

APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
September 21, 2004

2004-91 Draft Syllabus for PHIL 314. Action Theory

PERSONAL **AUTONOMY**, Philosophy 397 -- Spring 2004
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Office Hours: Manchester 230, Wed., 8-9 or by appointment, 486-3587

DESCRIPTION:

We will focus on a topic in action theory variously called “personal autonomy” and “free agency.” The core question this topic raises is: What is required for a person’s conduct to be genuinely her/his own? In the first weeks of the semester, we will study Harry Frankfurt’s now classic theory of second order identification and authenticity together with his recent (2002) clarifications (and/or revisions) of his earlier views. Then we will take up assorted well-known alternatives to Frankfurt’s approach, such as Charles Taylor’s and Paul Benson’s arguments for a value-saturated account of autonomy, John Christman’s arguments for a historical, value-neutral account, David Velleman’s synthesis of experimental psychology and action theory, and Marilyn Friedman’s feminist appropriation and qualification of Frankfurt’s account.

READINGS:

Copies of the readings are in a folder in Room 103. Please xerox your own copies. Do not remove the copies from Room 103.

REQUIREMENTS:

Paper or Exams:

Since Incompletes have become a serious problem in my department, I have decided to give students in this seminar a choice about the major course requirement. You may either take a midterm and a final exam (each exam will be 2 hours long and closed book), or you may write a term paper on a topic of your choice (approximately 20-25 double-spaced typed pages). I’ll ask you to choose between these options early in the term. You will not be permitted to change your decision after the midterm. No midterm makeup will be given. If you miss the midterm for any reason, you’ve opted to write a term paper. A makeup final will be given only in the event of severe and documented illness or injury. If you decide to write a term paper, please consult me about your topic before beginning work on your project. The average of your exam grades or your term paper grade will constitute 50% of your course grade.

Class Presentations:

Two class presentations of analytical critiques of assigned readings (each approximately 5 double-spaced typed pages) will be required. The average of your grades on your two short papers will constitute 25% of your course grade. We will work out the scheduling of these presentations at the end of the first class session. You might want to make use of your presentations to develop a term paper topic.

Class Participation:

Since this is a seminar, class participation is expected and will constitute 25% of your course grade.

ASSIGNMENT SCHEDULE:

Week 1 -- Jan. 21

Introduction

Week 2 -- Jan.28

Harry Frankfurt:

The Importance of What We Care About:

“Freedom of the Will and the Concept of a Person”

“Identification and Externality”

Week 3 -- Feb. 4

Harry

Frankfurt:

The Importance of What We Care About:

“Identification and Wholeheartedness”

Necessity, Volition, and Love:

“The Faintest Passion”

Contours of Agency: pp. 87 (start at #3)-90, 160-162.

Week 4 -- Feb. 11

Harry

Frankfurt:

The Importance of What We Care About:

“The Importance of What We Care About”

Necessity, Volition, and Love:

”On the Necessity of Ideals”

“Autonomy, Necessity, and Love”

Week 5 -- Feb. 18

Contours of Agency:

Jonathan Lear, “Love’s Authority” and Frankfurt’s reply, 279-297.

Stefaan Cuypers, “Autonomy beyond Voluntarism: In Defense of Hierarchy”

Week 6 -- Feb. 25

J. David Velleman, *The Possibility of Practical Reason*, Introduction and Chapter 6

J. David Velleman, “Identification and Identity” and Frankfurt’s reply in *Contours of Agency*

Week 7 -- March 3

J. David Velleman, “From Self Psychology to Moral Philosophy”

Richard Double, “Two Types of Autonomy Accounts”

(Midterm Exam -- students who elect the exam option will take the midterm this week at a mutually convenient time)

SPRING BREAK

Week 8 -- March 17

Charles Taylor, *Sources of the Self*, Chapters 1-4

Week 9 -- March 24

John Christman, "Autonomy and Personal History"
John Christman, "Autonomy, Self-Knowledge, and Liberal Legitimacy"

Week 10 -- March 31
Paul Benson, "Free Agency and Self-Worth"
Paul Benson, "Taking Ownership: Authority and Voice in Autonomous Agency"

Week 11 -- April 7
Natalie Stoljar, "Autonomy and the Feminist Intuition," Chapter 4 of *Relational Autonomy*
Susan Babbit, "Feminism and Objective Interests: The Role of Transformation Experiences in Rational Deliberation"

Week 12 -- April 14
Marilyn Friedman, *Autonomy, Gender, Politics*, Chapters 1-3

Week 13 -- April 21
DTM, "Who Acts? Reflections on Identity, Selfhood, and Autonomous Agency"
DTM, "The Personal, the Political, and Psycho-corporeal Agency," in *Being Yourself*

Week 14 -- April 28
Open session with several possible uses: final exam, term paper presentations, or additional readings and discussion.

(Final Exam-- students who elect the exam option will take the final either during this class period or at a mutually convenient time this week)

2004-97 Draft Syllabus for GEOG 165

GEOGRAPHY 165: GLOBALIZATION

University of Connecticut

Instructor: Dr. Alexander C. Vias.

Office: CLAS 438

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Introduction

One of the most prominent processes driving change in society today is globalization. In recent years, as communications and transportation technologies have increased the degree of spatial interaction between peoples of the world, few parts of the world remain isolated and removed from events in distant places. The impacts of globalization are considerable and varied. At one extreme we hear about the increasing significance of international trade and large international corporations in the global economy, decimating small, locally-owned indigenous industries

around the world. The same fears derive from the spread of a global culture (“cultural imperialism”) dominated by American values and ideas. Simultaneously, there is fierce local resistance as peoples and regions seek to preserve as many aspects of their society as possible. In fact, as much as global change derives from the larger spatial processes trickling down to localities, we also see a reverse and very strong movement up the spatial hierarchy.

The primary objective of this course is to introduce students to globalization as a complex process that can be examined from a number of perspectives. However, central to the course will be the geographical nature of the process—the shrinking of the space-time continuum through technological innovation (e.g., the internet) and international migration—that has accelerated the degree of spatial interaction taking place around the globe today. An additional objective is to help students appreciate how globalization works at multiple spatial scales, and the interaction of the local with the global, and vice versa. From this initial geographic core of ideas, the final objective of the course is to demonstrate to students the broad nature of globalization and its impacts, and how the process touches virtually all aspects of society (e.g., culture, politics, the economy) and the environment.

This course meets the criteria for Group Two (Social Science) and Group Four (Diversity and Multiculturalism) of the UConn General Education Content Areas. In particular, students will: “.....analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national and international level,” and learn an “appreciation of the differences as well as commonalities among people by studying the ideas, history, values, and/or creative expressions of diverse groups from the perspectives of the groups under study.” This course also meets the “International” requirement of the Group Four content area through an examination of “.....cultural continuities and transformations over time and place.”

Structure of the Course

The course is centered around three 50 minute classes each week. The first two of these classes are lecture-oriented with a focus on the theory and causes of globalization, along with the presentation of numerous case studies. In general, lectures are Powerpoint-based. On a regular basis, on-line discussions will take place early in the week as well, based on either lecture or reading materials. The third class of each week will be left open to some extent based on the topic of the week, and may include in-class discussion of a journal or newspaper article. Class discussions may also be motivated by an in-class video or guest lecture, or come from issues raised during on-line discussions. At times the entire class will participate in one general discussion, while at other times the class may be divided in smaller discussion groups. Short in-class writing assignments related to discussions will also be undertaken during these non-lecture classes.

Students will be graded and assessed in a number of ways. First, for each week of new material, students will get personal feedback on their understanding of important issues through short on-line quizzes. The answers to the quizzes will be automatically displayed, along with explanations of the correct answers. This self-assessment by students will help reinforce ideas introduced in class. Students are required to take on-line assessments each week. However, grades for the weekly assessments will not be recorded, only that they have been completed. A percentage of each student’s grade will also come from on-line discussion participation, and in-class writing

assignments. Students will also take three exams (primarily multiple choice), with questions based on the lectures and readings. Exams will also contain several short essay questions that will permit students to expand on their own ideas and opinions on topics related to globalization.

Finally, an important component of the class will be a writing project that will run over the full semester, culminating in a short paper on a globalization topic (about 5-7 pages). The topic will be the choice of students, but the nature of the problems/issues discussed, and their presentation, will follow strict criteria, and once again match with the specific goals/objectives of the class as outlined in the syllabus. Guiding students will be a rubric that measures and assesses specific aspects of student learning in geographic inquiry and methods, the theory and impacts of globalization, and the acquisition/presentation of information in a short academic paper. The papers will undergo several iterations in the sequence defined in the rubric, with students receiving feedback in each step of the process.

Course materials to be purchased:

Held, David and McGrew, Anthony. Globalization/Anti-Globalization (Polity: London, 2002). Available at UConn Co-op bookstore. This book purchase is REQUIRED.

Readings

Reading assignments are of two types: (1) required readings in the Held/McGrew textbook; and (2) required readings on the internet through WEB-CT as Electronic Reserves (ER), or as a internet link (WWW).

Attendance

Attendance is the responsibility of each student, and no formal record will be maintained. However, regular attendance of lectures is crucial to do well on the exams, and to complete important in-class activities at the end of each week. Also, note that a large part of the lecture material is not based on the textbook, so attendance is important. The instructor's personal notes are not available for students who miss class lectures.

Grading Policies

Grades are derived from online assessments, online discussions and in-class activities, a short 5-7 page paper, and three exams. Grades (0-100) are assigned to all exercises and examinations, which are weighted and averaged to determine the student's final letter grade using a standard scale (94-100 A; 90-93 A-; 87-89 B+; 84-86 B; 80-83; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 64-66 D; 60-63 D-; less than 60 - F). Note that numeric grades are rounded to nearest whole number).

The weights assigned to the projects and examinations are:

Midterm 1 20%

Midterm 2 20%

Final 20%

Writing Project 20%

In-Class Activities/On-line discussions 15%

Completion of Online Assessments 5%

Late exercises, papers, or assignments will be marked down one grade for every day they are late. However, once a graded assignment has been returned, I will not accept any late assignments. Any problems associated with grades received in an exercise or exam must be brought to the attention of the professor in a timely fashion. All examinations are multiple choice and short answer type tests. The specific content for each test will be announced in class before the exam. As a general rule, missing an examination will result in a zero/F grade.

Academic dishonesty of any type will not be tolerated in this class. Students should refer to the Student Code (see section on Academic Integrity - <http://www.dosa.uconn.edu/>) for specific guidelines.

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the **Center for Students with Disabilities** (486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

PRELIMINARY CLASS CONTENT & SCHEDULE

Introduction to Globalization: A Geographic Perspective

Theory: How Do I Know Globalization When I See It? How Can We Understand and Gauge Globalization Processes?

Forces of Globalization I: Technological Change

Forces of Globalization II: People on the Move

Midterm

Global Political Integration: Development of the State and the Role of War

The Rise of International Governance

Global Trade, Markets and Finance

Firms, Transnational Corporations, and Global Production Networks

Midterm

Culture and Multiculturalism in a Global Society

Cultural Change from Above and Below: Cultural Imperialism, and the Fundamentalist / Indigenous Backlash

Impacts of Globalization on the Environment: From the Local to the Global

Where Are We At? Is Globalization a Juggernaut of Good/Bad Change or Much Ado About Nothing?

Final Exam

2004-100 Syllabus for EEB 298. Introduction to Conservation Biology

[EEB 298-002](#)

Fall Semester 2004

This course will provide an introduction to the discipline of conservation biology. The first two-thirds of the course, will focus on the biological aspects of the discipline. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, and the role of conservation in protecting ecosystem services. The final third will cover the practical aspects of implementing conservation actions and will include lectures on conservation economics, conservation law, and the challenges faced by global change.

Credits: 2

Instructor: [Chris Elphick](#)

Lecture: W,F 9:00-9:50

Location: TLS 301

Text book: [Essentials of Conservation Biology](#) (R.B. Primack, 3rd Edition, Sinauer)

Schedule of Lectures and Examinations:

	Date	Topic	Reading
1	30 Aug	What is conservation biology?	Chapters 1/6
2	1 Sep	Interpreting statistics (when there's an agenda)	
3	8 Sep	Forms of biological diversity	Chapter 2
4	13 Sep	Patterns of biodiversity	Chapter 3
5	15 Sep	Hotspots , Extinction rates	Chapter 3, 7
6	20 Sep	Extinction rates (cont.)	Chapter 7
7	22 Sep	Patterns of extinction	Chapter 8
8	27 Sep	Causes of population decline	
9	29 Sep	Exam 1 Sample Questions Answers	

10	4 Oct	Habitat loss & degradation	Chapter 9
11	6 Oct	Over-exploitation	Chapter 10
12	11 Oct	Invasive species	Chapter 10
13	13 Oct	Invasive species/Disease	Chapter 10
14	18 Oct	Conservation genetics	Chapter 11
15	20 Oct	Small population conservation	Chapter 12
16	25 Oct	Population viability analysis	Chapter 12
17	27 Oct	Ex situ conservation, release programs	Chapters 13/14
18	1 Nov	Conservation reserves	
19	3 Nov	Exam 2 Sample Questions Answers	Chapter 15
20	8 Nov	Reserve networks	Chapter 16
21	10 Nov	Conservation in the matrix	Chapter 18
22	15 Nov	Conservation management	Chapter 17
23	17 Nov	Habitat restoration	Chapter 19
24	29 Nov	Economics of conservation	Chapters 4, 5
25	1 Dec	The Endangered Species Act	Chapter 20
26	6 Dec	International legislation	Chapter 21
27	8 Dec	Conservation implications of global change	pp. 252-261, Chapter 22

TBA

Final Exam

2004-106

College of Liberal Arts and Sciences
 Minor in Linguistics
 PLAN OF STUDY

When you are preparing your final plan of study, you must obtain Linguistics Department approval that you have satisfied the requirements for the Linguistics Minor. Contact either the Department Head or Director of Undergraduate Studies to obtain approval and the signature of either one. Give one copy of this form to your advisor, and include one signed copy when you submit your final plan of study to Degree Auditing.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

COURSE REQUIREMENTS

Not less than 15 credits at the 200 level, as follows:

Semester Course

Group A: All three of the following

- _____ LING 202
- _____ LING 205
- _____ LING 206

Group B: One other 200-level Linguistics course

_____ LING _____

Group C: Linguistics extensions or Linguistics in Related Fields

- _____ Any 200 level Linguistics course not listed above.
- _____ ANTH 244
- _____ COMS 202
- _____ PHIL 211Q
- _____ PHIL 241
- _____ PSYC 221
- _____ SOCI 212
- _____ Other _____ (must be approved by Dep't Head or Dir. UG. Studies)

Student Name: _____ Student ID #: _____

I approve the above program for a Minor in Linguistics (signed):

Linguistics Department Head OR Director of Undergraduate Studies Date

End of Appendix for September 21, 2004