

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda December 13th, 2011

Agenda

Selection of the secretary

Minutes of the meeting of November 15th – approved unanimously by email
(November 19th ff, 2011)

Report of the Chair:

Proposals approved by the Chair before the meeting: none

Proposals from prior meetings for reconsideration

New proposals submitted for consideration

Reports of committees – none

Old business

New business

Adjournment until January 10th, or February 14th to be announced by email

Table of Contents

Agenda	1
Proposals for reconsideration	3
2011-100 WS Major – change description	3
Proposals for Consideration	6
2011-151 Add course WGSS 3257 Feminist Disability Studies	6
2011-152 Add course: WGSS 3270: Masculinities.....	8
2011-153 Add course WS 3105 and WS 3105W Politics of Reproduction	10
2011-154 Drop course STAT 3075 Statistical Methods (Calculus Level II).....	12
2011-155 Drop course STAT 4625Q Introduction to Biostatistics.....	13
2011-156 Offer special topics course: PRLS 3295 Race and Reproduction: Latino Hemispheric Concerns	14
2011-157 Add W variant of PRLS 3295 Special Topics in Puerto Rican and Latino Studies.....	15
2011-158 Add W variant of PRLS 3298 Variable Topics in Puerto Rican and Latino Studies.....	16
2011-159 Change pre-requisites PNB 6426 Molecular and Cellular Neurobiology	17
2011-160 Change and cross-list LAMS 1190 Perspectives on Latin America	19
2011-161 Add GEOG 1010. People, Place, and the Environment.....	21
2011-162 Change ECON Major description	23
2011-163 Change prerequisite COGS 3589. Undergraduate Research.....	25
2011-164 Change prerequisite and description CHEM 5356 Statistical Mechanics	27
2011-165 Change title and description MCB 2400 Human Genetics	28

Appendices (Syllabi and other materials)	30
Syllabus WGSS 3257 Feminist Disability Studies	30
Syllabus WGSS 3270: Masculinities	36
Syllabi WS 3105 and WS 3105W	43
Syllabus PRLS/HDFS 3295 Race and Reproduction: Latino Hemispheric Concerns	63
Syllabus: GEOGRAPHY 1010. People, Place and the Environment	64

Proposals for reconsideration

2011-100 WS Major – change description

Proposal to Change an existing Major

1. Date: **November 16, 2011 (revised based on 11/15/11 C&C suggestions)**
2. Department requesting this change: **Women's Studies Program**
3. Title of Major: **Women's, Gender, and Sexuality Studies**
4. Nature of Change: **add a fourth area of concentration in the WGSS major description: Arts, History, and Culture and insert description of all four concentrations and relevant courses.**

5. Existing catalog Description of the Major:

Women's, Gender, and Sexuality Studies

The Women's Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements. The Women's, Gender, and Sexuality Studies major is broad as well as flexible.

Students may focus their studies on one or more concentrations: Gender and Globalization/Transnational Feminisms; Sexualities; or Gender, Science, and Health. These areas of concentration can readily reflect individual interests or complement a course of study in a second major.

The Program is committed to a vision of people of diverse sexualities and genders that is truly transnational and cross-cultural and that recognizes the diversity of sexual and gender desires, practices, and identifications, as well as racial, ethnic, class and religious differences.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to advocate for gender and sexual justice. Women's, Gender, and Sexuality Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Our students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's, Gender, and Sexuality Studies education.

Core Courses

Students are required to pass the following Core Courses: One 1000-level WS Introductory Course; WS 3265W; WS 2250 or PHIL 3218; WS 3891/3894; WS 4994W.

Supporting Courses

Students are required to pass five 2000-level or above Supporting Courses (15 credits). At least three of these courses will be Women's Studies or cross-referenced courses. Two of the five supporting courses may include cross-referenced courses that cover special topics relevant to feminist scholarship in various departments. Such cross-referenced courses will be applied to the major with approval of the Program Director or Academic Advisor.

Related Courses

Students must pass an additional 12 credits at the 2000-level or above in fields closely related to the major. No required course in the major or in the related area may be taken pass/fail.

General Education Competencies

Information Literacy and Writing in the Major: Passing the core courses WS 3265W and WS 4994W will fulfill these competencies.

A minor in Women's, Gender, and Sexuality Studies is described in the "Minors" section.

6. Proposed catalog Description of the Major:

Women's, Gender, and Sexuality Studies

The Women's Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements. The Women's, Gender, and Sexuality Studies major is broad as well as flexible.

The Program is committed to a vision of people of diverse sexualities and genders that is truly transnational and cross-cultural and that recognizes the diversity of sexual and gender desires, practices, and identifications, as well as racial, ethnic, class and religious differences.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to advocate for gender and sexual justice. Women's, Gender, and Sexuality Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Our students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's, Gender, and Sexuality Studies education.

Core Courses

Students are required to pass the following Core Courses: One 1000-level WGSS Introductory Course; WGSS 3265W; WGSS 2250 or PHIL 3218; WGSS 3891/3894; WGSS 4994W.

Supporting Courses

Students are required to pass five 2000-level or above Supporting Courses (15 credits). At least three of these courses will be Women's, Gender, and Sexuality Studies or cross-referenced courses. Two of the five supporting courses may include cross-referenced courses that cover special topics relevant to feminist scholarship in various departments. Such cross-referenced courses will be applied to the major with approval of the Program Director or Academic Advisor.

With regard to the supporting courses, students may choose one or more of the following emphases to focus their field of study. These four emphases can readily reflect individual interests or complement a course of study in a second major. Participation in a defined emphasis is not required.

1. Gender and Globalization/Transnational Feminisms – Students will gain an understanding of the production and circulation of ideas of violence, justice, feminism, resistance and transformation in global politics. Students will also learn about the different configurations and effects of the global and its relationship to various objects, subjects and power relations drawing upon insights of postcolonial, critical race, queer and cultural theory.

2. Sexualities – Students will gain an understanding of sexualities across aesthetic, cultural, historical, legal, literary, political, and social contexts in which human sexualities have been and are currently being expressed and theorized. The track will provide students with insights into the social construction of sexualities through their complex interplay with key variants such as gender, race, and class, within micro-cultural, cross-cultural, national, and global communities.

3. Gender, Science, and Health – Students will learn about the impact of gender on the distribution of the power, prestige, and benefits of science and its applications to health and the human body. The concentration builds on other program strengths in multicultural and transnational studies. Courses in the concentration develop student research skills and enhance knowledge of feminist theories and methods in these areas, and include studies of feminist approaches to scientific inquiry, feminist

bioethics, and feminist approaches to the body, sexuality, health, health care, health policy, health disparities, among other related topics.

4. Arts, History, and Culture – Students will be provided with an opportunity to consider how bodies, gender, and sexualities have been conceived in creative contexts, located historically, and framed within different cultures. This track looks to focus on bodies, both lived and fictitious, as vehicles to consider power, production, identity, and memory. Students will also be encouraged to interrogate narratives—be they visual, verbal, musical, or written—as a framing mechanism and engage with both the liberating and repressive ways that these narratives have been used.

Related Courses

Students must pass an additional 12 credits at the 2000-level or above in fields closely related to the major. No required course in the major or in the related area may be taken pass/fail.

General Education Competencies

Information Literacy and Writing in the Major: Passing the core courses WGSS 3265W and WGSS 4994W will fulfill these competencies.

A minor in Women’s, Gender, and Sexuality Studies is described in the “Minors” section.

7. Effective Date: Fall 2012

Justification

1. Why is a change required? **WS recently developed the Arts, History and Culture major track and would like to add it to the official program description.**
2. What is the impact on students? **Allows students to broaden their academic horizons beyond the social and medical science tracks and expand into the humanities for a focused area of study.**
3. What is the impact on regional campuses? **None**
4. Dates approved by (see Note Q):
Department Curriculum Committee: **9/12/11**
Department Faculty: **9/12/11**
5. Name, Phone Number, and e-mail address of principal contact person:
Nancy A. Naples, x6-1131, nancy.naples@uconn.edu.

Proposals for Consideration

2011-151 Add course WGSS 3257 Feminist Disability Studies

1. Date: November 2nd, 2011
2. Department requesting this course: Women's Studies Program (Women's, Gender, and Sexuality Studies Program)
3. Semester and year in which course will be first offered: Fall 2012

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

WGSS 3257: Feminist Disability Studies

Either semester. Three credits. Recommended: 1000 or 2000 level WGSS course; Sophmores with consent of instructor.

Examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): WGSS
2. Course Number (see [Note B](#)): 3205
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: Feminist Disability Studies
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): 3
6. Course description: Examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): 1000 or 2000 level WGSS course; or consent of instructor
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#)) Prerequisites can be waived with the consent of the instructor.
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)):
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)):

15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L): This is the only course within the WS program that explicitly addresses disability.
2. Academic Merit (see Note L): In this course, disability is widely defined to include a range of impairments, differences, and any other features that could be considered different. We will explore certain ethical issues relating to gender and disability including prenatal testing, ethics of care, and sexual agency. The course is interdisciplinary and will use popular cultural texts including reality television, history, ethics, and autobiography.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 35
5. Number and Size of Section: 1
6. Effects on Other Departments:
NOTE: Departments to be consulted, Communications, HDFS, Psychology, Anthropology, Sociology
7. Effects on Regional Campuses: None anticipated.
8. Staffing (see Note P): Michael Gill
9. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:
Nancy A. Naples, 860-486-1131, nancy.naples@uconn.edu

2011-152 Add course: WGSS 3270: Masculinities

1. Date: November 14th, 2011
2. Department requesting this course: Women's Studies Program (Women's, Gender, and Sexuality Studies Program)
3. Semester and year in which course will be first offered: Spring 2013

Final catalog Listing (see [Note A](#)):**WGSS 3270: Masculinities**

Either semester. Three credits. Open to sophomores with permission of instructor.

Recommended preparation: Any 1000-level WS course.

Explores social construction of masculinity and how maleness is gendered. Examines the multiple forms of masculinities as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see [Note O](#)): WGSS
2. Course Number (see [Note B](#)): 3254
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes
 No
3. Course Title: Masculinities
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)): Explores social construction of masculinity and how maleness is gendered. Examines the multiple forms of masculinities as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): Recommended 1000 or 2000 level WGSS course; Sophomores with consent of instructor
9. Recommended Preparation, if applicable (see [Note G](#)): at least one 1000 level and one 2000 level WGSS course
10. Consent of Instructor, if applicable (see [Note T](#))
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)):
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)):
15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading (see [Note W](#)):

Justification

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

within the WGSS program that explicitly addresses masculinity.

2. Academic Merit (see Note L): The course utilizes an intersectional approach to understand how masculinity is embodied and lived out in American culture. Fatness, disability, female and transgender masculinities are also explored. The system of masculinity and its dominant form are also not created in isolation. The course explores how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and uses popular cultural texts, history, creative writing, art, and autobiography.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 35
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): I contacted all department heads in the Humanities and Social Sciences. All who responded said that they had no problems with WS offering the course.
7. Effects on Regional Campuses: None anticipated.
8. Staffing (see Note P): Michael Gill
9. Dates approved by (see Note Q):
Department Curriculum Committee: November 14th, 2011
Department Faculty: November 14th, 2011
10. Name, Phone Number, and e-mail address of principal contact person:
Nancy A.Naples, 860-486-1131, nancy.naples@uconn.edu

2011-153 Add course WS 3105 and WS 3105W Politics of Reproduction

1. Date: 10/31/2011
2. Department requesting this course: Women's Studies Program
3. Semester and year in which course will be first offered: Spring 2013

Final catalog Listing (see Note A):

WS3105. The Politics of Reproduction

Either semester. Three credits. Prerequisite: Recommended: 1000 or 2000 level WGSS course; Sophomores with consent of instructor.

National and transnational consideration of the politics of reproduction including: contraception, sexuality education, abortion, childbirth, surrogacy, adoption, healthcare, policy and funding.

WS3105W. The Politics of Reproduction

Either semester. Three credits. Prerequisite: Recommended: 1000 or 2000 level WGSS course; Sophomores with consent of instructor.

Items included in catalog Listing:

Obligatory Items

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

Optional Items

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

Justification

1. Reasons for adding this course:
There is currently no permanent course offering at the University which

closely examines the politics of reproduction from a feminist perspective. This course offers domestic, international, and transnational considerations of the ways in which reproduction is organized socially, politically, and economically. By doing so, this course familiarizes students with national policy processes, international funding structures, and human rights discourses concerning the right to health and the conditions for health, and encourages students to think critically about both local and global processes which impact subjective experiences of reproduction in and across various geopolitical locations.

2. Academic Merit (see Note L):

3. Overlapping Courses (see Note M): We contacted all department heads in the Humanities and Social Sciences. All who responded said that they had no problems with WS offering the course.

Number of Students Expected: 35 non-W; 19 for W course [course is expected to fill]

5. Number and Size of Section: 1 section per year; 35 non-W; 19 students for W enrollment.

6. Effects on Other Departments (see Note N): We contacted all department heads in the Humanities and Social Sciences. All who responded said that they had no problems with WS offering the course.

7. Effects on Regional Campuses: None anticipated.

8. Staffing (see Note P): Barbara Gurr

9. Dates approved by (see Note Q):

Department Curriculum Committee: Nov. 14, 2011

Department Faculty: Nov. 14, 2011

10. Name, Phone Number, and e-mail address of principal contact person:
Nancy Naples; 860-486-1131; nancy.naples@uconn.edu

2011-154 Drop course STAT 3075 Statistical Methods (Calculus Level II)

1. Date: Nov 15 2011
2. Department: Statistics
3. catalog Copy:

3075. Statistical Methods (Calculus Level II)

(221) Three credits each semester. Prerequisite: MATH1122 or 1132 or 1152.

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

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

Justification

1. Reasons for dropping this course: This course has not been taught for several years.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: N/A
4. Effects on Regional Campuses: None
5. Dates approved by (see Note Q):
Department Curriculum Committee: Sep 14 2011
Department Faculty: Sep 14 2011
6. Name, Phone Number, and e-mail address of principal contact person: Prof. Rick Vitale, 860-486-2008, r.vitale@uconn.edu

2011-155 Drop course STAT 4625Q Introduction to Biostatistics

1. Date: Nov 15 2011
2. Department: Statistics
3. catalog Copy:

4625Q. Introduction to Biostatistics

(272Q) Three credits. Prerequisite: STAT 3025 or an applied statistics course along with either STAT 3375 or MATH 3160 or instructor consent.

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

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

Justification

1. Reasons for dropping this course: Due to an error, this course content was duplicated in the catalog as STAT4625, which we will retain.
2. Other Departments Consulted: N/A
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by (see Note Q):
Department Curriculum Committee: Sep 14 2011
Department Faculty: Sep 14 2011
6. Name, Phone Number, and e-mail address of principal contact person: Prof. Rick Vitale, 860-486-2008, r.vitale@uconn.edu

2011-156 Offer special topics course: PRLS 3295 Race and Reproduction: Latino Hemispheric Concerns

1. Date of this proposal: 11/23/2011
2. Semester and year this xx95 course will be offered: Fall 2012
3. Department: HDFS and PRLS
4. Course number and Title proposed: PRLS3295 Special Topics: Race and Reproduction: Latin@ Hemispheric Concerns
5. Number of Credits: 3 credits
6. Instructor: Marysol Asencio
7. Instructor's position: Regular faculty-joint appointment-Associate Professor
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 address race and reproduction within the US, Caribbean, and Latin American context, from the "coloniality of race", "eugenics" movement, miscegenation laws, forced sterilization, abortion laws, to current issues of race, class, and immigration (transnationalism) considerations in fertility debates, family planning, contraception, reproductive technologies, surrogacy, adoption/foster care, etc...
11. Please attach a sample/draft syllabus to first-time proposals. Draft attached - syllabus is in the early stages of development and will be developed throughout Spring and Summer 2012.
12. Comments, if comment is called for: This course will also be offered as HDFS 3295 Special Topics: Race and Reproduction: Latin@ Hemispheric Concerns
13. Dates approved by (see Note Q): Department Curriculum Committee: Department Faculty: PRLS-11/17/11 HDFS Dept. Head: 11/21/2011
14. Name, Phone Number, and e-mail address: Marysol Asencio, 860-486-4177 Marysol.Asencio@uconn.edu

2011-157 Add W variant of PRLS 3295 Special Topics in Puerto Rican and Latino Studies

1. Date: 12/6/2011
2. Department: Inst. of Puerto Rican and Latino Studies
3. Nature of Proposed Change: Add "W" variant to PRLS 3295

4. Current Catalog Copy:

3295. Special Topics in Puerto Rican and Latino Studies (295) Three credits. With a change in topic, may be repeated for credit. Special topics in Puerto Rican and Latino Studies.

5. Proposed Catalog Copy:

3295. Special Topics in Puerto Rican and Latino Studies (295) Three credits. With a change in topic, may be repeated for credit.

3295W. Special topics in Puerto Rican and Latino Studies. Prerequisite: ENGL 1010 or 1011 or 3800.

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

Justification

1. Reasons for changing this course: To allow for W variant for PRLS special topics courses
2. Effect on Department's Curriculum: To expand the offering of W courses
3. Other Departments Consulted ([see Note N](#)): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: Tenure track faculty
7. Dates approved by ([see Note Q](#)):
Department Curriculum Committee:
Department Faculty: Department Head approval 12/5/2011
8. Name, Phone Number, and e-mail address of principal contact person: Anne Theriault, 486-3997, anne.theriault@uconn.edu

2011-158 Add W variant of PRLS 3298 Variable Topics in Puerto Rican and Latino Studies

1. Date: 12/6/2011
2. Department: Inst. of Puerto Rican and Latino Studies
3. Nature of Proposed Change: Add "W" variant to PRLS 3298

4. Current Catalog Copy:

3298. (298) Variable Topics in Puerto Rican and Latino Studies Three credits. With a change in topic, may be repeated for credit. Intensive study of specialized topics not ordinarily covered in the undergraduate curriculum, taught by visiting scholars or joint appointment faculty.

5. Proposed Catalog Copy:

3298. (298) Variable Topics in Puerto Rican and Latino Studies Three credits. With a change in topic, may be repeated for credit. Intensive study of specialized topics not ordinarily covered in the undergraduate curriculum, taught by visiting scholars or joint appointment faculty.

3298W. Variable Topics in Puerto Rican and Latino Studies. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

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

Justification

1. Reasons for changing this course: To allow for W variant for PRLS variable topics courses
2. Effect on Department's Curriculum: To expand the offering of W courses
3. Other Departments Consulted (see [Note N](#)): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: N/A
6. Staffing: Tenure track faculty
7. Dates approved by (see [Note Q](#)):
Department Curriculum Committee:
Department Faculty: Department Head approval 12/5/2011
8. Name, Phone Number, and e-mail address of principal contact person: Anne Theriault, 486-3997, anne.theriault@uconn.edu

2011-159 Change pre-requisites PNB 6426 Molecular and Cellular Neurobiology

1. Date: 05/13/2011
2. Department: PNB
3. Nature of Proposed Change: To slightly change the prerequisites and update the description of the course

4. Current Catalog Copy:

PNB 6426 - Molecular and Cellular Neurobiology

Three credits. Lecture. Open to seniors.

Prerequisites: A combination of MCB 2210 and PNB 3251 and one of the following: PNB 3275 or PNB 3276. Recommended preparation: MCB 2000 or MCB 3010.

The molecular basis of synaptic transmission and other signaling mechanisms of communication among nerve cells. Extracellular and intracellular molecular messengers and signal transduction mechanisms. Cellular functions involved in differentiation, proliferation and survival of nerve cells.

5. Proposed Catalog Copy:

PNB 6426 - Molecular and Cellular Neurobiology

Three credits. Lecture. Open to seniors.

Prerequisites: For undergraduates only: PNB3251 and PNB 3275 and one of the following: **MCB 2210**, MCB 2000 or MCB 3010.

Consent of instructor required for graduate students that are in programs other than PNB.

An overview of the molecular and cellular aspects of modern neurobiology including the analysis of neuronal proteins and their post-translational modifications, the dynamics of cellular substructures, and various signaling mechanisms in nerve cells including synaptic transmission. The molecular and cellular biology of selected neurological disorders will also be discussed.

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

Justification

1. Reasons for changing this course:

For undergraduates, we are eliminating PNB 3276 as a prerequisite because this course is not being offered.

For graduates, the CLAS committee of curriculum and courses has recently approved the elimination of PNB 5301 as a prerequisite, since PNB 5301 is no longer being offered. We would like to allow graduate students from other departments to register with permission of the instructor.

2. Effect on Department's Curriculum:
None
3. Other Departments Consulted (see Note N):
None
4. Effects on Other Departments: None. Graduate students from other programs still can enroll in this course. Up to Spring 2011, these students had to satisfy PNB 5301 as a prerequisite. Now there is no prerequisite, just the approval of the instructor. This course seldom had enrollment from graduate students from other programs.
5. Effects on Regional Campuses: None
6. Staffing: Angel L. de Blas; Randall Walikonis and Daniel Schwartz
7. Dates approved by (see Note Q):
Department Curriculum Committee: 05/06/2011
Department Faculty: 05/13/2011
8. Name, Phone Number, and e-mail address of principal contact person:
Angel L. de Blas, 6-5440, angel.deblas@uconn.edu

2011-160 Change and cross-list LAMS 1190 Perspectives on Latin America

Change course title and description, and Cross List with HIST

1. Date: October 17, 2011
2. Department initiating this proposal: LAMS

3. Current Catalog Copy/Copies:

1190. Perspectives on Latin America

(190) Three credits.

A multidisciplinary course including geography, indigenous peoples, colonization and nation formation; society, politics, economy, and culture of contemporary Latin America and its place in today's world. CA 2. CA 4-INT.

4. Proposed Catalog Copy/Copies:

1190. Introduction to Latin America and the Caribbean

(190) Three credits.

A multidisciplinary course exploring the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation, geography and the environment, immigration and migration, race, ethnicity, and gender in society, politics, economy, and culture. CA 2. CA 4-INT.

5. Effective Date (semester, year -- see Note R): Fall 2012

Justification

1. Reasons for adding this course if it is a new course: Not a new course
2. Reasons for cross listing this course: The history department currently does not have a 1000-level introductory course in Latin American and Caribbean history. The existing LAMS 1190 course serves the same purpose of introducing students to general themes and concepts in the study of Latin American and the Caribbean over time.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?

X Yes No

We wish to change the course title to indicate the cross listed nature of the content.

Proposed title: HIST/LAMS 1190 Introduction to Latin America and the Caribbean

4. Other Departments Consulted (see Note N): HIST

5. Effects on Regional Campuses: Course could be offered at regional campuses

6. Staffing: Anne Gebelein (LAMS), Mark Overmyer-Velázquez (LAMS, HIST), Jason Chang (HIST), Anne Eller (HIST), Mark Healey (HIST), Melina Pappademos (HIST), Blanca Silvestrini (HIST)

Approvals

1. List the name of each department or program which will be involved in the cross-listing. LAMS, HIST
2. For each department or program, list the dates of approval by the appropriate departmental or program review process (see Note Q):

LAMS

Department or Program Curriculum Committee: October 11, 2011

Department or Program Faculty: October 11, 2011

Department or Program Head: October 12, 2011

HIST

Department or Program Curriculum Committee: October 21, 2011

Department or Program Faculty: November 14, 2011

Department or Program Head: November 14, 2011

3. Name, Phone Number, and e-mail address of principal contact person: Mark Overmyer-Velázquez, 6-2814, mark.velazquez@uconn.edu

2011-161 Add GEOG 1010. People, Place, and the Environment

1. Date: December 7, 2011
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Fall, 2012

Final catalog Listing (see [Note A](#)):**GEOG 1010. People, Place, and the Environment****Three credits.**

Survey of interdisciplinary environmental themes through connections to our local space and awareness of global environmental issues. Principles of environmental thought from the beginnings of the interaction between humanity and the environment to contemporary environmental issues.

Obligatory Items

1. Standard Abbreviation for Department or Program: GEOG
2. Course Number: 1010
3. Course Title: Foundational Relationships in Environmental Studies
4. Semester Offered: Either
5. Number of Credits: Three
6. Course Description: Survey of interdisciplinary environmental themes through connections to our local space and awareness of global environmental issues. Principles of environmental thought from the beginnings of the interaction between humanity and the environment to contemporary environmental issues.

Justification

1. Reasons for adding this course: Geography 1010 will support efforts of the University to develop an inter-disciplinary Environmental Studies program by establishing a prototype class for the required Introduction to Environmental Studies entry class for the major. This class is supported by the inter-disciplinary working group established by the provost's environment committee. The entire working group, representing at least 8 departments within CLAS, will be designing the course content and readings with guidance from the provost's environment committee and the sub-committee responsible for designing the environmental studies major.

Within the context of the Geography Department, this course will expand introductory offerings to the overall student body. In particular, Geography 1010 will add a course that ties the traditional technical strengths of the department to historical/cultural factors important to environmental studies, thereby emphasizing the importance of place and scale in both Geography and the Environment.

2. Academic merit: This course emphasizes the inter-related and mutually-supporting nature of the physical sciences, humanities, and social sciences in directing environmental discovery, understanding human impacts and responses, and developing policy. The course will use case studies, campus resources, and guest lectures from multiple disciplines to provide a broad view of how science, social science, and the humanities interact to inform environmental discovery,

policy-making, and aesthetics. Case studies will be chosen to emphasize the tensions and mutual interactions of the many disciplines that feed into environmental studies. These case studies will focus on the UCONN campus and New England to emphasize place-based learning and how the students relate to the environment they are familiar with. These local and regional studies will then be related to global environmental issues. This course will serve Geography by adding a course that links cultural components to the scientific and social scientific aspects of Geography. This course is unique within the University for the contributions of working group faculty from multiple disciplines toward creating a truly inter-disciplinary approach to environmental studies.

3. Overlapping courses: This course does not overlap with existing courses. It is intended as the prototype for a future Introduction to Environmental Studies class that will come into being when the Environmental Studies program is created. The course will be paired with NRE 1000: Environmental Science as the entry sequence to the Environmental Studies major and efforts have been made to avoid overlap with NRE 1000.

4. Number of Students Expected: 120

5. Number and Size of Section: 1 Section of 120

6. Effects on Other Departments: The working group designing this course represents multiple departments within CLAS and welcomes input from any faculty who are interested. We do not anticipate any effect on other departments.

7. Effects on Regional Campuses: We do not anticipate any effects on regional campuses. One representative on the working group is from the Avery Point campus and may teach the successor Introduction to Environmental Studies class at some point in the future.

8. Staffing: J.-A. Ballantine, C. Atkinson-Palombo.

9. Dept Approval Date:

Department C&C Committee: December 7, 2011

Department of Geography: December 9, 2011

School/College Approval Date:

10. Contact Information:

Name: John-Andrew Ballantine

Phone: 860-486-2579

E-mail: andy.ballantine@uconn.edu

2011-162 Change ECON Major description

1. Date: 11/9/2011
2. Department requesting this change: Economics
3. Title of Major: Economics
4. Nature of Change: Refine wording in general description of major, including adding courses which will fulfill our calculus requirement.

5. Existing catalog Description of the Major:

Economics

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, comparative economic systems, labor economics, health economics, urban and regional economics, and economic development.

Economics majors must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 and 2202), plus at least nine credits in either quantitative skills courses (ECON 2301-2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

Economics majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1121Q, 1131Q, or 1151Q. MATH 1131Q and STAT 1100Q are preferred. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

The intermediate theory courses (ECON 2201 and 2202) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, or 2327.

Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the "Minors" section.

6. Proposed catalog Description of the Major:

Economics

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development.

Economics majors must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 and 2202), plus at least nine credits in either quantitative skills courses (ECON 2301-2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or

3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements.

Economics majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1121Q, **1126Q**, 1131Q, 1151Q or 2141Q. MATH 1131Q and STAT 1100Q are preferred. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

The intermediate theory courses (ECON 2201 and 2202) should be taken early in the student's major program. Recommended courses for economics majors include ECON 2311 and ENGL 3003W. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department's Economics Scholars and Quantitative Certificate Programs.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, **ECON 2326**, or 2327.

Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the "Minors" section.

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

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

Justification

1. Why is a change required?

This change updates the mathematics requirement for the major in light of the Math Department's recent renumbering and realignment of its introductory courses. Math 1126Q (Calculus 1b) is the second course in a sequence, Math 1125, 1126 which together cover the material of Math 1131Q. Math 2141Q (Advanced Calculus I) covers all of Math 1131Q at a more advanced level. It is an invitation only course designed for top notch entering freshman. The proposal also makes the small change of adding Econ 2326 (Operations Research) to the list of elective courses to improve information literacy.

2. What is the impact on students?

This will help students by reducing confusion about math requirements for the major and increasing the choices to fulfill that requirement.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: 10/28/2011

Department Faculty: 11/4/2011

5. Name, Phone Number, and e-mail address of principal contact person: Susan Randolph, (860) 486-2390, susan.m.randolph@gmail.com

2011-163 Change prerequisite COGS 3589. Undergraduate Research

1. Date: 12/5/11
2. Department: Cognitive Science
3. Nature of Proposed Change: Change an existing course - Remove prerequisite of COGS 2201

4. Current Catalog Copy:**3589. Undergraduate Research**

(297) Credits not to exceed six per semester. Hours by arrangement. Prerequisite: [COGS 2201](#); open only with consent of instructor and program director of undergraduate studies. Recommended preparation: At least two of [ANTH 3002](#), [CSE 4705](#), [PHIL 3250](#), [PSYC 2501](#). With a change of content, may be repeated for credit.

Participation in activities related to cognitive science research.

5. Proposed Catalog Copy:**3589. Undergraduate Research**

(297) Credits not to exceed six per semester. Hours by arrangement. Open only with consent of instructor and program director of undergraduate studies. Recommended preparation: At least two of [ANTH 3002](#), [CSE 4705](#), [PHIL 3250](#), [PSYC 2501](#). With a change of content, may be repeated for credit.

Participation in activities related to cognitive science research.

6. Effective Date (semester, year -- see [Note R](#)): Spring 2012

Justification

1. Reasons for changing this course: This is a junior level research experience course. The prerequisite, COGS 2201, is offered in the spring semester only. Often COGS students do not take COGS 2201 until their junior year. This prevents students from participating in research until their 6th semester at UConn.
2. Effect on Department's Curriculum: students will be able to participate in research beginning in their sophomore year.
3. Other Departments Consulted (see [Note N](#)): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: NA
7. Dates approved by (see [Note Q](#)):
 Department Curriculum Committee: 12/2/11
 Department Faculty: 12/2/11
8. Name, Phone Number, and e-mail address of principal contact person:
 Bernard Grela, 486-3394, Bernard.grela@uconn.edu
 Director of Undergraduate Studies for COGS
 Diane Lillo-Martin, 486-0155, diane.lillo-martin@uconn.edu

Robert G. Michel

December 10, 2011

Director of Cognitive Sciences
Letty Naigles, 486-4942, Letitia.naigles@uconn.edu
CC&C committee member for COGS

2011-164 Change prerequisite and description CHEM 5356 Statistical Mechanics

1. Date: December 6, 2011
2. Department: Chemistry
3. Nature of Proposed Change: Reinstatement of course CHEM 356 as CHEM 5356 (Statistical Mechanics) and change the prerequisite and course description. The proposed new number is **CHEM 5356**.

4. Current Catalog Copy (not presently listed):**CHEM 356 Statistical Mechanics**

3 credits. Lecture. Prerequisite: CHEM 355 (Chemical Thermodynamics).
The relationship between the micro and macroworld is explored and discussed."

5. Proposed Catalog Copy:**CHEM 5356 Statistical Mechanics**

- (356) Three credits. Lecture. An understanding of the standard methods of calculus (e.g. partial differentiation and integration) is required. Equilibrium properties of macroscopic systems are derived from a molecular point of view.
6. Effective Date: Immediately

Justification

1. Reasons for changing this course: This course was dropped from the catalog in 2009 because it was not taught for a number of years. This is an essential course for incoming graduate students expecting to pursue studies in physical and biophysical chemistry.
2. Effect on Department's Curriculum: renewed emphasis on this topic.
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: See item 1. No other department will be affected.
5. Effects on Regional Campuses: None
6. Staffing: No changes anticipated
7. Dates approved by (see Note Q):
Division of Physical Chemistry – Dec 7, 2011
Department Curriculum Committee: Graduate committee – Dec 8, 2011
Department Faculty: December 9th, 2011
8. Name, Phone Number, and e-mail address of principal contact person:
Dr. José A. Gascón, 860-486-3213, jose.gascon@uconn.edu

2011-165 Change title and description MCB 2400 Human Genetics

- 1. Date:** March 22, 20112.
- 2. Department:** Molecular and Cell Biology
- 3. Nature of Proposed Change:** Change of the **title and description** for an existing course

4. Current Catalog Copy:**2400. Heredity and Society**

(218) Either semester. Three credits. Two lectures and one problem session. Prerequisite: [BIOL 1107](#). May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiological and Neurobiology, or Structural Biology and Biophysics. Not open to students who have passed [MCB 2410](#).

Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

5. Proposed Catalog Copy:**2400. Human Genetics**

Either semester. Three credits. Two lectures and one problem-solving/case-study session. Prerequisite: [BIOL 1107](#). May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiological and Neurobiology, or Structural Biology and Biophysics. Not open to students who have passed [MCB 2410](#).

Principles of genetics as applied to humans with a focus on the integration of classical and modern methods of genetics.

- 6. Effective Date (semester, year -- see [Note R](#)): Fall 2012** (Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Since the introduction of MCB 2400 (218) for non-MCB majors, MCB 2410 (200) has evolved into a basic genetics course that covers genetic research with an emphasis on all major model organisms and become a core course for MCB majors. In this proposal, a change of the title of MCB 2400 (218) from Heredity and Society to Human Genetics more correctly describes the content of the course with a focus on human genetics. It is not clear from the title Heredity and Society that this is a genetics course with primarily science content.
- 2. Effect on Department's Curriculum:** None.
- 3. Other Departments Consulted (see [Note N](#)):** MCB 2400 is a required component of curriculum in the School of Nursing. Associate Dean Carol Polifroni

has confirmed that the School of Nursing would much prefer the title "Human Genetics".

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None.

6. Staffing: No change; Strausbaugh / Spurling.

7. Dates approved by (see [Note Q](#)): Department Curriculum

Committee: Nov. 18, 2011

Department Faculty: May 4, 2011**8. Name, Phone Number, and e-mail address of principal contact person:**

Kenneth Noll, 486-4688, kenneth.noll@uconn.edu

Appendices (Syllabi and other materials)

Syllabus WGSS 3257 Feminist Disability Studies

Feminist Disability Studies Fall 2011

Instructor: Michael Gill

Office Hours: Monday and Wednesday 11:00 to 12:00 and by appointment

Office: Beach 419

Email: michael.gill@uconn.edu

Class: 2:00 to 3:15 Monday and Wednesday
ARJ 139

Course Description: This course examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. In this course, disability is widely defined to include a range of impairments, differences, and any other features that could be considered different. We will also explore certain ethical issues relating to gender and disability including prenatal testing, ethics of care, and sexual agency. The course is interdisciplinary and will use popular cultural texts including reality television, history, ethics, and autobiography to aid our exploration.

Course Texts:

- *The Cancer Journals: Special Edition* (Aunt Lute Books; 1997) by Audre Lorde
- *How to Be a Sister: A Love Story with a Twist of Autism* (The Experiment; 2010) by Eileen Garvin
- *Mean Little Deaf Queer* (Beacon Press; 2009) by Terry Galloway
- *Unspeakable: The Story of Junius Wilson* (The University of North Carolina Press; 2007) by Susan Burch and Hannah Joyner

Also additional course readings will be made available through the Husky CT course site. These readings are indicated with a (CT) in the syllabus. All course books are available for purchase through the campus bookstore. You may purchase your books at any bookstore or online retailer.

All readings should be completed before class.

Requirements:

1. **Class Participation and Attendance (10% of grade)**
2. **Reading Quizzes (12% of grade)**
3. **Cancer Journals Reflection (15% of grade)**
4. **Cultural Artifact (8% of grade)**
5. **Book Review (15% of grade)**
6. **Final Paper (40% of grade)**

Class Participation:

The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials. You do not have to agree with

the arguments in the readings. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for you to explore aspects related to disability and gender in relation to your personal experiences, the assigned texts, current social situations, and the lectures. Each student's active participation is crucial for a productive class experience. Students are expected to be respectful of the other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

Reading Quizzes:

Throughout the semester, I will be giving 4 quizzes on the contents of the assigned readings. These will consist of short answer, true/false, and multiple choice questions. These quizzes are given to insure that you are keeping up with and comprehending the course readings. The dates for the quizzes are listed in the syllabus. I will be dropping your lowest quiz score. There will be no makeup quizzes allowed. **Each quiz is worth 4% of your final grade, for a total of 12%.**

Reflection on *The Cancer Journals*

As part of the class, we are going to be exploring breast cancer, disability identity, and prosthesis. For this paper, you should comment on Lorde and Herndl's views of breast cancer, illness, disability and the use of breast prosthesis. What portions of Lorde's narrative did you find most compelling? What about Herndl's? Write a 4 page reflection on breast cancer and disability. This paper is due on **October 5th and is worth 15% of your final grade.**

Cultural Artifact:

Twice during the semester, you will bring in a cultural artifact of disability to class. These artifacts can be anything that conveys a message of disability including a newspaper article, advertisement in a magazine, piece of junk mail, photo of graffiti, found item on the ground, etc. When it is your turn to bring an artifact to class, you will briefly explain your artifact to the class as well as how the artifact expresses disability. On the second day of class we will sign up for days to bring artifacts. **Each artifact presentation is worth 4% of your final grade.**

Book Review:

For this paper, you will write a 4 page review of either Eileen Garvin's *How to Be a Sister: A Love Story with a Twist of Autism* or Terry Galloway's *Mean Little deaf Queer*. This is your opportunity to spend time critically reflecting on the themes in your chosen book. **This is due on October 31st and is worth 15% of your final grade.**

Final Paper:

You are expected to write an 8 page paper on one aspect of disability and gender. This is your chance to research what interests you regarding disability in an intersectional framework. You are expected to use 6 scholarly sources. **This paper is worth 40% of your final grade and is due during our scheduled final exam period.**

Course Policies:

Attendance – You are strongly encouraged to attend every class. If you wish you get an absence excused, you will need to provide documentation. If you are having trouble attending class for whatever reason, please talk to me when the problem first arises. If you do miss a class, it is your responsibility to obtain the missed information from a fellow student in the class.

Assignments – Late assignments are not accepted. You are required to hand-in your assignments in person. Additionally, you are required to post an electronic copy of your papers to the course Husky CT site.

Grading Policy -

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

Papers – All papers are to be completed using a word processing program, in 12 point Times New Roman font. The papers should be double-spaced with one inch margins and page numbers. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is available to help you with improving your writing ability: <http://www.writingcenter.uconn.edu/index.php>

Plagiarism – Plagiarism is a serious violation of university codes on academic integrity. Plagiarizing material from the web, printed sources, other students' work, or any other source constitutes grounds for failure in this course. Incidents of plagiarism may also be brought before the university judiciary board resulting in further disciplinary action. Students uncertain of the definition of plagiarism must ask the instructor prior to submitting their work. Information about the university policy on academic integrity can be found at the Office of Student Services and Advocacy: <http://www.ossa.uconn.edu/> If you have any questions about what constitutes plagiarism ask the instructor.

Students with Disabilities- To obtain accommodations for this course, students with disabilities should contact the Center for Students with Disabilities and the instructor in charge as soon as possible. The student will need to contact the center at 860-486-2020 (voice) or 860-486-2077 (TDD). I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your learning style. Additionally, if the facilities are inaccessible please let me know. I am committed to making your learning experience as accessible as possible.

Cell phones, Facebook, Laptops – As a matter of courtesy and for your educational purpose, please refrain from answering your cell phone in class or using your phone to send text messages. Phones should be silenced or turned off during class. Laptops should be used to take notes for the class, not accessing your Facebook page, surfing the Internet, checking emails or chatting with friends.

Course Schedule:

Week 1: Course Descriptions / Defining Disability

August 29th

- Class Canceled (Hurricane Irene)

August 31st

- Introduction to Course
- Screening of *Vital Signs: Crip Culture Talks Back*

Week 2: Disability Rights

September 5th

- **Labor Day – No class**

September 7th

- Shapiro, “Tiny Tim, Supercrips, and the End of Pity” (CT)
- Longmore, “The Second Phase: From Disability Rights to Disability Culture” (CT)
- Marie Wade, “I am Not One of The” and “Cripple Lullaby” (CT)

Week 3: Feminism, Disability, and Foundations / Social Model of Disability

September 12th

- Shakespeare, “The Social Model of Disability” (CT)
- Wendell, “Toward a Feminist Theory of Disability” (CT)
- Screening of *When Billy Broke His Head*

September 14th

- Garland Thomson, “Integrating Disability, Transforming Feminist Theory” (CT)
- Wendell, “Who Is Disabled? Defining Disability” (CT)
- Bell, “Is Disability Studies Actually White Disability Studies?” (CT)

Week 4: Experiences of Disablement

September 19th

- Linton, “Conscripts to the Calvary,” “Brave New World” and “Pleasures and Freedoms” (CT)
- **Quiz #1**

September 21st

- Mairs, “Ups and Downs” and “Plunging In” (CT)
- Finger, “Helen and Frida” (CT)
- Clare, “Gawking, Gaping, Staring” (CT)

Week 5: Cancer, Illness and Prosthesis

September 26th

- Lorde, *The Cancer Journals*, pgs. 7 - 55

September 28th

- Lorde, *The Cancer Journals*, pgs. 56-99
- Price Herndl, “Reconstructing the Posthuman Feminist Body Twenty Years after Audre Lorde’s *Cancer Journals*” (CT)

Week 6: Eugenics / Physician Assisted Suicide/ Media Representations

October 3rd

- Longmore, “Elizabeth Bouvia, Assisted Suicide, and Social Prejudice” (CT)
- McBryde Johnson, “Unspeakable Conversations” (CT)
- Haller, “Not Worth Keeping Alive? *New York Times* Narratives About Assisted Suicide” (CT)

October 5th

- Haller, “Media Advocacy and Films: The ‘Million Dollar Baby’ Effect” (CT)
- Watch *Shameless: The Art of Disability* (streaming through the library)
- Class screening of clips from *Million Dollar Baby*, *The Sea Inside*, *Shameless*

- **Cancer Journals Reflection Due**

Week 7: Neurodiversity

October 10th

- Garvin, *How to Be a Sister*, Chapters 1-6
- **Quiz #2**

October 12th

- Garvin, *How to Be a Sister*, Chapter 7-11
- Class Screening of *Loving Lampposts*

Week 8: Disability and Queerness

October 17th

- McRuer, "Introduction: Compulsory Ablebodiness and Queer/Disabled Existence" (CT)
- Galloway, *Mean Little deaf Queer*, pgs. ix-70.

October 19th

- Galloway, *Mean Little deaf Queer*, pgs. 73-163
- Class screening of *Annie Dearest* and other MickeeFaust YouTube videos, starring Terry Galloway.

Week 9: Queerness and Sexuality

October 24th

- Galloway, *Mean Little deaf Queer*, pgs. 167-228
- Class screening of *Sound and Fury*

October 26th

- Siebers, "A Sexual Culture for Disabled People" (CT)
- Shakespeare, "The Sexual Politics of Disabled Masculinity" (CT)
- Koppers and Marcus, "Selections from Cripple Poetics"
- Class screening of clips from *Sins Invalid*

Week 10: Constructing Difference / Freak Shows / Eugenics

October 31st

- Garland Thomson, "The Cultural Work of American Freak Shows, 1835-1940" (CT)
- Bogdan, "The Social Construction of Freaks" (CT)
- **Book Review Due**

November 2nd

- Lisa Lindquist Dorr, "Arm in Arm: Gender, Eugenics, and Virginia's Racial Integrity Acts of the 1920s" (CT)
- Anna Stubblefield, "Beyond the Pale": Tainted Whiteness, Cognitive Disability, and Eugenic Sterilization" (CT)
- Class screening of clips from *Are You Fit to Marry*

Week 11: Racism, Intersectionality and Junius Wilson

November 7th

- Burch and Joyner, *Unspeakable*, 1-90
- **Quiz #3**

November 9th

- Burch and Joyner, *Unspeakable*, 91-162

Week 12: Junius Wilson / HIV/AIDS and the Politics of Cure

November 14th

- Burch and Joyner, *Unspeakable*, 163-216
- Erevelles and Miner, "Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality" (CT)

November 16th

- McRuer, "Critical Investments: AIDS, Christopher Reeve, and Queer/Disability" (CT)
- Munoz, "Pedro Zamora's Real World of Counterpublicity: Performing an Ethics of Self" (CT)

Week 13: Thanksgiving Break – No Class – November 21st and 23rd

Week 14: Mothering, Reproduction, and Selective Abortion

November 28th

- Baily, "Why I had an Amniocentesis" (CT)
- Ralston, "Reflections from the Trenches: One Doctor's Encounter with Disability Rights Arguments" (CT)
- Saxton, "Disability Rights and Selective Abortion" (CT)

November 30th

- Landsman, "On Mothering, Models, and Disability Rights" (CT)
- Millet-Gallant, "Sculpting Body Ideals: Alison Lapper Pregnant and the Public Display of Disability" (CT)

Week 15: Disabled Masculinity

December 5th

- Shuttleworth, "Disabled Masculinity: Expanding the Masculine Repertoire" (CT)
- Ferris, "Uncovery to Recovery: Reclaiming One Man's Body on a Nude Photo Shoot" (CT)
- **Quiz #4**

December 7th

- Lindemann and Cherney, "Communicating In and Through 'Murderball': Masculinity and Disability in Wheelchair Rugby" (UW)
- Kudlick, "The Blind Man's Harley: White Canes and Gender Identity in America" (CT)
- Class Screening of Clips of *Murderball*

Final Paper/ Project Due Monday December 12th – 3:30pm

Syllabus WGSS 3270: Masculinities

Masculinities Spring 2011

Instructor: Michael Gill

Office Hours: Monday and Wednesday 3:00 to 4:00 and by appointment

Office: Beach 419

Email: michael.gill@uconn.edu

Class: 2:00 to 2:50 Monday, Wednesday, and Friday
Arjona 139

Course Description: This course explores the meaning of masculinity and how maleness is gendered. There is not one version of masculinity but rather multiple masculinities influenced by gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. As such, we will be conducting an intersectional exploration into how masculinity is embodied and lived out in American culture. Fatness, disability, female and transgender masculinities are also explored. The system of masculinity and its dominant form are also not created in isolation. We will explore how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and will use popular cultural texts, history, creative writing, art, and autobiography to aid our exploration.

Course Texts:

- by Michael Kimmel
- *Exile and Pride: Disability, Queerness, and Liberation* (South End Press Classics; 2009) by Eli Clare

Also additional course readings will be made available through Husky CT course site. These readings are indicated with a (CT) in the syllabus. All course books are available for purchase through the campus bookstore. You may purchase your books at any bookstore or online retailer.

All readings should be completed before class.

Requirements:

7. **Class Participation and Attendance (8% of grade)**
8. **Reading Quizzes (12% of grade)**
9. **Drug Store- Mall Assignment or Media Analysis (20% of grade)**
10. **Restroom Assignment (10% of grade)**
11. **Leading Discussion as a Group (10% of grade)**
12. **Final Paper / Project (40% of grade)**

Class Participation:

The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials of the week. You do not have to agree with the arguments in the readings completely. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for you to explore aspects related to masculinities in relation to your personal experiences, the assigned texts, current social situations, and the lectures. Each student's active

participation is crucial for a productive in-class experience. Students are expected to be respectful of the other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities existing inside the classroom. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

Reading Quizzes:

Throughout the semester, I will be giving 4 quizzes on the contents of the assigned readings. These will consist of short answer, true/false, and multiple choice questions. These quizzes are given to insure that you are keeping up with and comprehending the course readings. These quizzes will not be announced ahead of time. I will be dropping your lowest quiz score. There will be no makeup quizzes allowed. Each quiz is worth 4% of your final grade, for a total of 12%.

Paper 1 - Media Analysis or Mall/Drug Store Assignment (Choose 1)*Media Analysis*

For this 4 page paper, you will examine television, movies, or music videos targeted towards men, especially young adult men (16 to 26 yrs old). Examples of these include *South Park*, *Family Guy*, *Hot Tub Time Machine*, *The Expendables*, *The Hangover*, *Pimp My Ride*. Choose one type of media and write a 4 to 5 page paper examining the ways that masculinity and femininity are represented. If you choose a television show, make sure to watch at least 4 episodes before writing your paper. For music videos, choose a specific genre of music (country, hip hop, rock) and watch at least 10 videos from 4 to 5 artists. Likewise, for movies pick a specific genre (action, comedy) and watch at least two movies to complete your analysis. This paper is not an opportunity for plot summary but rather your chance to critically engage with the materials to determine how and why masculinity is represented a certain way. How do the materials present men? What sorts of men are represented? What are they doing? What are the women in these materials doing? Pay attention to the race, class, nationality, and disability status of the individuals represented. Do these characters reflect your own experiences of masculinity and/or femininity? You might find it helpful to also look at how film, television, and music critics have responded to these materials as you formulate your paper.

Mall/Drug Store Assignment

For this paper, I am asking you to spend time in a local mall and drugstore. In the mall, look at the various stores. What types of merchandise are being sold? Who is buying these products? Go into a couple of clothing stores. What types of clothes are being sold in the men's and women's sections? Do these clothing styles reflect trends in representing masculinity and femininity? Other than for shopping, how else is the mall space used? What sort of activities can you observe in the mall? Is there masculinity and femininity on display? Next, go into a drug store. Pay attention to the types of products marketed towards men and women. What claims do these products make regarding masculinity and femininity? Which products (if any) are supposedly essential to act masculine and feminine? After you have completed your observation, write a 4 page paper explaining your findings. You are expected to critically engage with the products and the built environment you interacted with.

This paper is worth 20% of your final grade and is due on February 18th in class.

Restroom Assignment:

During Week 10 we will be studying how restrooms can be locations of exclusion and inaccessibility, especially for those with disabilities as well as transgender and transsexual individuals. As part of the class readings, I am asking you to do an evaluation of one restroom on campus. At the end of the “Calling All Restroom Revolutionaries” article is a restroom checklist. Use this checklist to evaluate a restroom for a variety of aspects related to gender and disability exclusion. After you have evaluated the restroom, write a 2 page reflection on the project commenting on any insights you came to during this project. Make sure to include your completed checklist along with your paper. We will also discuss your results as a class. **This assignment is due on April 6th and is worth 10% of your final grade.**

Leading Class Discussion as a Group:

During the second week of class, you will divide into 3 groups and sign up for one class period during the last couple of weeks of the semester. During your chosen class period, you and your group are expected to select 2 readings and lead a discussion on the main points of the readings for that class period using handouts, open ended questions, outside materials, activities, and any other resources that will help to engage your fellow classmates in critically analyzing the course materials. These presentations should last the entire class period. If you require audiovisual equipment, you will need to let me know a week in advance, so I can make arrangements for that equipment to be made available. Finally, you and your group are required to meet with me beforehand to discuss your plan for leading discussion and how to make arrangements to post readings on our HuskyCT course site. **This is worth 10% of your final grade.**

Final Paper / Project:

You are expected to write a 10-12 page paper on one aspect of masculinity. This is your chance to research what interests you regarding masculinity (and its relation to femininity). You are expected to use 8 to 10 scholarly sources. There is also an opportunity to do an artistic project instead of writing a paper. If this interests you, please let me know. **This paper is worth 40% of your final grade and is due during our scheduled final exam period, Monday May 2nd at 3:30pm.**

Course Policies:

Attendance – You are strongly encouraged to attend every class. If you wish you get an absence excused, you will need to provide documentation. If you are having trouble attending class for whatever reason, please talk to me when the problem first arises. If you do miss a class, it is your responsibility to obtain the missed information from a fellow student in the class.

Assignments – **Late assignments are not accepted.** You are required to hand-in your assignments in person. Additionally, you are required to post an electronic copy of your papers to the course Husky CT site.

Grading Policy -

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

Papers – All papers are to be completed using a word processing program, in 12 point Times New Roman font. The papers should be double-spaced with one inch margins and page numbers. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is available to help you with improving your writing ability: <http://www.writingcenter.uconn.edu/index.php>

Plagiarism – Plagiarism is a serious violation of university codes on academic integrity. Plagiarizing material from the web, printed sources, other students' work, or any other source constitutes grounds for failure in this course. Incidents of plagiarism may also be brought before the university judiciary board resulting in further disciplinary action. Students uncertain of the definition of plagiarism must ask the instructor prior to submitting their work. Information about the university policy on academic integrity can be found at the Office of Student Services and Advocacy: <http://www.ossa.uconn.edu/> If you have any questions about what constitutes plagiarism ask the instructor.

Students with Disabilities- To obtain accommodations for this course, students with disabilities should contact the Center for Students with Disabilities and the instructor in charge as soon as possible. The student will need to contact the center at 860-486-2020 (voice) or 860-486-2077 (TDD). I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your learning style. Additionally, if the facilities are inaccessible please let me know. I am committed to making your learning experience as accessible as possible.

Cell phones, Facebook, Laptops – As a matter of courtesy and for your educational purpose, please refrain from answering your cell phone in class or using your phone to send text messages. Phones should be silenced or turned off during class. Laptops should be used to take notes for the class, not accessing your Facebook page, surfing the Internet, checking emails or chatting with friends.

Course Schedule:

Week 1: Course Descriptions / Introducing “Guyland”

January 19th

- Introduction to Course

January 21st

- Kimmel, “Welcome to Guyland” and “What’s the Rush?: Guyland as a New Stage of Development” in *Guyland*, pgs. 1-43.

Week 2: Privilege and Hegemonic Masculinities

January 24th

- Connell, “The Social Organization of Masculinity” (CT)

January 26th

- Wise, “Privilege” (CT)
- Tarrant, “Gender Advantage: Checking In on a Masculine Privilege” (CT)

January 28th

- hooks, “Understanding Patriarchy” (CT)
- hooks, “Feminist Manhood” (CT)

Week 3: The Code of Men?/ High Schools, Homophobia, and Bullying

January 31st

- Kimmel, "Bros Before Hos: The Guy Code" in *Guyland*, pgs. 44-69.

February 2nd

- Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (CT)
- Kimmel, "High School: Boot Camp for Guyland" in *Guyland*, pgs. 70-94.

February 4th

- Pascoe, "Dude You're A Fag: Adolescent Masculinity and the Fag Discourse" (CT)
- Class screening of *Wrestling with Manhood: Boys, Bullying, and Battering*

Week 4: Men, Pornography and "Hooking Up"

February 7th

- Kimmel, "Babes in Boyland: Pornography" in *Guyland*, pgs. 169-189.
- Katz, "Guilty Pleasures: Pornography, Prostitution, and Stripping" (CT)

February 9th

- Jensen, "A Pornographic World" (CT)
- Jensen, "Where We Are Stuck" (CT)

February 11th

- Kimmel, "Hooking Up: Sex in Guyland" in *Guyland*, pgs. 190-216.

Week 5: Sports, Toys, and Booze

February 14th

- Kimmel, "The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and the Elephant Walk" in *Guyland*, pgs. 95-122.
- Kimmel, "Boys and Their Toys: Guyland's Media" in *Guyland*, pgs. 144-168.

February 16th

- Kimmel, "Sports Crazy" in *Guyland*, pgs. 123-143.
- Messner, "Becoming 100 Percent Straight" (CT)

February 18th

- Catch-up Day
- **Media Analysis / Mall-Drug Store Paper Due**

Week 6: Queer and Trans Masculinities

February 21st

- Rubin, "Of Catamites and Kings: Reflections on Butch, Gender, and Boundaries" (CT)
- Halberstam, "Oh Behave!: Austin Powers and the Drag Kings" (CT)

February 23rd

- Chong-suk Han, "Darker Shades of Queer: Race and Sexuality at the Margins" (CT)
- McBride, "Why I Hate Abercrombie and Fitch" (CT)

February 25th

- Cromwell, "Queering the Binaries: Transsituated Identities, Bodies, and Sexualities" (CT)
- Class Screening of *Still Black: A Portrait of Black Transmen*

Week 7: Challenging Hegemonic Masculinities?

February 28th

- Halberstam, "An Introduction to Female Masculinity: Masculinity Without Men" (CT)
- Green, "Look! No Don't! The Visibility Dilemma for Transsexual Men" (CT)

- Guest Lecturer, Jamie Uretsky, MFA Student, Department of Art and Art History, UConn

March 2nd

- Connell, "A Very Straight Gay" (CT)
- Mirande, "Hombres Y Machos" (CT)
- Class Screening of *Cruel and Unusual : Transgender Women in Prison*

March 4th

- Clare, "Preface," "A Note About Gender," "The Mountain" and "Clearcut: Explaining The Distance" in *Exile and Pride*, pgs. ix-30.

Spring Break – No Class – March 7th, 9th and 11th

Week 8: Disability and Queerness

March 14th

- Clare, "Losing Home," "Clearcut: Brutes and Bumper Stickers," "Clearcut: End of the Line" and "Casino: An Epilogue" in *Exile and Pride*, pgs. 31-76.

March 16th

- Clare, "Freaks and Queers," "Reading Across the Grain," "Stones in My Pockets, Stones in My Heart," "Afterword to the 2009 edition" in *Exile and Pride*, pgs. 81-160; 165-171

March 18th

- Barounis, "Crippling Heterosexuality, Queering Able-bodiedness: Murderball, Brokeback Mountain, and the Contested Masculine Body" (CT)
- Class screening of clips from *Brokeback Mountain* and *Murderball*

Week 9: Fatness

March 21st

- Gilman, "The Stigma of Obesity" (CT)
- Gilman, "Fat Ballplayers and the Bodies of Fat Men" (CT)
- Guest Lecturer, Chris Clemmens, Ph.D. Student, Department of Communication Sciences, UConn

March 23rd

- Monaghan, "Big Handsome Men, Bears, and Others: Visual Constructions of Fat Male Embodiment" (CT)
- Bell and McNaughton, "Feminism and the Invisible Fat Man" (CT)

March 25th

- Catch-up Day

Week 10: Bathrooms and the Politics of Exclusion / South Park and Masculinity

March 28th

- Cavanagh, "Trans Subjects and Gender Misreadings in the Toilet" (CT)
- LaCom, "Filthy Bodies, Porous Boundaries: The Politics of Shit in Disability Studies" (CT)

March 30th

- Chess, Kafer, Quizar, and Richardson, "Calling All Restroom Revolutionaries!" (CT)
- Kafer, "Let Justice Flow" (CT)

April 1st

- Gardiner, "Why Saddam is Gay: Masculinity Politics in South Park – *Bigger, Longer, and Uncut*" (CT)

- Gardiner, "South Park, Blue Men, Anality, and Market Masculinity" (CT)
- Class screening of clips from *Bigger, Longer, and Uncut*

Week 11: Sperm, Testicles, and Viagra

April 4th

- Moore, "In the Beginning, There was Sperm" (CT)
- Moore, "Billy, the Sad Sperm with No Tail: Representations of Sperm in Children's Books" (CT)

April 6th

- Loe, "Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender" (CT)
- **Restroom Project Due**

April 8th

- Casper and Moore, "It Takes Balls: Lance Armstrong and the Triumph of American Masculinity" (CT)

Week 12: Men and Violence / Commodification of Masculinities

April 11th

- Katz, "Violence Against Women Is a Men's Issue"
- Kimmel, "Predatory Sex and Party Rape" in *Guyland*, pgs. 217-241.
- Class Screening of *Tough Guise: Violence, Media, and the Crisis in Masculinity*

April 13th

- Catch-up Day

April 15th

- Hurt, "Daytona Beach: Beyond Beats and Rhymes"
- Class Screening of Hip Hop: Beyond Beats and Rhymes"

Week 13: Whiteness Revisted / Globalized Masculinities / Student Lead Discussions

April 18th

- Wise, "Minimization" (CT)

April 20th

- Connell, "Masculinities and Globalization" (CT)
- Connell, "Globalization and Men's Bodies" (CT)

April 22nd

- Group 1 Presentation

Week 14: Student Lead Discussions

April 25th

- Group 2 Presentation

April 27th

- Group 3 Presentation

April 29th

- Kimmel, "Girls in Guyland: Eyes on the Guys" and "Just Guys" in *Guyland*, pgs. 242-289.

Final Paper Due: Monday, May 2nd at 3:30pm

Syllabi WS 3105 and WS 3105W

Syllabus Women's Studies 3105 (3998)

THE POLITICS OF REPRODUCTION

Barbara Gurr, University of Connecticut Women's Studies Program

barbgurr@gmail.com

Wednesdays 12:30 – 2:00 Beach hall 409

Or I'm happy to meet with you by appointment!

OBJECTIVES:

Students will be able to

Define key terms and phrases, such as: patriarchy, feminism, gender, essentialism, community, hegemony, and be able to use these terms comfortably in dialogue and writing

Analyze several symbolic meanings of reproduction in various contemporary geopolitical communities and the material consequences of these meanings

Explain how reproduction can be "political", for example through the development of local and global policies and funding streams as well as histories of colonization and economic and cultural globalization

Analyze and describe the links between "macro-level" institutional processes (such as: education, public policy, community constructions of motherhood, and economic structures) and "micro-level" embodied experience; this includes demonstrating understanding of the differences as well as the links between social trends and individual experience

Demonstrate understanding of the intersections of race, gender, class, sexuality, physical and cognitive ability, and reproduction for men and women, particularly women in marginalized communities (for example, women of color, women in the "global south", and lesbian, transgender, and transsexual women); and begin extending these intersections beyond social constructions of identity to consider the roles of the "State" and the "Community" in creating and maintaining these identities through reproductive processes

Demonstrate understanding of the influence of social movements and social movement actors on policy development

Explain the links between U.S. experiences and policies of reproduction and transnational processes of reproduction, for example through transnational adoption and surrogacy practices

PHILOSOPHY:

What does reproduction *mean*, in the United States and elsewhere? Does reproduction hold different meanings for different people, and if so, why? How are these meanings created and maintained socially, politically, legally, economically? What are the material consequences of these meaning constructions?

We will use sociological and historical research, court cases, descriptive policy analysis, fiction, poetry, and film to examine the social and symbolic meanings of reproduction for different communities in the U.S. as well through transnational networks, through different historical periods (although our primary focus will be

the second half of the twentieth century to the present day). Particular attention will be paid to marginalized communities as we examine the forces that influence and/or control reproductive freedoms, choices, and consequences.

In many ways, this class is a philosophical exploration of the *meanings* attributed to women's ability to produce life/give birth in a patriarchal, post-industrial, capitalist, racially and ethnically diverse world. However, we will concurrently explore some of what we typically think of as "politics" in terms of reproduction – for example, legislation, Supreme Court decisions, activism, etc. We are primarily interested in excavating *why* we think what we do about conception, pregnancy, childbirth, and childrearing, and *how* we organize reproduction to reflect these meanings.

Additionally, HOW are these ways of thinking about reproduction learned, transmitted, reinforced, and resisted both in the U.S. and globally? How do transnational processes of capitalism, migration, and technology influence local and global understandings of reproduction and reproductive freedoms?

It is imperative that you QUESTION, ANALYZE, CRITIQUE what I, other students, our authors and our speakers have to say in order to formulate your OWN understanding of the issues we will tackle. These issues can be sensitive and politically charged – it is equally imperative that we be respectful of all the opinions and ideas presented, even if we disagree with them. *Thinking critically does not require disrespect.*

TEXTS:

REQUIRED

Atwood, Margaret. 1986. *The Handmaid's Tale*. Anchor Books. New York.

Nelson, Jennifer. 2003. *Women of Color and the Reproductive Rights Movement*. New York University Press. New York.

Wertz, Richard and Dorothy Wertz. 1989. *Lying In: A History of Childbirth in America*. Yale University Press. New Haven.

Twine, France. 2011. *Outsourcing the Womb*. Routledge.

AND CHOOSE ONE

Miller, Amie. *She Looks Just Like You: A Memoir of (Nonbiological Lesbian) Motherhood*. Beacon Press. Boston.

Bigner and Menichiello. 2006. *A Gay Couple's Journey through Surrogacy: Intended Fathers*. New York. Haworth Press.

Holloway, Kris. 2006. *Monique and the Mango Rains: Two Years with a Midwife in Mali*. Waveland Press.

Smith, Susan L. 2005. *Japanese American Midwives: Culture, Community, and Health Politics, 1880-1950*. University of Illinois. Urbana.

Temam, Elly. *Birthing a Mother: The Surrogate Body and the Pregnant Self*. University of California. Berkeley.

Wicklund, Susan. *This Common Secret: My Journey as an Abortion Doctor*. Public Affairs. New York.

All of these are available at the coop (or will be soon); many are also available at the library or at your local library. I also suggest amazon and half.com (although please note that Wertz and Wertz begins right away, so you may not have time to get it in the mail).

There are also several readings which will be available on HuskyCT or elsewhere online, including: Sistersong's Reproductive Justice Briefing Book to be found at: <http://www.protectchoice.org/downloads/Reproductive%20Justice%20Briefing%20Book.pdf> (if you can't access through this link, go to Sistersong.net and find the link on the right) and http://reproductivejustice.org/download/ACRJ_A_New_Vision.pdf (or <http://www.reproductivejustice.org/reproductive.html>, link on left

ASSIGNMENTS:

CLASS ASSIGNMENTS: Throughout the course, you will be assigned several mini-assignments; some of these are done in class, some outside. You will see them noted on the syllabus when they are to be completed outside of class.

Discussion questions are a part of this assignment. Each of you is asked to submit one discussion question for use in class on the marked day of your choice (dates marked in syllabus; we will sign up on the second day of class). This question **MUST** be emailed to me by NOON the day it is due AND brought to class on the day it's due (bring one copy for you, in case our tech doesn't work that day). Please email to barbgurr@gmail.com. Your questions can be based on an individual reading, but ideally will connect two or more readings together. You will be expected to lead a brief discussion on the question you've submitted, OR questions may be used as reading checks.

Huskyct posts are a part of this assignment. You are asked to post a total of FOUR times. Post in response to guest speakers or films we watch together in class and connect these to readings and class discussions; your choice of any four BEFORE FINALS WEEK.

25 points total

2 CRITICAL REVIEWS: You are asked to read two novels/memoirs/texts; one of your choice and *The Handmaid's Tale*, which we will all read together. Choice novels have different due dates – see syllabus. *The Handmaid's Tale* is due at the end of the course (see syllabus).

For each book, you will turn in a critical review. A critical book review is more than a plot synopsis (although it includes a brief plot synopsis); the main point is to situate the book in the context of our class, using other (CORRECTLY CITED!) readings to elaborate, agree, or disagree with the book. You should feel free to point out strengths and weaknesses of the book, and must include a personal reaction. We will discuss this further in class. 3 to 4 pages each.

10 points each, 20 points total

PARTICIPATION: Participation in a class of this sort is ABSOLUTELY VITAL. Therefore, it is a major portion of your grade. Participation includes daily attendance, **completion of readings on time, in-class assignments, discussion, etc...**

20 points

FINAL RESPONSE PAPER: This paper synthesizes the work you will undertake in this class. It is both academic and personal. We will discuss much further in class, but expect to: discuss theoretical points you found interesting (whether or not you agree); discuss a previously held idea about reproduction which has been challenged (even if it has not changed); and CORRECTLY cite at least 3 authors. Your

final response paper should also incorporate at least two of our course objectives. 3 to 5 pages.

10 points

CLASS PROJECT: The class will decide together what our final project will be. Both options can be chosen (you only need to DO one; the class can choose one together, or break into two groups). Please note that both of these projects require **GROUP WORK. AMONG OTHER THINGS, THIS REQUIRES YOU TO MEET OUTSIDE OF REGULARLY SCHEDULED CLASS TIME. I WILL NOT MEDIATE GROUP WORK. I WILL NOT MEDIATE COMMUNICATIONS. I DO NOT WANT TO HEAR COMPLAINTS. HANDLE IT.** However, please don't hesitate to come to me if you're really freakin out, yo.

OPTIONS:

Wiki-site.

If this option is chosen, the class will be offered some limited training on developing a wiki-site – further training is up to you to find/work out. Each member of the class (or group) will be responsible for submitting researched information to the site; this information must be **VETTED** (checked for accuracy) by at least two other members of the class, and everyone must vet at least two submissions. Information can be researched/written in pairs, but not vetted by the submitter(s). At least two class/group members will also share the responsibility with me of maintaining the site – you will have primary responsibility, and will not be asked to submit, but will be asked to vet. Further details on Huskyct.

A staged reading of “Birth: the Play” to be performed publicly at the end of the semester. There are approximately 11 speaking roles in this play, but many other production roles (ie, Director, Assistant Director, publicity manager, facilities manager, props, etc...). Further details on Huskyct.

For your sake, we must decide on projects by the end of the second week of classes, so please take the time to peruse the information available on Huskyct.

25 points total

I DO NOT ACCEPT LATE WORK, EVER. DO NOT EMAIL ME YOUR WORK. For your own safety, please do not email me your work. If you are absent on the day when an assignment is due, you must drop it in my mailbox in Beach Hall 409 by 9 AM the next day!!

ALL WORK MUST BE TYPED. ALL WORK MUST BE TYPED.

ALL OF IT.

EVEN DISCUSSION QUESTIONS.

Did I mention that all work must be typed? And please, please do not email me your work.

There are two classes at the end of the semester reserved for the class to choose a topic. I would like decisions by the end of October at the latest so I can set things up.

*Please note: if this class is taught as a “W” the class choice options at the end of the semester will be traded for two in-class writing workshops earlier in the semester

Please Note: Please understand that this class is intense. My expectations of you are high. Your grade will suffer if my expectations are not met. At the same time, I encourage you to have high expectations of me -- I will certainly do my best to meet them. While the workload may seem heavy in this class, it is within University

guidelines for an upper division course. As well, and most importantly, this course is designed to serve you on a number of levels. Your investment in this class will return to you not only in terms of a grade, but in terms of new knowledge which will be immediately applicable in your “real” life. At the end of the semester, you will have *earned* 3 credits and *learned* a great deal about the politics of reproduction in the United States. These politics affect ALL of us in variable ways. This class PREPARES you for real life in real ways.

Please do not hesitate to contact me if you have any questions or concerns. Email me at barbgurr@gmail.com

ASSIGNMENT CALENDAR:

Tues 8/29:

INTRODUCTIONS...

Creation stories and the Feminine

Creation stories and Patriarchy

Rights/Justice/Freedom and the individual/community/State

Thurs 9/1:

PLEASE READ: (app. 10 pages)

Go to: <http://www.socwomen.org/web/resources/fact-sheets.html>

This is the fact sheet resource site for an organization called “Sociologists for Women in Society”. Read the fact sheets on:

“Women’s Reproduction: Issues and Inequalities in the 21st Century”

“Women and HIV/AIDS”

and “Gender and Medicalization”.

Be prepared to discuss (it’s a good idea to print out your fact sheets or take notes for discussion; these will not be checked, it’s simply a good idea)

THEN: choose any one other fact sheet to read; be prepared to explain how your chosen topic relates to the Politics of Reproduction.

Tues 9/6:

PLEASE READ: (app 50 pgs)

The Way We Were...?

Cook, “The Women’s Dance” (Huskycyct)

Wertz, Ch. 1 and 2

Assignment: Please come to class with an original (YOURS) “representation” of creation: a drawing, a poem, a story, etc...

AND: Please check out the Birth Project by Judy Chicago at

<http://www.throughtheflower.org/page.php?p=5&n=1> read about the project and peruse some of the images. Be prepared to discuss.

DISCUSSION QUESTION DUE

Youtube: Bill Cosby Natural childbirth

Thurs 9/8:

Science (and capitalism, and patriarchy, and...)

PLEASE READ: (app. 35 pgs.)

Martin, “Science as a Cultural System: Medical Metaphors of Women’s Bodies: Birth” (this is an electronic resource. Look up “the Woman in the body: a cultural analysis” (title) by Emily Martin (author) in Homer – look it up on Homer and find the electronic version)

Rothman, “Beyond Mothers and Fathers: Ideology in a Patriarchal Society” (Huskycyct)

Video today: Guide to Pregnancy

DISCUSSION QUESTION DUE

Tues 9/13:

Science and Capitalism

Continued...

PLEASE READ: (app. 30 pages)

Wertz & Wertz Ch. 4 and 5

DISCUSSION QUESTION DUE

Thurs 9/15:

Science Unchecked

PLEASE READ: (app. 45 pgs)

Martin, on Cesarean Section (electronic resource – look it up on Homer)

Ponte “Cesarean Section in a Culture of Fear”

At <http://mothering.com/pregnancy-birth/cesarean-birth-in-a-culture-of-fear>

Harper, Ch. 3, 4 (PDF)

Video today: Cesarean Section at Hartford Hospital

DISCUSSION QUESTION DUE

Tues 9/20:

Video today: The Business of Being Born

Thurs 9/22:

Guest speaker: Nya Stevens: Obstetrics and the Fat Body

Tues 9/27:

Ways We Still Are...

PLEASE READ: (app. 8 pgs)

Pollon, “The Legacy of Black Midwives”

at <http://mothering.com/pregnancy-birth/the-legacy-of-black-midwives>

AND

Listen to: <http://marketplace.publicradio.org/features/underground/> Diary of a Midwife

Video today: Guerilla Midwife

Japanese American Midwives critical review due

Monique and the Mango Rains critical Review due

Thurs 9/29:

Women’s Constructions of

Reproduction;

PLEASE READ: (app 60 pgs)

Social Constructions of Women

Sistersong p. 32

Harjo, “3 Generations of Native American Women’s Birth Experience”(HuskyCt)

Klassen, “Natural Women” (HuskyCt)

In class poetry: Tapahanso, “A Breeze Swept Through”; Harjo, “Rainy Dawn”

Harjo, “For Alva Benson”; Erdrich, “The Fence”; Castellanos, “Speaking of

Gabriel”; Geok-Lim, “Learning to Love America” Plath: series of poems

– these are available on Huskyct; please read in advance and print for class

DISCUSSION QUESTIONS DUE

Thurs 10/6:

Breast is Best?

PLEASE READ: (app. 50 pages)

World Health Organization: Infant and young child feeding: Model Chapter for textbooks for medical students and allied health professionals” (pdf): read chapter 9 “Policy, Health Systems, and Community Action” AND any other chapter of interest.

AND go to <http://www.womenshealth.gov/breastfeeding/>

Skim the entire website; choose any two items from “featured news” at the bottom to read.

DISCUSSION QUESTIONS DUE

Tues 10/11: (app. 30 pages)
you're...

But only if

Boswell-penc Introduction (including chapter summaries) AND “Polluting the Waters” (all one PDF on huskyct)

Sistersong: pgs. 62-64

Thurs 10/13 (app. 20 pages)

Politics as Usual? Reproductive

Rights/Reproductive

Justice

PLEASE READ: (app.35 pgs)

Knudsen: “Reproductive Rights in a Global Context” (pdf)

Sistersong pgs. 17-21; 30-32; 77-78; 81

AND all of ACRJ: “A New Vision” (you will find this online at:

<http://reproductivejustice.org/tools-and-media> link on the bottom)

AND read and COMPLETELY FILL OUT the Reproductive Justice Lens Toolkit (same url as above); bring to class. (in this assignment you will be asked

what YOU are doing for reproductive justice; you may be doing fabulous things outside of this class, which you should include; keep in mind that your project for this class can also be used to complete this section. Do not be embarrassed to say you are not doing much – very few people are.)

Tues 10/18

Contraception

PLEASE READ: (app. 30 pages)

Sistersong: pgs. 30-31

Valenti: “Real Women Have Babies” (Huskyct)

Knudsen: “Denmark” (pdf)

AND: got to <http://www.healthed.uconn.edu/sexuality.html> (this is the sexuality education page the UConn Health Ed program); read the whole page.

Guest speaker: Jolene Nevers from the Health Education Office

Thurs 10/20:

Darker side of

birth control

PLEASE READ: (app. 60 pages)

Roberts, “The Dark Side of Birth Control” (Huskyct)

Volscho: “Sterilization Racism” (Huskyct)

Stubblefield: “Beyond the Pale: Tainted Whiteness” (Huskyct)

DISCUSSION QUESTIONS DUE

Thurs 10/20:

Global Population

Control

PLEASE READ: (app. 30 pages)

Eager: “Population Control as Global Policy” (Huskyct)

Video today: La Operacion

Tues 10/25:

Whose Rights? Whose Justice? Whose

Freedom?

PLEASE READ: (app. 40 pgs)

Sistersong: pgs. 32; 33-40; 43-45; 46-48

Saxton “Reproductive Rights: A Disability Rights Issue” (HuskyCT)

“LGBT People Accessing Reproductive Justice” at
<http://www.rhrealitycheck.org/blog/2007/06/07/lgbt-people-accessing-reproductive-justice>

AND CHOOSE ONE:

“We will not be Silent and Invisible” (huskyct)

OR

“Organizing by Asian and Pacific Islander Women”

AND Listen to the streaming radio show at

<http://www.radioproject.org/archive/2005/3305.html> If this link doesn't get you there, go to <http://www.reproductivejustice.org/> and click the national radio project (1/2way down the page) – this will bring you to the page where you can listen.

Assignment: Please bring in NOTES “thinking on paper” about whose rights get taken up and whose do not in community and national conversations about reproduction. Be sure to think critically about the very idea of “reproductive rights”—for instance, what exactly is included in this term? What is excluded? Be sure to refer to our readings/radio show. Outline form is fine; this will help in discussion AND will be collected.

DISCUSSION QUESTION DUE

Tues 10/25:

Understanding Abortion

PLEASE READ: (app. 25 pages)

Valenti: “If these Uterine Walls Could Talk” (Huskyct)

“Abortion procedures” at

<http://www.americanpregnancy.org/unplannedpregnancy/abortionprocedures.html>

“History of abortion” at

<http://www.feminist.com/resources/ourbodies/abortion.html>

AND Listen to “Diary of an Abortionist” at

<http://marketplace.publicradio.org/features/underground/>

DISCUSSION QUESTION DUE

This Common Secret Critical Review due

Thurs 10/27:

Interrogating

Abortion

PLEASE READ: (app. 25 pages)

“Reproductive Rights in Theory and Practice: The Meaning of Roe v.

Wade for Women in Prison” at:

<http://www.americanprogress.org/issues/2006/01/b1363953.html> (if you can't find it through this link, go to: <http://www.americanprogress.org/> and search for it)

“Abortion and Women of Color” at

<http://www.guttmacher.org/pubs/gpr/11/3/gpr110302.html>

“U.S. Abortion Policy from a Global Perspective” at

<http://www.americanprogress.org/issues/2006/01/b1363923.html>

“Global Gag Rule Policy” at

http://www.genderhealth.org/the_issues/us_foreign_policy/global_gag_rule/

DISCUSSION QUESTION DUE

Groups or individuals MUST meet with me Monday 10/31, Tuesday 11/1, or Thursday 11/3 outside of class to discuss projects!

Tues 11/1: (app. 175 pgs) **The Personal is Political, Raced, Sexed, Classed...**

PLEASE READ:

Nelson, Introduction, Ch. 2, 4, 5 and conclusion

Assignment: Please bring 4- 5 pages of NOTES (outline form is fine) in response to EACH of the following questions -- BE SPECIFIC IN YOUR REFERENCE TO THIS BOOK (CITE PAGE NUMBERS) and TRY to bring in the radio show as well!

Discuss the move from “reproductive rights” to “reproductive justice” or “reproductive freedom” in this book

How have men in communities of color sought to control women’s reproduction? For what purposes? How have women responded? How have men supported women in developing and pursuing their own reproductive agendas?

Discuss some of the complications of the abortion debate when one includes consideration of race and class as well as gender.

AND:

List TEN things men and boys can do to support reproductive rights/freedom/justice AND WHY THEY SHOULD

We will discuss these questions and your lists in class AND they will be collected.

Thurs 11/3: **The Politics of Queer Families**

A Gay Couple’s Journey critical book review due

She Looks Just Like You critical review due

Video: Daddy and Papa

Tues 11/8: **Queer Family Rights in Court**

PLEASE READ: (app. 25 page)

Du Toit and another v Minister of Welfare and Population Development and another, 2002

AND

Van Kuck v Germany, 2003

AND

Salgueiro da Silva Mouta v Portugal, 1999

All at:

<http://www.hrw.org/legacy/english/docs/2007/07/11/global16374.htm#3>

(these are court cases dealing with LGBT family rights from South Africa, Germany, and Portugal; they may be dense at times. Do the best you can)

DISCUSSION QUESTIONS DUE

Thurs 11/10: **Transnational Politics of Motherhood:**

Adoption

PLEASE READ: (app. 35 pages)

Sistersong pgs. 54-57 all

Goodwin: From “Baby Markets” (PDF)

Jones: “International and Transracial Adoptions: toward a global critical race feminist practice?” (huskcyt); (this is a legal theory article,

which may make it feel “dense” if you’re not accustomed to this kind of reading – do the best you can)

Guest speaker Kate Hurley-Dizigan

TUES 11/15: Transnational Politics of Reproduction: Surrogacy

PLEASE READ: (app. 60 pages)

Outsourcing the Womb: ALL

Assignment: At the end of each chapter are discussion questions; answer the following questions from the book:

Ch.1: 2 or 3

Ch. 2: 3 or 4

Ch. 4: 3, 4, or 5

Ch. 5: 3 or 4

Ch. 6: both

Ch. 7: 2

For a total of 7 questions; your answers should be SHORT and do not need to cite other readings, although they should “call on” this book; this is really an opportunity to gather your thoughts on paper for discussion. This will be collected, however.

THURS 11/17:

Film in class: Made in India

Birthing a Mother critical review due

NOVEMBER 20-26 = THANKSGIVING BREAK

TUES 11/29:

CLASS DECIDES

THURS 12/1:

CLASS DECIDES

PROJECT COMPLETION DATE

TUES 12/6: The Future of Reproduction: What do Women Want?

PLEASE READ: (app. 25 pgs)

Wertz and Wertz, ch. 8 and epilogue

DISCUSSION QUESTION DUE

Thurs 12/8: The Future of Reproduction: What do Women Want?

PLEASE READ: (app. 300 pgs)

The Handmaid’s Tale

Critical Review for Handmaid’s Tale Due

FINAL MEETING:

Final Response paper due, Closing Rituals

Syllabus Women's Studies 3105W (3998W)

THE POLITICS OF REPRODUCTION

Barbara Gurr, University of Connecticut Women's Studies Program

barbgurr@gmail.com

Wednesdays 12:30 – 2:00 Beach hall 409

Or I'm happy to meet with you by appointment!

OBJECTIVES:

Students will be able to

- *Define key terms and phrases, such as: patriarchy, feminism, gender, essentialism, community, hegemony, and be able to use these terms comfortably in dialogue and writing*
- *Analyze several symbolic meanings of reproduction in various contemporary geopolitical communities and the material consequences of these meanings*
- *Explain how reproduction can be "political", for example through the development of local and global policies and funding streams as well as histories of colonization and economic and cultural globalization*
- *Analyze and describe the links between "macro-level" institutional processes (such as: education, public policy, community constructions of motherhood, and economic structures) and "micro-level" embodied experience; this includes demonstrating understanding of the differences as well as the links between social trends and individual experience*
- *Demonstrate understanding of the intersections of race, gender, class, sexuality, physical and cognitive ability, and reproduction for men and women, particularly women in marginalized communities (for example, women of color, women in the "global south", and lesbian, transgender, and transsexual women); and begin extending these intersections beyond social constructions of identity to consider the roles of the "State" and the "Community" in creating and maintaining these identities through reproductive processes*
- *Demonstrate understanding of the influence of social movements and social movement actors on policy development*
- *Explain the links between U.S. experiences and policies of reproduction and transnational processes of reproduction, for example through transnational adoption and surrogacy practices*
- *Develop a Bill concerning the politics of reproduction in satisfaction of W course requirements*

PHILOSOPHY:

What does reproduction mean, in the United States and elsewhere? Does reproduction hold different meanings for different people, and if so, why? How are these meanings created and maintained socially, politically, legally, economically? What are the material consequences of these meaning constructions?

We will use sociological and historical research, court cases, descriptive policy analysis, fiction, poetry, and film to examine the social and symbolic meanings of reproduction for different communities in the U.S. as well through transnational networks, through different historical periods (although our primary focus will be the

second half of the twentieth century to the present day). Particular attention will be paid to marginalized communities as we examine the forces that influence and/or control reproductive freedoms, choices, and consequences.

In many ways, this class is a philosophical exploration of the meanings attributed to women's ability to produce life/give birth in a patriarchal, post-industrial, capitalist, racially and ethnically diverse world. However, we will concurrently explore some of what we typically think of as "politics" in terms of reproduction – for example, legislation, Supreme Court decisions, activism, etc. We are primarily interested in excavating why we think what we do about conception, pregnancy, childbirth, and childrearing, and how we organize reproduction to reflect these meanings.

Additionally, HOW are these ways of thinking about reproduction learned, transmitted, reinforced, and resisted both in the U.S. and globally? How do transnational processes of capitalism, migration, and technology influence local and global understandings of reproduction and reproductive freedoms?

It is imperative that you QUESTION, ANALYZE, CRITIQUE what I, other students, our authors and our speakers have to say in order to formulate your OWN understanding of the issues we will tackle. These issues can be sensitive and politically charged – it is equally imperative that we be respectful of all the opinions and ideas presented, even if we disagree with them. Thinking critically does not require disrespect.

TEXTS:

REQUIRED

*Atwood, Margaret. 1986. *The Handmaid's Tale*. Anchor Books. New York.*

*Nelson, Jennifer. 2003. *Women of Color and the Reproductive Rights Movement*. New York University Press. New York.*

*Wertz, Richard and Dorothy Wertz. 1989. *Lying In: A History of Childbirth in America*. Yale University Press. New Haven.*

*Twine, France. 2011. *Outsourcing the Womb*. Routledge.*

All of these are available at the coop (or will be soon); many are also available at the library or at your local library. I also suggest amazon and half.com (although please note that Wertz and Wertz begins right away, so you may not have time to get it in the mail).

There are also several readings which will be available on HuskyCT or elsewhere online, including: Sistersong's Reproductive Justice Briefing Book to be found at: <http://www.protectchoice.org/downloads/Reproductive%20Justice%20Briefing%20Book.pdf> (if you can't access through this link, go to Sistersong.net and find the link on the right) and http://reproductivejustice.org/download/ACRJ_A_New_Vision.pdf (or <http://www.reproductivejustice.org/reproductive.html>, link on left) and several court documents.

ASSIGNMENTS:

CLASS ASSIGNMENTS: *Throughout the course, you will be assigned several mini-assignments; some of these are done in class, some outside. You will see them noted on the syllabus when they are to be completed outside of class.*

Discussion questions are a part of this assignment. Each of you is asked to submit one discussion question for use in class on the marked day of your choice (dates marked in syllabus; we will sign up on the second day of class). This question MUST be emailed to me by NOON the day it is due AND brought to class on the day it's due (bring one copy

for you, in case our tech doesn't work that day). Please email to barbgurr@gmail.com. Your questions can be based on an individual reading, but ideally will connect two or more readings together. You will be expected to lead a brief discussion on the question you've submitted, OR questions may be used as reading checks.

Huskyct posts are a part of this assignment. You are asked to post a total of FOUR times. Post in response to guest speakers or films we watch together in class and connect these to readings and class discussions; your choice of any four BEFORE FINALS WEEK.

15 points total

*1 CRITICAL BOOK REVIEW: We will read *The Handmaid's Tale* together as a class at the end of the course (see syllabus).*

You are asked to turn in a critical review. A critical book review is more than a plot synopsis (although it includes a brief plot synopsis); the main point is to situate the book in the context of our class, using other (CORRECTLY CITED!) readings to elaborate, agree, or disagree with the book. You should feel free to point out strengths and weaknesses of the book, and must include a personal reaction. We will discuss this further in class. 3 to 4 pages.

10 points total

PARTICIPATION: Participation in a class of this sort is ABSOLUTELY VITAL.

Therefore, it is a major portion of your grade. Participation includes daily attendance, completion of readings on time, in-class assignments, discussion, etc...

20 points

FINAL RESPONSE PAPER: This paper synthesizes the work you will undertake in this class. It is both academic and personal. We will discuss much further in class, but expect to: discuss theoretical points you found interesting (whether or not you agree); discuss a previously held idea about reproduction which has been challenged (even if it has not changed); and CORRECTLY cite at least 3 authors. Your final response paper should also incorporate at least three of our course objectives; objective #1 is a given (it should be woven throughout the paper); address any two others. 3 to 5 pages.

10 points

RESEARCH PAPER:

Because this is a W course, you are expected to produce a paper of 15 pages minimum. You cannot pass this course without passing this component. It is worth a total of 45 points.

You will write a formal bill for Congressional consideration (whether or not you send it to your Congressperson is up to you) based on a topic of your choice related to class. Examples of bills can be found at: <http://thomas.loc.gov/home/thomas.php>. We will also be considering bills in class.

- 1. The Preamble should not exceed three pages.*
- 2. The Body of the Bill should be ten to eleven pages.*
- 3. Bills do not normally include a "conclusion" in the same sense as a research paper; however, yours should include a conclusion in which you summarize your key points and reiterate the importance of your bill. This conclusion should be two to three pages.*
- 4. Bills should be 12-point font, Times New Roman, and Double Spaced with no grammatical or spelling errors.*

5. Citations of all sources used for the bill are necessary. Both in-text citations and a reference page are necessary.

6. Plagiarism is unacceptable.

7. Please remember that in a "W" course, your final paper must be a minimum of 15 pages and must be preceded by a writing process that includes editing and revision. You can not pass this class without a passing grade on this writing assignment. It is worth a total of 45% of your final grade.

Your Bill is broken into the following assignments:

1. A proposed topic is due Sept. 10. If you have no idea what you'd like to propose, peruse the syllabus or see me for ideas. All I need for this is 2-3 paragraphs describing the topic and your proposed bill (you will need to be familiar with bills

2. A draft of your preamble is due Sept. 25. I will return this within one week. In order to write your preamble, you MUST have already conducted research. It should be clear from your preamble that you have done this. 10% of grade.

3. An annotated bibliography of AT LEAST SEVEN SOURCES is due Oct. 10. Not more than one of these sources can be from a website; your sources should emphasize the NEED for your bill as well as previous policy developments similar to your proposal (if any), and why and how they have succeeded or failed. 10% of grade.

4. A draft of the body of your bill, including revised preamble, should be taken to the Writing Center BEFORE October 31; this draft is due to me (with proof of your visit to the writing center) on November 15. I will return this at our first class meeting after Thanksgiving break. 10% of grade.

5. Your final draft is due December 10. 15% of grade.

More details about this project are on huskyct, including links to online sources to help develop your bill and links to bills recently considered by Congress.

I DO NOT ACCEPT LATE WORK, EVER. DO NOT EMAIL ME YOUR WORK. For your own safety, please do not email me your work. If you are absent on the day when an assignment is due, you must drop it in my mailbox in Beach Hall 409 by 9 AM the next day!!

ALL WORK MUST BE TYPED. ALL WORK MUST BE TYPED.

ALL OF IT.

EVEN DISCUSSION QUESTIONS.

Did I mention that all work must be typed? And please, please do not email me your work.

There are two classes at the end of the semester reserved for the class to choose a topic. I would like decisions by the end of October at the latest so I can set things up.

*Please note: if this class is taught as a "W" the class choice options at the end of the semester will be traded for two in-class writing workshops earlier in the semester

Please Note: Please understand that this class is intense. My expectations of you are high. Your grade will suffer if my expectations are not met. At the same time, I encourage you to have high expectations of me -- I will certainly do my best to meet them. While the workload may seem heavy in this class, it is within University guidelines for an upper division course. As well, and most importantly, this course is designed to serve you on a number of levels. Your investment in this class will return to you not only in terms of a grade, but in terms of new knowledge which will be immediately applicable in your "real" life. At the end of the semester, you will have

earned 3 credits and learned a great deal about the politics of reproduction in the United States. These politics affect ALL of us in variable ways. This class PREPARES you for real life in real ways.

Please do not hesitate to contact me if you have any questions or concerns. Email me at barbgurr@gmail.com

ASSIGNMENT CALENDAR:

Tues 8/29:

INTRODUCTIONS...

Creation stories and the Feminine

Creation stories and Patriarchy

Rights/Justice/Freedom and the individual/community/State

Thurs 9/1:

PLEASE READ: (app. 10 pages)

Go to: <http://www.socwomen.org/web/resources/fact-sheets.html>

This is the fact sheet resource site for an organization called "Sociologists for Women in Society". Read the fact sheets on:

"Women's Reproduction: Issues and Inequalities in the 21st Century"

"Women and HIV/AIDS"

and "Gender and Medicalization".

Be prepared to discuss (it's a good idea to print out your fact sheets or take notes for discussion; these will not be checked, it's simply a good idea)

THEN: choose any one other fact sheet to read; be prepared to explain how your chosen topic relates to the Politics of Reproduction.

Tues 9/6:

PLEASE READ: (app 50 pgs)

The Way We Were...?

Cook, "The Women's Dance" (Huskyc)

Wertz, Ch. 1 and 2

AND: *Please check out the Birth Project by Judy Chicago at*

<http://www.throughtheflower.org/page.php?p=5&n=1> read about the project and peruse some of the images. Be prepared to discuss.

DISCUSSION QUESTION DUE

Youtube: Bill Cosby Natural childbirth

Thurs 9/8: *Science (and capitalism, and patriarchy, and...)*

PLEASE READ: (app. 35 pgs.)

Martin, "Science as a Cultural System: Medical Metaphors of Women's Bodies:

Birth" (this is an electronic resource. Look up "the Woman in the body: a

cultural analysis" (title) by Emily Martin (author) in Homer – look it up on

Homer and find the electronic version)

Rothman, "Beyond Mothers and Fathers: Ideology in a Patriarchal Society"

(Huskyc)

Video today: Guide to Pregnancy

DISCUSSION QUESTION DUE

Tues 9/13:

Science and Capitalism Continued...

PLEASE READ: (app. 30 pages)

Wertz & Wertz Ch. 4 and 5

DISCUSSION QUESTION DUE

Thurs 9/15:

Science Unchecked

PLEASE READ: (app. 45 pgs)

Martin, on Cesarean Section (electronic resource – look it up on Homer)

Ponte “Cesarean Section in a Culture of Fear”

At <http://mothering.com/pregnancy-birth/cesarean-birth-in-a-culture-of-fear>

Harper, Ch. 3, 4 (PDF)

Video today: Cesarean Section at Hartford Hospital

DISCUSSION QUESTION DUE

Tues 9/20:

PLEASE READ:

<http://pmc.princeton.edu/writeabill.php> How to write a bill AND one of the sample bills on this site.

Writing workshop: bring a draft of your preamble for peer review

Thurs 9/22:

Ways We Still Are...

PLEASE READ: (app. 8 pgs)

Pollon, “The Legacy of Black Midwives”

at <http://mothering.com/pregnancy-birth/the-legacy-of-black-midwives>

AND

Listen to: <http://marketplace.publicradio.org/features/underground/> Diary of a Midwife

Video today: Guerilla Midwife

Tues 9/27:

Women’s Constructions of Reproduction;

PLEASE READ: (app 60 pgs)

Social Constructions of Women

Sistersong p. 32

Harjo, “3 Generations of Native American Women’s Birth Experience”(HuskyCt)

Klassen, “Natural Women” (HuskyCt)

In class poetry: Tapahanso, “A Breeze Swept Through”; Harjo, “Rainy Dawn”

Harjo, “For Alva Benson”; Erdrich, “The Fence”; Castellanos, “Speaking of

Gabriel”; Geok-Lim, “Learning to Love America” Plath: series of poems

– these are available on Huskyct; please read in advance and print for class

DISCUSSION QUESTIONS DUE

Thurs 9/29:

Breast is Best?

PLEASE READ: (app. 50 pages)

World Health Organization: Infant and young child feeding: Model Chapter for textbooks for medical students and allied health professionals” (pdf): read chapter 9 “Policy, Health Systems, and Community Action” AND any other chapter of interest.

AND go to <http://www.womenshealth.gov/breastfeeding/>

Skim the entire website; choose any two items from “featured news” at the bottom to read.

DISCUSSION QUESTIONS DUE

Tues 10/4: (app. 30 pages)

But only if you’re...

Boswell-penc Introduction (including chapter summaries) AND “Polluting the Waters” (all one PDF on huskyct)

Sistersong: pgs. 62-64

Thurs 10/6:

Writing workshop: bring the body of your bill!

Tues 10/11: (app. 35 pages) *Politics as Usual? Reproductive Rights/Reproductive Justice*

PLEASE READ:

Knudsen: "Reproductive Rights in a Global Context" (pdf)

Sistersong pgs. 17-21; 30-32; 77-78; 81

AND all of ACRJ: "A New Vision" (you will find this online at: <http://reproductivejustice.org/tools-and-media> link on the bottom)

AND read and COMPLETELY FILL OUT the Reproductive Justice Lens Toolkit (same url as above); bring to class. (in this assignment you will be asked what YOU are doing for reproductive justice; you may be doing fabulous things outside of this class, which you should include; keep in mind that your project for this class can also be used to complete this section. Do not be embarrassed to say you are not doing much – very few people are.)

Thurs 10/13:

Darker side of birth control

PLEASE READ: (app. 60 pages)

Valenti: "Real Women Have Babies" (Huskyct)

Roberts, "The Dark Side of Birth Control" (Huskyct)

Volscho: "Sterilization Racism" (Huskyct)

Stubblefield: "Beyond the Pale: Tainted Whiteness" (Huskyct)

DISCUSSION QUESTIONS DUE

Tues 10/18:

Global Population Control

PLEASE READ: (app. 30 pages)

Eager: "Population Control as Global Policy" (Huskyct)

Video today: *La Operacion*

Thurs 10/20:

Writing Workshop; bring a FULL DRAFT of your bill for peer review.

Tues 10/25

Whose Rights? Whose Justice? Whose

Freedom?

PLEASE READ: (app. 40 pgs)

Sistersong: pgs. 32; 33-40; 43-45; 46-48

Saxton "Reproductive Rights: A Disability Rights Issue" (HuskyCT)

"LGBT People Accessing Reproductive Justice" at

<http://www.rhrealitycheck.org/blog/2007/06/07/lgbt-people-accessing-reproductive-justice>

Thurs 10/27:

Whose Rights? Whose Justice? Whose

Freedom?

"We will not be Silent and Invisible" (huskyct)

"Organizing by Asian and Pacific Islander Women"

AND Listen to the streaming radio show at

<http://www.radioproject.org/archive/2005/3305.html> If this link doesn't get you there, go to <http://www.reproductivejustice.org/> and click the national radio project (1/2way down the page) – this will bring you to the page where you can listen.

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readings/radio show. Outline form is fine; this will help in discussion AND will be collected.

DISCUSSION QUESTION DUE

You **MUST** meet with me Monday 10/31, Tuesday 11/1, or Thursday 11/3 outside of class to discuss your bill!

Tues 11/1:

Understanding Abortion

PLEASE READ: (app. 25 pages)

Valenti: "If these Uterine Walls Could Talk" (Huskyct)

"Abortion procedures" at

<http://www.americanpregnancy.org/unplannedpregnancy/abortionprocedures.html>

"History of abortion" at <http://www.feminist.com/resources/ourbodies/abortion.html>

AND Listen to "Diary of an Abortioneer" at

<http://marketplace.publicradio.org/features/underground/>

DISCUSSION QUESTION DUE

This Common Secret Critical Review due

Thurs 11/3:

Interrogating Abortion

PLEASE READ: (app. 25 pages)

"Reproductive Rights in Theory and Practice: The Meaning of Roe v.

Wade for Women in Prison" at:

<http://www.americanprogress.org/issues/2006/01/b1363953.html> (if

you can't find it through this link, go to: <http://www.americanprogress.org/> and search for it)

"Abortion and Women of Color" at

<http://www.guttmacher.org/pubs/gpr/11/3/gpr110302.html>

"U.S. Abortion Policy from a Global Perspective" at

<http://www.americanprogress.org/issues/2006/01/b1363923.html>

"Global Gag Rule Policy" at

http://www.genderhealth.org/the_issues/us_foreign_policy/global_gag_rule/

DISCUSSION QUESTION DUE

Tues 11/8: (app. 175 pgs)

The Personal is Political, Raced, Sexed, Classed...

PLEASE READ:

Nelson, Introduction, Ch. 2, 4, 5 and conclusion

Assignment: Please bring 4- 5 pages of NOTES (outline form is fine) in response to EACH of the following questions -- BE SPECIFIC IN YOUR REFERENCE TO THIS BOOK (CITE PAGE NUMBERS) and TRY to bring in the radio show as well!

1. Discuss the move from "reproductive rights" to "reproductive justice" or "reproductive freedom" in this book
2. How have men in communities of color sought to control women's reproduction? For what purposes? How have women responded? How have men supported women in developing and pursuing their own reproductive agendas?
3. Discuss some of the complications of the abortion debate when one includes consideration of race and class as well as gender.

AND:

List TEN things men and boys can do to support reproductive rights/freedom/justice AND WHY THEY SHOULD

We will discuss these questions and your lists in class AND they will be collected.

Thurs 11/10:

The Politics of Queer Families

PLEASE READ:

Go to:

<http://lesbianfamily.org/theblogroll/?PHPSESSID=1d5c629cfe5afdd20b982767a5d1e384>

Choose any two readings from EACH of the main categories (Journey there; Parenting by age group; parenting by type) AND read one blog each from: Global Families; Families of color; and Non-bio for a TOTAL of 9 readings.

Video: *Daddy and Papa*

Tues 11/15:

Queer Family Rights in Court

PLEASE READ: (app. 25 page)

Du Toit and another v Minister of Welfare and Population Development and another, 2002

AND

Van Kuck v Germany, 2003

AND

Salgueiro da Silva Mouta v Portugal, 1999

All at:

<http://www.hrw.org/legacy/english/docs/2007/07/11/global16374.htm#3>

(these are court cases dealing with LGBT family rights from South Africa, Germany, and Portugal; they may be dense at times. Do the best you can)

DISCUSSION QUESTIONS DUE

Thurs 11/17:

Transnational Politics of Motherhood: Adoption

PLEASE READ: (app. 35 pages)

Sistersong pgs. 54-57 all

Goodwin: *From "Baby Markets" (PDF)*

Jones: *"International and Transracial Adoptions: toward a global critical race feminist practice?" (huskcyt); (this is a legal theory article, which may make it feel "dense" if you're not accustomed to this kind of reading – do the best you can)*

Guest speaker Kate Hurley-Dizigan

BREAK!

Tues 11/29:

Transnational Politics of Reproduction: Surrogacy

PLEASE READ: (app. 60 pages)

Outsourcing the Womb: ALL

Assignment: At the end of each chapter are discussion questions; answer the following questions from the book:

Ch.1: 2 or 3

Ch. 2: 3 or 4

Ch. 4: 3, 4, or 5

Ch. 5: 3 or 4

Ch. 6: both

Ch. 7: 2

For a total of 7 questions; your answers should be SHORT and do not need to cite other readings, although they should "call on" this book; this is really an

opportunity to gather your thoughts on paper for discussion. This will be collected, however.

BILL DRAFTS RETURNED!

Thurs 12/1:

Film in class: Made in India

Tues 12/6: *The Future of Reproduction: What do Women Want?*

PLEASE READ: (app. 25 pgs)

Wertz and Wertz, ch. 8 and epilogue

DISCUSSION QUESTIONS DUE

Thurs 12/8: *The Future of Reproduction: What do Women Want?*

PLEASE READ: (app. 300 pgs)

The Handmaid's Tale

Critical Review for Handmaid's Tale Due

FINAL MEETING:

Final Response paper due, Closing Rituals

Syllabus PRLS/HDFS 3295 Race and Reproduction: Latino Hemispheric Concerns

Sample Syllabus (will be developed more thoroughly over the Spring and Summer of 2012)

Race and Reproduction: Latin@ Hemispheric Concerns

The course will address race and reproduction within the US, Caribbean, and Latin American context, from the "coloniality of race", "eugenics" movement, miscegenation laws, forced sterilization, abortion laws, to current issues of race, class, and immigration (transnationalism) considerations in fertility debates, family planning, contraception, reproductive technologies, surrogacy, adoption/foster care, etc...

The overall goal is for students to understand and critically evaluate how "racial" concerns frame reproductive issues within the hemisphere both through the past, present and possibly in the future. It will also deal with the way certain racial and reproductive ideologies "travel" across North and South and globally.

Sample of Potential Readings:

- Borrero, S., Schwarz, E., Creinin, M., & Ibrahim, S. (2009). The impact of race and ethnicity on receipt of family planning services in the United States. *Journal of Women's Health, 18*(1), 91-96.
- Briggs, L. 2002. *Reproducing empire: Race, sex, science, and U.S. imperialism in Puerto Rico*. Berkeley: University of California Press.
- Browner, C., & Preloran, H. (2000). Latinas, Amniocentesis and the Discourse of Choice. *Culture, Medicine & Psychiatry, 24*(3), 353-375.
- Kaplan, C., Erickson, P., Stewart, S., & Crane, L. (2001). Young Latinas and abortion: The role of cultural factors, reproductive behavior, and alternative roles to motherhood. *Health Care for Women International, 22*(7), 667-689.
- Leo R Chavez. (2004). A Glass Half Empty: Latina Reproduction and Public discourse. *Human Organization, 63*(2), 173-188.
- Lopez, I. 2008. *Matters of Choice: Puerto Rican women's struggle for reproductive freedom*. New Jersey: Rutgers University Press.
- Marvan, M. L., Trujillo, P. and Karam, M. A. (2009). Hysterectomy as viewed by Mexican women and men. *Sex Roles: A Journal of Research*, vol. 61, no. 9-10, pp. 688-698.
- Pulido, Laura. 2009. Immigration Politics and Motherhood. *Amerasia Journal 35*(1)169-178
- Quijano, Anibal. 2000. Coloniality of Power and Eurocentrism in Latin America. *International Sociology 15*(2):215-232.
- Roberts, D. (2009). Race, gender, and genetic technologies: A new reproductive dystopia?. *Signs, 34*(4), 783-804.
- Schoen, J. 2005. *Choice and coercion: Birth control, sterilization, and abortion in public health and welfare*. Chapel Hill: University of North Carolina Press.

Syllabus: GEOGRAPHY 1010. People, Place and the Environment

Description:

A survey of interdisciplinary environmental themes through connection to our local space and awareness of global environmental issues. Treats foundational principles of environmental thought from the beginnings of the interaction between humanity and the environment to contemporary environmental issues. Emphasizes the inter-related and mutually-supporting nature of the physical sciences, humanities, and social sciences in directing environmental discovery, understanding human impacts and responses, and developing policy.

Vision and Objectives:

This course is intended to introduce to the theory and practice of environmental studies at multiple scales from UCONN to New England to the United States and the globe.

As a result of this course, students will:

- *Understand basic concepts important to the interdisciplinary nature of environmental studies;*
- *Understand that environmental processes act at multiple scales in space and time*
- *Be introduced to methodologies and perspectives of disciplines necessary to environmental studies;*
- *Appreciate the integration of knowledge from different disciplines needed to understand environmental problems*
- *Become familiar with significant environmental issues and resources;*

Readings:

Required Text: Robbins, Hintz, and Moore (2010). *Environment and Society: A Critical Introduction*. Wiley/Blackwell, Malden, MA.

There will also be a reader, produced by the UCONN bookstore, compiling primary and secondary texts related to the environment.

Evaluation:

Students will engage in a directed environmental activity over the course of the semester and will report on this activity. Texts and secondary materials will be chosen by the instructor to provide diverse methods of studying a contemporary environmental issue such as: water resources and scarcity, deforestation, energy availability and pollution, climate change, and biodiversity.

Evaluation of students will be based upon:

- A series of short, guided, reflection pieces (~6) related to readings on course topics
- Field trip write-ups (~3) relating field activities to readings
- Report from the directed environmental activity
- Two mid-term examinations
- Final examination

Class Structure:

Instruction will make use of the university's environmental resources to integrate the multiple disciplines involved in environmental studies. For instance, "field trips" to the UConn forest, UConn's Hillside Environmental Education Park, the

Ecogarden, the composting and biogas facilities, and/or the co-generation plant will be used to illustrate case studies on environmental topics.

Because of the inter-disciplinary nature of the class, the primary instructor will be supported by guest lecturers from many of the disciplines that contribute to environmental studies on campus. This will serve to expose the students to a broad range of environmental perspectives and emphasize the collaborative nature of environmental problem-solving.

Weeks 1-2. How do we connect to place and develop a sense of place? What are the elemental ideas and features that establish our place in our environment? Fundamental principles of measurement and description of location. The inter-relationship of science, social science, and the humanities in environmental understanding, opinion, and policy-making.

Weeks 3-7. Other perspectives on place: nature's role in forming culture in the context of New England history, literature, and religion

- Ecology, colonial land use, puritanism, and fear of the other/wilderness
- Geology, time, & beauty
- Indigenous movements
- New England village economies
- Industrial New England

Weeks 8-11. Contemporary perspectives on humanity in relationship to the land

- The New England seafaring tradition: How local communities and marine ecosystems have fared
- Energy, timber, and food: uses and abuses of the land
- Environmental justice: the geography of socioeconomic hierarchies
- From acid rain to global warming: how the local has regional to global effects
- Technology and geo-engineering: the panacea or the problem?
- Local to global economies and urbanization
- Environmental decision-making: The scientific, cultural, and political factors behind laws and policies from the local to the national scale

Weeks 12 & 13. How do students connect to place?

- Different ways to construct nature: social, literary, scientific
- Individual action in the global context: How students can connect with the environment