the basis for a five-page paper, which is due to be submitted by March 13.

Each student will also prepare a substantial paper, which should have about 30 pages of text plus scholarly apparatus and be written as an article (or review article) for an academic journal. It should either be based on research in primary sources and be informed by relevant secondary literature, or be a survey of relevant literature in its chosen field. We shall begin at the first meeting to discuss possible topics for these papers. Paper topics must be approved by me. Students will give presentations on their papers on April 22 or April 29, and submit their papers no later than Tuesday, May 6.

Final course grades will be based on students' preparation for and participation in discussion,

as well as on the papers they submit.

Schedule of meetings

**Asterisked items are required reading, and (except for that for April 15) have been ordered for purchase from the UConn Co-op textbook department.*

January 21 **Introduction to the course**

Preliminary discussion of paper topics

January 28 **Colonizers and colonized**

* Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*, New Haven, Conn.: Yale University Press, 2007; part 2, "Settler Colonialism," pp. 165-390

Supplementary reading:

Jeremy Adelman and Stephen Aron, "From borderlands to borders: Empires, nation-states and the peoples in between in North American history," *American Historical Review* 104 (1999): 814-841

Stuart Banner, *Possessing the Pacific: Land, Settlers, and Indigenous People from Australia to Alaska* (2007).

James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939* (2009).

Maureen Konkle, "Indigenous Ownership and the Emergence of U.S. Liberal Imperialism," *American Indian Quarterly* 32 (Summer 2008): 297-323.

Patrick Wolfe, "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research* 8 (December 2006): 387-409.

John C. Weaver, *The Great Land Rush and the Making of the Modern World, 1650-1900* (2003)

February 4 **Why the Indians lost their land**

* Stuart Banner, *How the Indians lost their land: Law and power on the frontier*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2005.

Supplementary reading:

Stuart Banner, "The political function of the commons: Changing conceptions of property and sovereignty in Missouri, 1750-1850," *American Journal of Legal History* 41 (1997)

Eric Cheyfitz, "Doctrines of discovery: The foundations of colonialism in Federal Indian law,"

Common-Place 2, no. 1 (2001).
William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983)
Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (2007)
Allan Greer, "Commons and Enclosure in the Colonization of North America," *American Historical Review* 117, no. 2 (April 2012): 365-386.
Johnson v. McIntosh, 21 U.S. 543 (1823).
Eric Kades, "History and interpretation of the great case of *Johnson v. McIntosh*," *Law and History Review* 19 (2001): 67-116.
Jean M. O'Brien, *Dispossession by degrees: Indian land and identity in Natick, Massachusetts, 1650-1790* (1997).
Linda S. Parker, *Native American Estate: The Struggle over Indian and Hawaiian Land* (1989).
Theda Perdue, *Cherokee women: Gender and culture change, 1700-1835* (1998).
Claudio Saunt, *A new order of things: Property, power, and the transformation of the Creek Indians, 1733-1816* (1999).
Daniel H. Usner, Jr, "Iroquois livelihood and Jeffersonian agrarianism: Reaching behind the models and the metaphors," in Frederick E. Hoxie, et. al., *Native Americans and the Early Republic* (1999).
Anthony F. C. Wallace, *Jefferson and the Indians: The tragic fate of the first Americans* (1999).
Richard White, *The middle ground: Indians, empires, and republics in the Great Lakes region, 1650-1815* (1991).

February 11 **Land and conflict in the Revolutionary period**

* Alan Taylor, *The Divided Ground: Indians, settlers, and the northern borderland of the American Revolution*. New York: Alfred A. Knopf, 2006.

Supplementary reading:

Manuela Albertone, "The French moment of the American national identity: St. John Crèvecoeur's agrarian myth," *History of European Ideas* 32, no. 1 (March 2006): 28-57
Joyce Appleby, "The social origins of American revolutionary ideology." *Journal of American History* 64, no. 4 (1978): 935-958.
———. "Commercial farming and the "Agrarian myth" In the early republic." *Journal of American History* 68, no. 4 (1982): 833-849.
Terry Bouton, "A Road Closed: Rural insurgency in post-Independence Pennsylvania," *Journal of American History* 87 (2000): 855-887.
--------- .*Taming democracy: The people, the founders, and the troubled ending of the American Revolution* (2007).
Edward J. Cashin, " 'But brothers, it is our land we are talking about': Winners and losers in the Georgia backcountry," in R. Hoffman, T.W. Tate and P. J. Albert, ed, *An Uncivil War: The southern backcountry during the American Revolution* (1985).
J. Hector St. John de Crèvecoeur, *Letters from an American farmer* [1782] *and sketches of eighteenth-century America* [first published 1925]. New York: Penguin Classics, 1981,

letters I-IV, IX-XII, sketches I-IV, VI, VIII-XII.

François Furstenberg, “The Significance of the Trans-Appalachian Frontier in Atlantic History,” *American Historical Review* 113, no. 3 (June 2008): 647-677.

Norman S. Grabo, "Crèvecoeur's American: Beginning the world anew." *William and Mary Quarterly* 48, no. 2 (1991): 159-172.

Woody Holton, “Abigail Adams, bond speculator,” *William and Mary Quarterly* 64, no. 4 (2007): 821-838.

Thomas J. Humphrey, “ ‘Extravagant claims’ and ‘hard labour’: Perceptions of property in the Hudson Valley, 1751-1801,” *Pennsylvania History* 65 (1998).

----------. *Land and liberty: Hudson Valley riots in the age of revolution* (2004).

Wayne E. Lee, "The revolution and the common man's land." *William and Mary Quarterly* 62, no. 3 (2005): 557-561.

Bruce Mazlish, “Crèvecoeur’s new world,” *Wilson Quarterly* 6, no. 4 (1982): 140-147.

Alan Taylor, *Liberty men and great proprietors: The revolutionary settlement on the Maine frontier, 1760-1820* (1990).

----------. "Stopping the progress of rogues and deceivers": A White Indian recruiting notice of 1808." *William and Mary Quarterly* 42, no. 1 (1985): 90-103

-————. ""A kind of warr": The contest for land on the northeastern frontier, 1750-1820." *William and Mary Quarterly* 46, no. 1 (1989): 3-26.

----------. “The great change begins: Settling the forest of central New York,” *New York History* 76, no. 3 (1995): 265-290.

----------. “The late loyalists: Northern reflections of the early American republic,” *Journal of the Early Republic* 27, no. 1 (2007): 1-34.

February 18 **Land and politics in the nineteenth century**

* Thomas Summerhill, *Harvest of Dissent: Agrarianism in Nineteenth-Century New York*. Urbana: University of Illinois Press, 2005.

Supplementary reading:

Charles E. Brooks, *Frontier Settlement and Market Revolution: The Holland Land Purchase* (1996).

Martin Bruegel, "Unrest: Manorial society and the market in the Hudson Valley, 1780-1850." *Journal of American History* 82, no. 4 (1996): 1393-1424.

Jamie L. Bronstein, *Land reform and working-class experience in Britain and the United States, 1800-1862* (1999).

Eric Foner, *Free soil, free labor, free men: The ideology of the Republican Party before the Civil War* (1970).

Susan E. Gray, “Local speculator as confidence man: Mumford Eldred, Jr., and the Michigan land rush,” *Journal of the Early Republic* 10, no. 3 (1990): 383-406.

Roger Hecht, "Rents in the landscape: The anti-rent war in Melville's *Pierre*" *ATQ* 19, no. 1 (2005): 37-50.

Reeve Huston, *Land and freedom: Rural society, popular protest, and party politics in antebellum New York* (2000).

Reeve Huston, "The parties and 'the people': The New York anti-rent wars and the contours of Jacksonian politics." *Journal of the Early Republic* 20, no. 2 (2000): 241-271.
Mark A. Lause, *Young America: Land, labor, and the republican community* (2005).
Andro Linklater, *The Fabric of America* (2008).
Charles W. McCurdy, *The Anti-Rent Era in New York Law and Politics, 1839-1865* (2001).
James W. Oberly, "Gray-haired lobbyists: War of 1812 veterans and the politics of bounty land grants," *Journal of the Early Republic* 5 (1985): 35-58.
Alan Taylor, *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic* (1995).
John R. Van Atta, " 'A Lawless Rabble': Henry Clay and the Cultural Politics of Squatters' Rights, 1832-1841," *Journal of the Early Republic* 28 (2008): 337-378.
William Wyckoff, *The developer's frontier: The making of the western New York landscape* (1988).

February 25 **Occupying the antebellum "West"**

*Anne F. Hyde, *Empires, Nations, and Families: A History of the North American West, 1800-1860*. Lincoln: University of Nebraska Press, 2011; paperback edition, New York: Ecco, 2012.

Supplementary reading

Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (2008)
Brian DeLay, "Independent Indians and the U.S.-Mexican War," *American Historical Review* 112, no. 1 (2007): 35-68.
Alexandra Harmon, "American Indians and land monopolies in the Gilded Age," *Journal of American History* 90, no. 1 (2003): 106-133.
Andro Linklater, *Measuring America: How the United States was shaped by the greatest land sale in history* (2002).
Rose Stremlau, " 'To domesticate and civilize wild Indians': Allotment and the campaign to reform Indian families, 1875-1887," *Journal of Family History* 30, no. 3 (2005): 265-286.
Elliott West, *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado* (2000).

March 4 **Landscapes, settlements, and health**

*Conevery Bolton Valencius, *The health of the country: How American settlers understood themselves and their land*. New York: Basic Books, 2002.

Supplementary reading:

Benjamin Cohen, *Notes from the Ground: Science, Soil, and Society in the American Countryside* (2009).
William Cronon, ed., *Uncommon ground: Rethinking the human place in nature* (1996)

John J. Fry, " 'Good farming – clear thinking – right living': Midwestern farm newspapers, social reform and rural readers in the early 20th century," *Agricultural History* 78 (2004): 34-49.
Aldo Leopold, *A Sand County Almanac* (1949).
Gregg Mitman, "In search of health: Landscape and disease in American environmental history," *Environmental History* 10 (2005): 184-210.
Steven Stoll, *Larding the lean earth: Soil and society in 19th century America* (2002).
Bonj Szczygiel and Robert Hewitt, "Nineteenth-century medical landscapes: John H. Rauch, Frederick Law Olmsted and the search for salubrity," *Bulletin of the History of Medicine* 74 (2000): 708-734.
Ian Tyrrell, *True gardens of the gods: Californian-Australian environmental reform, 1860-1930* (1999).
Conevery Bolton Valencius, "Gender and the economy of health on the Santa Fe trail" *Osiris* 19 (2004): 79-92.
---------- . "Mudslides make good history," *Journal of the Early Republic* 24 (2004): 252-259.

March 11 **The "father of environmentalism"**

* Henry David Thoreau, *Walden: Or, Life in the Woods* [1854]; *Walden: A Fully Annotated Edition*, ed. Jeffrey S. Cramer. New Haven: Yale University Press, 2004.

March 13 *Students' 5-page papers must be submitted no later than 5pm*

March 18 **Spring break: no meeting**

March 25 **Land in the "Great West"**

* Karl Jacoby, *Crimes Against Nature: Squatters, Poachers, Thieves, and the Hidden History of American Conservation*. Berkeley: University of California Press, 2001.

Supplementary reading:

Marshall E. Bowen, "Crops, critters, and calamity: The failure of dry farming in Utah's Escalante Desert, 1913-1918." *Agricultural History* 73, no. 1 (1999): 1-26.
Kate Brown, "Gridded Lives: Why Kazakhstan and Montana are nearly the same place," *American Historical Review* 106 (2001): 17-48.
Mark Fiege, *Irrigated Eden: The Making of an Agricultural Landscape in the American West* (1999)
Paul W. Gates, "Homesteading in the High Plains," *Agricultural History* 51 (1977): 109-133.
Zeynep K.Hansen and Gary D. Libecap. "The allocation of property rights to land: US land policy and farm failure in the northern Great Plains." *Explorations in Economic History* 41, no. 2 (2004): 103-129.
Gary D. Libecap and Zeynep K. Hansen. " 'Rain follows the plow' and dry-farming doctrine:

The climate information problem and homestead failure in the upper Great Plains, 1890-1925." *Journal of Economic History* 62, no. 1 (2002): 86-120.
Patricia Nelson Limerick, *Something in the soil: Legacies and reckonings in the New West* (2000).
Karen R. Merrill, "Whose home on the range?" *Western Historical Quarterly* 27, no. 4 (1996): 433-451.
David Moon, "In the Russians' Steppes: The Introduction of Russian Wheat on the Great Plains of the United States of America," *Journal of Global History* 3 (2008): 203-225
Jonathan Raban, *Bad land: An American romance* (1996)
Tamara Venit Shelton, *A Squatter's Republic: Land and the Politics of Monopoly in California, 1850-1900* (2013).
Charles F. Wilkinson, *Crossing the Next Meridian: Land, Water, and the Future of the West* (1993)

April 1 **The family farm**

* Charles Postel, *The Populist vision*. New York: Oxford University Press, 2007.

Supplementary reading:

Dona Brown, *Back to the Land: The Enduring Dream of Self-Sufficiency in Modern America*
Brian Q. Cannon, "The best years of their lives? Wives and mothers on western homesteads in the postwar years," *Agricultural History* 74, no. 2 (2000): 451-464.
Richard Edwards, "Changing Perspectives of Homesteading as a Policy of Public Domain Disposal," *Great Plains Quarterly* 29, no. 3 (2009): 179-202.
Mark Friedberger, "The farm family and the inheritance process: Evidence from the Corn Belt, 1870-1950," *Agricultural History* 57 (1983): 1-13.
Harriet Friedmann, "World market, state, and family farm: Social bases of household production in the era of wage labor." *Comparative Studies in Society and History* 20 (1978).
Frank Tobias Higbie, "Rural work, household subsistence, and the North American working class: A view from the Midwest," *International Labor and Working Class History* 65 (April 2004): 50-76.
Ronald Jager, *The Fate of Family Farming: Variations on an American Idea* (2004).
Mary Neth, *Preserving the family farm: Women, community and the foundations of agribusiness in the Midwest, 1900-1940* (1995).
John Opie, "Moral Geography in High Plains history," *Geographical Review* 88 (1998): 241-258.
----------, *The Law of the Land: Two Hundred Years of American Farmland Policy* (1987).
Sonya Salamon, and Ann Mackey Keim. "Landownership and women's power in a midwestern farming community." *Journal of Marriage and the Family* 41 (1979): 109-119.
Dorothy Schwieder and Deborah Fink, "U.S. prairie and plains women in the 1920s: A comparison of women, family, and environment," *Agricultural History* 73 (1999): 183-200.

Donald Worster, “Transformations of the Earth: Toward an Agroecological Perspective in History,” *Journal of American History* 76 (1990): 1087-1106.
Frank Yoder, “Rethinking Midwestern farm tenure: a cultural perspective,” *Agricultural History* 71 (1997): 457-478.

April 8 **The environment and American history**

* Mark Fiege, *The Republic of Nature: An Environmental History of the United States*. Seattle: University of Washington Press, 2012.

April 15 **Work in progress**

*Christopher Clark, “The Age of Freehold: American Concepts of Farming and Land Tenure from the Revolution to the Cold War” draft book manuscript, 2013-14

April 22 **Students’ presentations**

April 29 **Students’ presentations**

May 6 *Deadline for submission of 30-page papers*

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: 2/18/14
2. Semester and year this xx95 course will be offered: Fall 2014
3. Department: Marine Sciences
4. Course number and title proposed: 4895
5. Number of Credits: 3
6. Instructor: Dr. Kelly Lombardo
7. Instructor's position: Assistant Professor

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

8. Has this topic been offered before? no If yes, when?

9. Is this a (x) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?
10. Short description: Synoptic-Mesoscale Meteorology
11. Please attach a sample/draft syllabus to first-time proposals. see description below
12. Comments, if comment is called for:
13. Dates approved by:
    Department Curriculum Committee: 2/19/2014
    Department Faculty: 3/14/2014

14. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Supporting Documents

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

4895/5898 Special Topics: Synoptic-Mesoscale Meteorology

Course Description: Fundamentals in atmospheric synoptic-dynamics and mesoscale meteorology, including the equations of motion, potential vorticity thinking, quasi-geostrophic theory, extratropical cyclone dynamics, frontogenesis, atmospheric stability, and coastal mesoscale processes.

Recommended Preparation: MATH 2010 (Need to have seen some partial differential equations); PHYS 1201/2, 1401/2, 1501/2, *OR* 1601/2.

Suggested/Relevant Texts: "An Introduction to Dynamic Meteorology" J. R. Holton; "Synoptic-Dynamic Meteorology in Midlatitudes" H. B. Bluestein; "Mesoscale Meteorology in Midlatitudes" P. Markowski and Y. Richardson

Syllabus Draft:
Week 1: Basic Equations of Motion; Geostrophic Balance; Continuity Equation
Week 2: Vorticity and the Vorticity Equation
Week 3: Potential Vorticity
Week 4: Application of PV theory to real weather
Week 5: Quasi-geostrophic Vorticity and Thermodynamic Equations
Week 6: Quasi-geostrophic Omega and Height Tendency Equation
Week 7: Interpretation of QG Omega Equation and Q-vectors
Week 8: Extratropical Cyclone Dynamics; Baroclinic Waves
Week 9: Coastal Cyclogenesis
Week 10: Frontogenesis Equation and Application to Coastal Fronts
Week 11: Atmospheric Instabilities (Conditional; Potential) and CAPE
Week 12: Lake and Ocean Effect Snow
Week 13: Gravity Waves and Bores
Week 14: Mesoscale Convective Systems
Week 15: Final Exams

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: **29-Jan-2014**
2. Department: **Ecology & Evolutionary Biology**
3. Nature of Proposed Change: **Change to BIOL 1102 Course Description**
4. Current Catalog Copy:

1102. Foundations of Biology

(102) Four credits. Three class periods and one 2-hour laboratory period. Not open for credit to students who have completed a year of advanced biology in high school. Students may not receive more than 12 credits for courses in Biology at the 1000's level.

A laboratory course designed for non-science majors; surveys major biological principles with emphasis on their importance to humans and modern society. A fee of $10 is charged for this course. CA 3-LAB.

5. Proposed Catalog Copy:

1102. Foundations of Biology

(102) Four credits. Three class periods and one 2-hour laboratory period. ~~Not open for credit to students who have completed a year of advanced biology in high school.~~ Students may not receive more than 12 credits for courses in Biology at the 1000's level. Not open to students who passed BIOL 1107, 1108 or 1110.

~~A laboratory course designed for non-science majors; surveys m~~ Major biological principles with emphasis on their importance to humans and modern society; designed for non-science majors. A fee of $10 is charged for this course. CA 3-LAB.

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

6. Effective Date (semester, year -- see Note R): Fall, 2013

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

Justification

1. Reasons for changing this course:

This represents a further modification of a course-change proposal approved by EEB faculty 11-Sep-2013 and approved by CLAS C&C 24-Sep-2013. It was under consideration by GEOC-CA3 when it became apparent that BIOL 1110 should be added to the list of courses that, if passed, preclude taking BIOL 1102. Below is the previous justification, amended to include BIOL 1110.

According to the Registrar's Office, they are not enforcing the statement that BIOL 1102 is "not open

for credit to students who have completed a year of advanced biology in high school". See email below from Brian Rockwood, Assistant Registrar. We would like to remove this statement so it does not cause confusion to students, parents, staff, or faculty.

> From: Rockwood, Brian Sent: Thursday, June 06, 2013 11:45 AM To: Upson, Kathryn Cc: Gattilia, Jennifer Subject: RE: BIOL 1102
>
> Hi Katie,
>
> I took a look at this, and the restriction is not being enforced. I suspect that we intentionally decided not to enforce it because it would be difficult to determine who had advanced biology courses in advance of course registration for freshman. Furthermore, it would be unfair to remove credits after the fact if we can't warn them in advance that they won't receive credits.
>
> I hope this helps!
>
> Brian Rockwood, PhD
> Assistant Registrar for Degree Audit and NCAA Certification
> Office of the Registrar
> 233 Glenbrook Road Unit 4077
> Storrs, CT 06269
> phone: (860) 486-2555
> fax: (860) 486-0062

Additionally, we would like to add the statement "Not open to students who passed BIOL 1107, 1108 or 1110" due to the large amount of overlap between BIOL 1102 and BIOL 1107/1108/1110, and also because BIOL 1107/1108/1110 are more extensive courses, intended for science majors.

2. Effect on Department's Curriculum: **None**
3. Other Departments Consulted: **MCB & PNB**
4. Effects on Other Departments: **None**
5. Effects on Regional Campuses: **None**
6. Staffing: **None**
7. Dates approved by:
   Department Curriculum Committee: **January 30, 2014**
   Department Faculty: **February 12, 2014**
8. Name, Phone Number, and e-mail address of principal contact person:

Paul O. Lewis, 860-486-2069 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: 10/29/13
2. Department requesting this course: Sociology
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!

SOCI 2271. The Social Construction of Happiness
Three credits.
The pursuit of "happiness" as a social construction which is shaped by and helps shapes human societies and their various social structures and processes. Topics include: the social evolution of the concept of happiness; the social, economic and political exploitation of the pursuit of happiness; insights into the nature of happiness offered by various religious and spiritual traditions; the social correlates of happiness; and the social implications of widespread happiness.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Soci
2. Course Number:2271
3. Course Title: The Social Construction of Happiness
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

This course examines the pursuit of "happiness" as a social construction which is shaped by and helps shapes human societies and their various social structures and processes. To this end it explores the social causes, nature, and consequences of the pursuit of happiness as a socially defined and organized phenomenon. Based on the assumption that--whether it is called happiness, joy, spirituality, or simply, higher consciousness-- there is, indeed, a profoundly positive state of well-being and life meaning that can be either nurtured or inhibited by social forces, the course delineates the various social and cultural factors associated with its realization. Topics explored include: the cultural origins and evolution of the concept of happiness; the social, economic and political exploitation of the pursuit of happiness; insights into the nature of happiness offered by various religious and spiritual traditions and by modern human potential movements; the social

correlates of happiness; and the social and cultural implications of widespread happiness.

Optional Items

6. Pattern of instruction, if not standard: NA
7. Prerequisites, if applicable: NA
    a. Consent of Instructor, if applicable: NA
    b. Open to sophomores/juniors or higher: NA
8. Recommended Preparation, if applicable: NA
9. Exclusions, if applicable: NA
10. Repetition for credit, if applicable: NA
11. Skill codes "W", "Q" or "C": NA
12. University General Education Content Area, if any:
    If Content Area 1, CLAS areas A-E: NA
13. S/U grading: NA

Justification

1. Reasons for adding this course:
To give the course its own course title and number. It is currently taught as Soci 3271, Variables Topics in the Sociology of Culture
2. Academic merit:
This course will introduce students to a growing interdisciplinary body of literature on happiness as well as relevant sociology specialties like the sociology of culture and the sociology of emotions. It also addresses important issues relevant to the humanities and liberal arts.
3. Overlapping courses: None
4. Number of students expected: 70 and larger
5. Number and size of sections: 1 midsize or large
6. Effects on other departments: None
7. Effects on regional campuses: I will continue to also offer it at the Greater Hartford Campus under this new name and number
8. Staffing: Noel A. Cazenave
9. Dates approved by
   Department Curriculum Committee:
   Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:
Noel A. Cazenave 860-548-9799 cazenave@uconn.edu

Syllabus

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

The Social Construction

of

Happiness

COURSE SYLLABUS

University of Connecticut

Professor *N. A. Cazenave*
Sociology 2271
Fall 2013

OFFICE: Room 221 Manchester Hall
PHONE: 860-486-4190 E-MAIL: cazenave@uconn.edu
OFFICE HOURS: Tuesdays and Thursdays
2:00- 3:00pm and by appointment

MEETING TIME AND PLACE:

Tuesdays and Thursdays 3:30-4:45pm
Room LH 306

COURSE DESCRIPTION

This course examines the pursuit of "happiness" as a social construction which is shaped by and helps shapes human societies and their various social structures and processes. To this end it explores the social causes, nature, and consequences of the pursuit of happiness as a socially defined and organized phenomenon. Based on the assumption that--whether it is called happiness, joy, spirituality, or simply, higher consciousness-- there is, indeed, a profoundly positive state of well-being and life meaning that can be either nurtured or inhibited by social forces, the course delineates the various social and cultural factors associated with its realization. Topics explored include: the cultural origins and evolution of the concept of happiness; the social, economic and political exploitation of the pursuit of happiness; insights into the nature of happiness offered by various religious and spiritual traditions and by modern human potential movements; the social correlates of happiness; and the social and cultural implications of widespread happiness.

TEXTS

Michael Argyle	*The Psychology of Happiness*
Tom Butler-Bowdon	*50 Spiritual Classics*
Richard Schoch	*The Secrets of Happiness*
Tal Ben-Shahar	*Happier*

EVALUATION

Please read carefully.

Students have the option of choosing one of three learning and evaluation tracks.

The **Scholars Track** offers students the greatest opportunity: to learn, to express themselves creatively, and to maximize their enjoyment of the course. To qualify for the Scholar's Track students must earn a grade of at least B+ (i.e., 85) on the Mid-Term Examination. The Scholars Track is comprised of three major evaluations. Each counts for one-third of the student's final grade. The first evaluation is a Multiple Choice MID-TERM EXAMINATION (see the more detailed description to follow). The second evaluation is the ELUSIVE PURSUIT OF HAPPINESS PROJECT (see Guidelines). Students who receive a B, B+ or A- on the Elusive Pursuit of Happiness project paper will have an additional point added to their final average. Students who receive an A will earn two bonus points. For the Scholars Track the third major evaluation is a CONSTRUCTING A CULTURE OF GENUINE HAPPINESS PRESENTATION. The final examination for students on the Scholar's Track will consist of a multiple choice question based on a student presentation. If the student answers that question correctly one bonus point will be added to her or his final average.
The **Enhanced Track**. This track entails THE ELUSIVE PURSUIT OF HAPPINESS PROJECT

in addition to the MID-TERM and FINAL EXAMINATIONS. Students choosing this track are eligible for the project bonus points described above.

The **Basic Track** involves two evaluations. Students on this track will take two multiple choice exams. Each counts for 50% of the student's final grade. With this track there is no opportunity for bonus credit. To be successful in this track students must do well on both of the two multiple-choice exams. If a student does poorly on one exam this could result in his or her failing the course. The two exams consist of the MID-TERM EXAMINATION described above and a Multiple Choice FINAL EXAMINATION which will include material covered since the Mid-Term Exam.

Students who do projects or presentations should save their work on a flash drive or by some other means as a back-up against their hard drive crashing or being damaged or their computer being stolen. Such excuses will not be accepted.

The University Senate mandates final examinations for **all** undergraduate courses. This policy is intrusive and is sometimes counter-productive to the learning objectives of courses. However, it is a University Senate mandate.

Random “pop” quizzes will be given as needed to ensure adequate student class preparation and discussion. Students are responsible for knowing any information given in class regarding changes in the course schedule or requirements.

Example of grading system:

78-75 C+ 74-70 = **C** 69 = **C-** 68-65 = **D+** 64-60 = **D** 59 and below = **F** (I do not assign grades of D-) The same range applies for the appropriate scores on a ten point interval for **A s** (100-89) and **B s** (88-79).

Classroom policies. **NO COMPUTERS, CELL PHONES, ETC. ALLOWED.** Students are not allowed to use computers, cell phones, or any other internet-accessible devices in class. Students who miss class lectures are expected to get the class notes from another student.

EXAMINATIONS

The Mid-Term Examination will cover all of the material assigned or discussed to that point. The Final Examination may include any material covered since the Mid-Term Exam. Both are multiple choice in format. Reviews for examinations are given orally, in class only. Neither reviews nor class notes will be provided for individual students. Students who provide written documentation of a valid reason for missing the Mid-Term Examination (not e.g., “I overslept,” “I missed my bus,” or “I made a mistake in my exam schedule”) may turn in a Missed Exam Paper within three weeks of that exam. Those students should see Husky CT for a copy of the

format sheet for the Missed Examination Paper. The Missed Examination Paper questions and concepts must be approved by me in advance.

THE "ELUSIVE PURSUIT OF HAPPINESS" PROJECT

This paper will focus on the cultural pursuit and realization of happiness in a contemporary society of your choosing. Each student will choose a topic related to the elusive pursuit of happiness involving some aspect of that culture (e.g., money, sex, drugs, power, success, prestige and celebrity, consumerism and conspicuous consumption, media images, self-improvement movements, utopian movements, religion, spiritual beliefs). The student should critique (i.e., critically evaluate)--consistent with the available evidence on the factors actually associated with happiness—a myth about happiness involving the pursuit of happiness related topic chosen that is perpetuated by the major institutions of that society. Evidence should be presented that reveals that, indeed, it is a myth. Discuss the negative personal and societal consequences of the pursuit of that myth. Then discuss how debunking that myth can help people realize genuine happiness.

Format for the Elusive Pursuit of Happiness Project

Observe minimum page limits, typed pages requirements (i.e., at least seven **typed** pages, not including the title or reference pages; but no more than nine pages) and deadlines. Divide the project into the following three sections: **Critique of the Myth, Negative Consequences of the Myth**, and **Positive Consequences of Debunking the Myth**. Projects are due at the *beginning* of the class period. They will *not* be accepted after that. Pages must be double spaced. Please number pages. Do not use onion-skin (i.e., very thin) paper. Staple pages together. Do not put the project paper in a folder or in plastic.

References should be documented according to the following format. In the body of the paper, for example, Davis (2013) or (Davis 2013). If you quote directly you **must** use quotation marks or "block" quotes (for quotations longer than four lines) and **must** give the page number, e.g., (Davis 2013: 532). Page numbers must also be cited if you refer to specific facts taken from a particular source. On the reference page at the end of the paper list references alphabetically using the following format.

> Davis, John R. 2013. *The Sociology of Deviance*. New York: McGraw-Hill

or

> Davis, John R. 2013. "A Re-analysis of Sutherland's Theory of Differential Association." *American Journal of Sociology* 153: 319-22

For further details see:

> *The Chicago Manual of Style* or the *American Sociological Association Style*

Guide

You must use a minimum of seven citations. They should include at least two of the books assigned for this course and at least five other sources not assigned for the class. Useful resources for this project are John Storey's *Cultural Theory and Popular Culture*: *An Introduction* and the *Journal of Happiness Studies*. Only **three** web site references may be used. The name of the organization sponsoring the web site must be cited with its address in the references section of the paper.

See Husky CT for an example of the Happiness Project and for the Happiness Project Checklist.

For help with your writing see William Strunk, Jr. and E. B. White's *The Elements of Style* and visit UConn's Writing Center.

Again, projects are due at the **beginning** of the class period of the projects due date. **Late projects will not be accepted.** Class work may **not** be submitted by e-mail.

CONSTRUCTING A CULTURE OF GENUINE HAPPINESS PRESENTATION

You are the chief policy analyst for a national government and you have been asked to develop a plan to enhance happiness in that society. That plan consists of two parts. A critique of that culture's pursuit of happiness that identifies three things people do to be happy that actually results in their being unhappy. Then, based on the critique and the lessons you learned from your course readings on Western and Eastern conceptualizations of happiness, you are to suggest three changes in that society and its culture that better encourage the realization of maximum happiness for the majority of its citizens.

Just prior to the presentations to be given that day each presenter must turn in a **detailed** topic outline (in standard **outline** form. Do **not** use sentences or paragraphs) and a bibliography of at least seven references. Please make a copy if you need this material to present from. The topic outline should follow the 3 points, 5 format. That is, it should consist of an Introduction (I) and Conclusion (V) and three major topic points (II, III, IV) with appropriate levels of sub-headings (e.g., A, B, C; 1,2,3; a, b, c). Again, only three of the references may be properly documented web sites (see previous section). Presenters will turn in a minimum of 3 full typed pages. Each presenter will be allowed 15 minutes for his or her presentation. Students will be graded individually, not as a group. Only **typed** material will be accepted, at the **beginning** of the class period of the scheduled presentation. Students may use media equipment for presentations but must be prepared to give their presentations without such equipment if it doesn't work. Before preparing and giving presentations see the "Presentation Rating Sheet" which is available at Husky CT.

COURSE LECTURE OUTLINE

I. Course Goals, Objectives, and Content

II. Introduction to the Social Construction of Happiness

III. The Sociology of Culture: Perspective, Theories, and Concepts

IV. Overview of Happiness as a Social Phenomenon

V. What is Happiness? Definitions and Other Conceptualizations

VI. Contemporary Myths in the Elusive Pursuit of Happiness

VII. The Anti-Happiness Movement

VIII. Historical Conceptualizations of Happiness
A. Western Conceptualizations
B. Eastern Conceptualizations

IX. The Realization of Genuine Happiness, Part I: Social Correlates
A. Macro-Institutional Factors
B. Micro-Level Factors

X. The Realization of Genuine Happiness, Part II: Realization-Focused Practice

XI. Conclusion: Lessons Learned
A. Beyond the Myths: Toward the Cultural Realization of Genuine Happiness
B. Lessons Learned in the Course

COURSE SCHEDULE: LECTURES, READINGS AND OTHER ACTIVITIES

FIRST WEEK

Tuesday August 27th

Video: "The Pursuit of Happiness" CBS, 60 Minutes (60 minutes)
--Introduction to Professor
--Pass out course syllabi and give brief lecture
--Course Goals, Objectives and Content
--Assignment: Read syllabus carefully and bring to class on next time any questions you may have.

Thursday August 29th

Introduction to the Social Construction of Happiness
Argyle Ch 1

SECOND WEEK

Tuesday September 3rd

The Sociology of Culture: Perspective, Theories, and Concepts
Schoch Introduction

Thursday September 5th

" "

THIRD WEEK

Tuesday September 10th

What is Happiness? Definitions and Other Conceptualizations
Argyle Chs 2 & 3

Thursday September 12th

Contemporary Myths in the Elusive Pursuit of Happiness

FOURTH WEEK

Tuesday September 17th

The Anti-Happiness Movement

Thursday September 19th

Historical Conceptualizations of Happiness
–Western Conceptualizations
Schoch Ch 2

FIFTH WEEK

Tuesday September 24th

Historical Conceptualizations of Happiness
–Western Conceptualizations (Cont'd)
Schoch Ch 7

Thursday September 26th

" "
Schoch Chs 1, 5 & 8
Review for Mid-Term Examination

SIXTH WEEK

Tuesday October 1st

Historical Conceptualizations of Happiness

--Western Conceptualizations of Happiness (Cont'd)
Butler-Bowdon Chs 5, 8 & 12

Thursday October 3rd

MID-TERM EXAMINATION

SEVENTH WEEK

Tuesday October 8th

Historical Conceptualizations of Happiness
--Western Conceptualizations of Happiness (Cont'd)

Thursday October 10th

" "

Eight WEEK

Tuesday October 15th

Historical Conceptualizations of Happiness
--Western Conceptualizations of Happiness (Cont'd)
Butler-Bowdon Chs 20 & 21
–Students Sign up for Presentations

Thursday October 17th

" "
Butler-Bowdon Chs 32 & 34

NINTH WEEK

Tuesday October 22nd

Western Conceptualizations of Happiness (Cont'd)

Butler-Bowdon Ch 36

Thursday October 24th
" "
Butler-Bowdon Ch 43

TENTH WEEK

Tuesday October 29th

Historical Conceptualizations of Happiness
–Eastern Conceptualizations
Schoch Chs 3, 4 & 6

Thursday October 31st

" "
Video: Meditation DVD, Lectures 3, 5 & 6
Butler-Bowdon Chs 6, 9, 10, 11, 13 & 14

ELEVENTH WEEK

Tuesday November 5th

Historical Conceptualizations of Happiness
–Eastern Conceptualizations (Cont'd)
Butler-Bowdon Chs 19, 31, 33, 37, 39, 44 & 49

Tuesday November 7th

The Realization of Genuine Happiness, Part I: Social Correlates
Macro-Institutional Factors
Video: "The Pursuit of Happiness," ABC, 20/20 (15 minutes)
–Economics and Politics
Argyle Chs 4, 7, 9, 12

TWELFTH WEEK

Tuesday November 12th

The Realization of Genuine Happiness, Part I: Social Correlates
Micro-Level Factors: Close Interpersonal Relationships
Video: "Happiness Is" 1st hour.
--Sociability as a Personality Trait
Argyle 10,
--Sex, Love, Marriage & Family
Argyle Ch 6, Ben-Shahar Ch 8

THE ELUSIVE PURSUIT OF HAPPINESS PROJECTS DUE.

Thursday November 14th

" "

--Education
Ben-Shahar Ch 6
--Friendship
– Humor and Leisure
Argyle Chs 5 & 8
– Neighborhood and Community
--Religion
Argyle Ch 11
--Work Ben-Shahar Ch 7

THIRTEENTH WEEK

Tuesday November 19th

The Realization of Genuine Happiness, Part II. Realization Focused Practice
Ben-Shahar Chs 1thru 5

PANEL PRESENTATIONS

Thursday November 21th
" "

Ben-Shahar Chs 9 thru 15

PANEL PRESENTATIONS

FOURTEENTH WEEK

Tuesday November 26th

NO CLASS: THANKSGIVING DAY HOLIDAY

Thursday November 28th

NO CLASS: THANKSGIVING DAY HOLIDAY

FIFTEENTH WEEK

Tuesday December 3rd

Conclusion: The Social Construction of Happiness: Lessons Learned
Argyle Ch 13, Schoch Conclusion, Ben-Shahar Conclusion

Thursday December 5th

Review for Final Examination

Final Exam Period: December 9th thru the 15th