

APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
Oct. 12, 2004

2004-108 Draft Syllabus for ENG 130: Introduction to Shakespeare
English 130: Introduction to Shakespeare
Sample Syllabus

Course Description:

In this introductory course we will read ten Shakespeare plays selected to instill a basic appreciation and understanding of:

- A) The basic characteristics of the major Shakespearean dramatic genres: comedy, tragedy, history (Roman and English) and romance.
- B) The basic characteristics of Shakespeare's dramatic style: including, but not limited to, textual indeterminacy, metatheatricality, dialectic.
- C) The basic terminology of Shakespearean drama: including, but not limited to, soliloquy, induction, aside, play-within-the-play, exposition.
- D) The major characters of Shakespearean drama: Hamlet, Macbeth, Falstaff, Cleopatra, Juliet, Rosalind, etc.
- E) The major themes of Shakespearean drama: nature vs. nurture, fate vs. free will, subversion vs. containment, man vs. God, etc.

As such subject matter would suggest, this course is geared toward students with little experience reading Shakespeare; it is recommended both for non-majors and English majors seeking a foundation for upper-level Shakespeare courses.

Texts:

Richard III
Romeo and Juliet
Julius Caesar
A Midsummer's Night Dream
As You Like It
Twelfth Night
Henry IV, Part I
Hamlet
Macbeth
The Tempest

Assignments:

Reading quizzes
several short response papers
Midterm
Final exam

2004-113 Urban and Community Studies Minor Requirements Audit Sheet

Urban and Community Studies Minor Requirements Audit Sheet
College of Liberal Arts and Sciences
University of Connecticut

Last revised: September 2004

Instructions to students: When you are preparing your final plan of study, you must obtain program approval that you have satisfied requirements for the Urban and Community Studies minor. At the Tri-campus, contact Lola Elliott-Hugh at 860-570-9186 or Lola.Elliott-Hugh@uconn.edu (Room 219 Undergraduate Building, Greater Hartford Campus) or at Storrs contact Professor Tom Cooke at 860-486-1769 or tcooke@uconn.edu (Room 437 CLAS Building, Storrs Campus) for the assignment of a minor advisor. Also give one copy to your major advisor, and include one signed copy when you submit your final plan of study to the Registrar. 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.

Name: _____

Student ID number: _____

Signature: _____

E-mail: _____

Requirements: Students wishing to complete this minor must take at least 15 credits of

200 level courses as follows:

1. URBN 230

2. Two of the following with no more than one per department: ECON 221, ECON223, GEOG/URBN 233, GEOG 274, HIST/URBN 241, HIST 246, HIST 247, POLS260 or PP260, POLS/URBN 263, PP 277, SOCI/URBN 280, SOCI 284, SOCI285, URBN 248.

3. Two additional courses selected from group 2 or the following list: ECON220, ECON253, ECON/URBN259, GEOG 246, GEOG280, HIST238, HIST260, HIST278, HIST294, HDFS201, HDFS274, HDFS276, INTD211, POLS248, POLS249, POLS274, POLS276, PP274, PP276, SOCI248, SOCI/URBN281, SOCI283, URBN232 or INTD212, URBN290, URBN295, URBN298, URBN299.

4. List all 200's level courses in taken from the above list .

_____ (___ cr.)

_____ (___ cr.)

_____ (___ cr.)

_____ (___ cr.)

_____ (___ cr.)

_____ (___ cr.)

_____ (___ cr.)

5. _____ Total # of credits in 200's level courses listed above.

I approve the above program for the Minor in Urban and Community Studies:

(signed) _____

(Print name) _____

(date) _____

Robert Fisher, Director; Ruth Glasser, Waterbury Coordinator; Tom Cooke Storrs Coordinator; or any other Urban and Community Studies full time Faculty Advisor.

2004-114 Draft Syllabus for URBN 290. Understanding Your Community

**Waterbury: Past, Present, and Future
UCS 295 Spring Semester, 2004
COURSE DESCRIPTION**

Waterbury, Connecticut is typical of many of America's post-industrial cities. For most of its history it was a thriving center of industry. With the loss of its dominant industry in the last quarter of the twentieth century, it faces an uncertain future. Waterbury: Past, Present, and Future will explore Waterbury's history, its current strengths and weaknesses, and the strategies proposed for shaping its future. The course will include five community forums with expert panels to which the public will be invited. Students will be expected to prepare short written and oral reports and to work in small teams to produce final reports on issues currently facing the city and region. Instructors are Peter Marcuse, Professor of Urban Planning at Columbia University, formerly and former Majority Leader of the Waterbury Board of Aldermen and member of its Planning Commission, and historian Jeremy Brecher, Humanities scholar-in-residence at Connecticut Public Television and Radio and author of *Brass Valley: The Story of Working People's Lives and Struggles in an American Industrial Region*.

The course will meet Thursdays 6:30-9:00 p.m.

Classes meet in the Waterbury UConn Campus Building, East Main Street, Waterbury, Room 218, Forums in Room to be announced.

COURSE OUTLINE

1. January 22

Introduction to course.

Format. Requirements.

Introductions: of instructors and of students:

Questions: Where do you live? How come? What do you think you'll be doing in 10 years? Where do you think you'll be living? Why?

The current political issues in Waterbury: taxes, downtown revival, jobs, housing, ethnic relations, quality of government, land use planning. What do you think the key issues are? Our tentative conclusions: Review of forum issues in the course, and topics for presentations;

The current issues internationally: the World Social Forum and cities in other countries

2. January 29 Peter

Waterbury: The national and global context (Peter)

Readings: Ohio case study; New York Region economic analysis, Baltimore case study. Clippings

Technological change and social change; change in labor strength; neo-liberalism liberalism, Thatcher, Bush; the sunbelt

World Trade Organization; World Economic Forum and WSF; figures on manufacturing employment; Waterbury clippings

Intro and conclusion of Globalizing Cities.

3. February 5 Jeremy (Jeremy)

Waterbury from colonial settlement to brass center of the world.

Reading: selections from BRASS VALLEY

4. February 12 Jeremy

Waterbury after brass: globalization, suburbanization, deindustrialization, and immigration. (Jeremy)

Reading: selections from Jeremy's Mattatuck Museum exhibit report, 2000 census results

5. February 19 Peter

Waterbury: Land use planning (Peter)

Reading: City and regional plans; zoning ordinance, City Charter changing role of location, from water power and manufacturing to New York City region and services

Questions: How do the plans recommendations differ from what would be likely to happen without the plan? What difference did the plan actually make? For better, or for worse?

6. February 26 Jeremy

Proposed economic strategies for the post-brass era: a review

Reading: selections from Jeremy's Mattatuck Museum exhibit report; Buckhurst

study; scoping report

Questions: What are the alternative strategies? Are they all consistent with each other? How likely of success are they?

7. March 4

Community forum: Land Use Peter

Focus: The comprehensive Plan., and its recommendations for abandoned industrial sites. The pending planning process, the proposed content of the comprehensive plan. The experience elsewhere.

Stephen Sasala*, Executive director, Chamber of Commerce;

Jim Sequin,* Waterbury City Planner;

Ken Bower,* Consultant for Comprehensive Plan;

Kathy McNamara*, Neighborhood Council ex-chair; member, Committee on the Comprehensive Plan.

Cal Vinal, * Webster Bank;

Readings: Consultant's reports; clippings; environmental studies; inventory of space, experience elsewhere (Willimantic, New London, Lowell, Providence); Main Street Application and background

Questions: What is the most effective way to get participation? what should a plan include? how is it implemented? Whom does it serve? does it make any difference in real life? How are different groups affected?

6. February 26

Community forum: HealthFocus: Health Services as an Industry. The Allied Health Magnet School idea.

Invited participants: Mary Whaite, President, Board of Education; St. Mary's; Waterbury Hospital; Medical Offices developer.; nurses union; 1199.

Readings: statistics on health services, hospital employment; residence of hospital personnel; Health Planning Agency reports.

Questions: How can the city support health services provision as an economic growth sector for Waterbury?

7. March 4

Proposed economic strategies for the post-brass era: a review (Jeremy)

Reading: selections from Jeremy's Mattatuck Museum exhibit report; Buckhurst study; scoping report

Questions: What are the alternative strategies? Are they all consistent with each other? How likely of success are they?

March 8-12: **Spring break**

8. March 18

Community forum: Economic development

Focus: What re-use of abandoned or under-utilized industrial buildings? Employment (what kind of jobs, what sector), residential (subsidy possibilities), lofts for artists, condominiums; zoning implications; relevance of location, accessibility.

Invited participants: Norman Drubner; Stephen Sasala*; Chamber of Commerce experts; Michael O'Connor*, NVDP; an architect; an outsider

Readings: Consultant's reports; clippings; environmental studies; inventory of space, experience elsewhere (Willimantic, New London, Lowell, Providence.

Questions: What steps might produce more jobs in Waterbury? By whom? What industries? What role does residential quality (housing, education, recreation, etc.) play? What role does the level of local taxes play? What does the real estate market tell us? How are different groups affected?

8. March 18

Community forum: Economic Development Peter

Focus: Health . Health services as an Industry. The Allied Health Magnet School idea.

Invited participants:

Michael O'Connor*, NVDC;

Jonathan Kellogg, *(i) Executive Editor, Waterbury Republican-American;

Mary White, * former President, Board of Education;

Dr. Robert Ritz, * President, St. Mary's;

Paul Rodia, * Drubner Industrials;

Steve Shrag*, SEIU

Readings: statistics on health services, hospital employment; residence of hospital personnel; Health Planning Agency reports; market studies for medical offices

Questions: What steps might produce more jobs in Waterbury? By whom? What industries? What role does residential quality (housing, education, recreation, etc.) play? What role does the level of local taxes play? What does the real estate market tell us? How can the city support health services provision as an economic growth sector for Waterbury? Could an Allied Health Services Magnet School be a tool for economic development?

9: March 25

Community forum: Government Peter

Focus: Regional cooperation: What happened to Regional Planning Agency; What future for Council of governments; Tax equity; politics; educational finance City and regional planning

Invited participants: Mark Ryan, Oversight Board;

Sam Caligiuri Caligiuri*, ex-mayor, Chair, Partnership for Waterbury;

Mayor Michael Jarjura **.

[Garret Casey*], Cicero Booker, Board of Aldermen; Laura Nesta, Board of aldermen; Debbie Lewis, (i) ex-Board of Aldermen; Anthony Casagrande, Charter Revision Commission chair; Michael Cichetti, Oversight Board. Peter Dorpalen*, Council of governments of the Naugatuck Valley; Jim Sequin, Waterbury city planner*; Center/Edge expert. ?? Visions representative;.Liz Brown,* former state senator, Center/Edge Program, Archdiocese;
Readings: Charter; Charter Revision proposals; RPA and COG mandates; Prospect medical building case study; tax rates; State legislation, Intergovernmental relations council reports

Questions: How efficient is Waterbury's government today (on a scale of 1-10)? How democratic? What, if any, changes should be considered? How important is the tax rate, and for whom? What role can the city government play in economic development? Are there regional issues? What differences do the various planning processes suggest in contrast to what would be likely to happen without the plan? Do all the plans agree with each other? What difference did the processes actually make? For better, or for worse?

10. April 1

Community forum: Grassroots Waterbury Jeremy

Focus: Housing. What is the role of grassroots organizations in addressing Waterbury's problems?

What's the need for housing, by, income level, household size. What's the supply: vacancies, quality, rent levels, demolitions, subsidies, role of public housing. Locational issues. Artists, health care workers, school personnel, city employees.

Invited participants:

Adele Strelchin, Neighborhood Housing*;

Blair Bertuccini* David Gilmore, NAACP; Council of Community Clubs; Western Connecticut Labor Council (Blair Bertuccini) ,

Carol Burkhardt-Lyons,* Naugatuck Valley Project, Waterbury Housing Authority, Senior Citizen

Joe Burns, Housing Development developerConsultant (p);

Cicero Booker, (i) NAACP and Board of Aldermen

Readings: Census, maps, from Mattatuck exhibit, Housing needs analysis, real estate ads, broker interviews. National Low-Income Housing coalition, Out of Reach, 2003 (www.nlihc.org/oor2003/)

Questions: What priorities in investment between economic development and neighborhood improvement? How "grass-roots" responsive is local government? State? Is national relevant? Are ethnic differences important? How should they be handled? Is there segregation?

11. April 8

Community forum: Culture Jeremy

Focus: The role of cultural activities in Waterbury's future

How can Economic and the civic role of cultural activities be maximized. Performing arts, visual arts, museums. Artists residences. Educational role,. Jobs. Civic pride.

Readings: Grant applications for the Palace and/or other institutions; curriculum etc. of Magnet Arts School; Annual reports of Symphony, Museum, Waterbury Foundation. History of Civic Theater.

Invited participants:

Marie Galbraith*, Mattatuck Museum;

Semina DiLaurentis*, Seven Angels Theater;

Frank Travera*, executor director, Palace Theater; Chair, NVDCP.;

Ingrid Manning,* Waterbury Foundation;

Alan Kramer (i), Principal of Magnet Arts school;

Tracey O'Shaughnessy,* Waterbury Republican Associate Features Editor.

Questions: What is the civic role of cultural activities? What can cultural programs contribute to Waterbury's revitalization? What are the potential audiences for cultural institutions? What is the relation between Waterbury cultural institutions and the wider suburban context? How can the different cultural subcommunities of Waterbury enrich each other? What role do the city's cultural institutions have to play in that process?

What contribution does culture make to individual development? To economic development? Is culture a matter of public concern, or private? What is the size of the market/need for culture in Waterbury? Are the institutions competitive with each other?

12. April 15

Student Task force reports

13. April 22

Student Task force reports

142. April 29 15

Alternatives and choices for Waterbury's future Jeremy and Peter (Peter and Jeremy))

Focus: Open discussion; synthesis of the Course

Readings: Mahailo Tmali, The Community Economic Development Handbook: Strategies and tools to Revitalize Your Neighborhood. Amherst H. Wolder Foundation (www.wilder.org);, 2002 www.ncced.org/edac.html

- means confirmed
 - i means invited
 - P means probable
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2004-125 Draft Syllabus for POLS 1xx.

Human Rights

INTRODUCTION TO HUMAN RIGHTS

Description. This course explores central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy.

Requirements & Basis for Grading: The course grade will be based upon: two short essays (four pages each), written in response to questions assigned by the instructor; two in-class examinations (i.e., a midterm and final exam); and course participation. Components are weighted as follows:

Essay 1 = 15%

Essay 2 = 20%

Midterm exam = 20%

Final exam = 40%

Course participation = 5%

Sample topics:

Human Rights as Law

Human Rights and the International System

Institutional Change on the Human Rights Frontier

Women's Rights as Human Rights

Children's Rights

Health and Human Rights

Globalization, Labor and Economic Rights

Nongovernmental Organizations and Human Rights

Sample readings:

Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen* (Philadelphia: University of Pennsylvania Press, 1998), Chapters 1 and 2.

David P. Forsythe, *Human Rights in International Relations* (Cambridge: Cambridge University Press, 2000), Chaps. 2, 3, 5.

Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization* 52, No. 4 (Autumn 1998), pp. 887-917.

Priscilla Hayner, *Unspeakable Truths: Confronting State Terror and Atrocity* (New York: Routledge, 2001), Chaps. 1, 2, 3 (pages 1-31).

Juan Mendez, "National Reconciliation, Transitional Justice, and the International Criminal Court," *Ethics and International Affairs* 15, No. 1 (May 2001), pp. 25-44.

Charlotte Bunch, "Women's Rights as Human Rights: Toward a Re-vision of Human Rights," *Human Rights Quarterly* 12, No. 4 (1990), pp. 486-498.

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders* (Ithaca, NY: Cornell University Press, 1998), Chapter 5.

William E. Myers, "The Right Rights? Child Labor in a Globalizing World," *Annals of the American Academy of Political and Social Science* 575 (May 2001), pp. 38-55.

Virginia Leary, "The Paradox of Workers' Rights as Human Rights," in Janusz Symonides, *Human Rights: New Dimensions and Challenges* (Brookfield, MA: Ashgate, 1998), pp. 22-47.

Bassam Tibi, "Human Rights in Islam and the West: Cross-Cultural Foundations and Shared Values," in *The Challenge of Fundamentalism: Political Islam and the New World Disorder* (Berkeley, CA: University of California Press, 1998), pp. 199-214.

Paul Farmer, "Rethinking Health and Human Rights: Time for a Paradigm Shift," in *Pathologies of Power: Health, Human Rights and the New War on the Poor* (Berkeley, CA: University of California Press, 2003), pp. 213-246.

Caroline Harper, "Do Facts Matter? NGOs, Research, and International Advocacy," in Michael Edwards and John Gaventa, *Global Citizen Action* (Boulder, CO: Lynne Rienner Publishers, 2001), pages 247-258.

Abridged Resume: SHAREEN HERTEL, Ph.D.

EDUCATION:

Columbia University, New York, NY.

Ph.D. in Political Science, May 2003. **M.Phil.** in Political Science, October 2000.

M.A. in Political Science, May 1999. **MIA**, Master of International Affairs, May 1992.

The College of Wooster, Wooster, OH.

B.A. in International Relations, Phi Beta Kappa, May 1988.

TEACHING & RELATED:

University of Connecticut, Department of Political Science & Human Rights Institute, Storrs.

Assistant Professor of Political Science, present.

Columbia University, , New York, NY.

Department of Political Science, Adjunct Assistant Professor, 2003-2004.

Undergraduate Human Rights Program, Administrator, 2002-2003.

Department of Political Science, Teaching Assistant, Spring 2002; 2000-2001.

School of International and Public Affairs, Adjunct lecturer, 1995-1997.

PUBLICATIONS:

“What Was All the Shouting About? Strategic bargaining and protest at the WTO Third Ministerial (Seattle, Washington USA - 1999), forthcoming in *Human Rights Review*, Vol. 6.

“The Private Side of Global Governance,” *Journal of International Affairs* 57, No. 1 (Fall 2003): 41-50.

“Una contienda atada: la defensa transnacional de los derechos laborales de las mujeres en las maquiladoras de México,” *Región y Sociedad: Revista de El Colegio de Sonora* 15, no. 26 (January-April 2003): 153-191.

“Campaigns to Protect Human Rights in Mexico’s *Maquiladoras*: Current Research Findings,” *Institute of Latin American Studies Newsletter* (NY: ILAS, Spring 2002).

“Building Worldwide Research Capacity: Fast Track to the Future of Corporate Responsibility,” *Council on Economic Priorities Research Report* (NY: CEP, September 1997).

“Child Labor and International Sourcing: A Corporate Action Update,” *Council on Economic Priorities Research Report* (NY: CEP, March 1997).

“Women’s Issues,” chapter in *A Global Agenda: Issues Before the 51st General Assembly* (NY: United Nations Association of the United States, 1996).

A Consensus for Change: Transforming the UN’s Role in Global Economics (NY: UNA, 1994).

Promises to Keep: Securing Human Rights in a Changing World (NY: UNA, 1994).

The World Economy in Transition (NY: UNA, 1993).

PROFESSIONAL AFFILIATIONS:

Active member of American Political Science Association, International Studies Association, Latin American Studies Association, Association for Women's Rights in Development, and Academic Council on the United Nations System.

2004-126 Draft Syllabus for ENG 1xxW: Race, Gender, and the Culture Industry

EXPECTATIONS

English 1XXW: Race, Gender, and the Culture Industry

Dr. Gary Storhoff

Department of English

Phone: 251-8416

Email: CtHusky850@aol.com

Grading. Class involvement: 10%; In-class quizzes: 20%; Three papers, 50%; Final exam, 20%. Students must pass the W component to pass the course as a whole.

Attendance. The UConn catalog states: "Where grades depend on classroom participation, absences may affect the student's grade. However, if a student were absent and the instructor reduced the grade, the reduction would be due to lack of class participation, not the student's absence." Assume that ONE unexcused absence will affect your grade. I have the final authority to determine what absences are "excusable." In general, I define "excusable" as those instances where there is a catastrophic event in the student's family, or when the student is physically unable to attend class because of a serious health problem.

"Class involvement" means that the student is mentally and emotionally connected to the class discussion; it does not mean that the student is speaking incessantly.

Obviously, I expect conventional class decorum from all students. In this class, "conventional" behavior includes arriving at class on time, not leaving class while it is in session, shutting off cell phones, paying attention to the person (student or teacher) who is speaking, not whispering or talking to other students, etc.

Late Assignments. Occasionally, I will accept a late paper if the student offers a reasonable excuse; otherwise, all papers are due on the date assigned. If you cannot complete your paper on time because you are working with me, I will consider this a reasonable excuse. I have the final authority to determine what excuses are "reasonable." In-class quizzes may be made-up only if the student offers a reasonable excuse for missing class.

Plagiarism. Plagiarism is presenting ideas and/or language from a secondary source (for example, a book of criticism on the author, or an Internet site's discussion of a story) without giving full documentation of the source. It is important to recognize

that paraphrasing an idea from a secondary source without documentation is also considered plagiarism. In this class, plagiarism will be dealt with harshly: the student will receive a zero in the assignment and will not be allowed to make it up. If you are having trouble developing ideas for a paper assignment, I urge you to contact me either in an office appointment or through e-mail.

Paper Assignments for English 1XXW

For the date assigned, choose one topic and write a paper, five-page minimum. Two weeks before each due date, you are required to submit by e-mail a one page abstract that will explain your thesis and your supporting arguments. Office appointments will be required for each student throughout the semester to discuss writing; the number of appointments required will depend upon the student's ability.

The questions listed for each topic are not necessarily supposed to be answered in order; they are intended to inspire your writing. Each paper must have a title, and the student may use the title in quotation marks.

Paper Assignment # 1: Due date, February 24

1. "The Evocation of the Folk in Toomer and Cabin in the Sky" To what extent, in your judgment, does Toomer sentimentalize the folk culture in Cane? Is his depiction of them ironically tinged with the violence of the South during the 1920's? How do the Folk react to this violence? Does this reaction win Toomer's authorial approval? Contrast Toomer's evocation of the Folk with the Folk in Cabin in the Sky? What seems to be the greatest problem for the society imagined in this film? Discuss the way Toomer and Cabin depict women: what are the ideological issues that emerge in these depictions?

2. "Their Eyes Were Watching God as Celebration of Southern Folk" What is Hurston's view of the Folk in Their Eyes? How does this view become apparent in her narrative voice? in her choice of characterizations? in her settings? Discuss the issue of "racial authenticity": to what extent (from Hurston's point of view) are the Folk "authentic" Blacks? When (or why) do characters diverge from this sense of authenticity? To expand your paper, you might consider how Toomer would respond to Hurston's characterization of the Southern Folk.

3. "The Color Purple: Walker and Spielberg" Although Walker collaborated on the production of the film, in your judgment are these two different texts? How are they different, and what themes might these differences point to? In your discussion, be sure to discuss casting: what are the social ramifications of casting Danny Glover and Whoopi Goldberg in the lead roles? How might this casting contradict (or qualify) Walker's themes? In your paper, you might expand by considering her relationship to Toomer: Walker has disapproved of Toomer's book. Why, do you think?

Paper Assignment # 2: Due date, March 31

1. "Passing and Class Identity in Imitation of Life and Nella Larsen" Discuss Nella Larsen's novel and the two films. How do the films and the novel involve racial identity and class? How is gender related to the issue of passing in the three works?

Comment in your analysis specifically on the characters: Clare, Peola, and Sara Jane. You may wish to expand your analysis by considering the socio-political conditions that are evoked in the works: to what extent are these conditions confronted? evaded?

2. “Charles Johnson and Nella Larsen and Passing” How do Johnson and Larsen differ in their treatments of this theme? How is Johnson’s treatment of passing related to his espousal of Buddhism? How is Andrew in Oxherding Tale made more “sexualized” when he is considered “one of the folks”? In what sense does he become less sexualized when he is considered white? Why is Clare a frightening presence when she is considered black?

3. “Gender Roles in Imitation of Life and Pinky” Discuss the “role of women” in all three films. How is gender related to race in the depictions of the women? Consider carefully the depiction of the two daughters (Peola and Sara Jane): what is their vocation, as it relates to their two mothers’ vocations? In the 1959 version of Imitation of Life, what is the purpose of the male lead? How does he differ from the 1934 version?

Paper Assignment # 3: Due date April 28

Note: because this paper will be turned in on the last day of class, there will be no revisions after the graded papers are returned

1. “Lutie and Billie: The Gendered Workplace” Discuss Lutie’s choice of a job in The Street. How does Petry associate Lutie with Billie Holiday? What are the effects of this association? What kind of person is Billie imagined to be? Does this coincide with Lutie’s characterization? Does Holiday’s music in any way counterpoint Lutie’s tragic career? If you wish to expand this discussion, you might consider Lutie in the context of Diana Ross (in Lady Sings the Blues and her career with the Supremes).

2. “Do the Right Thing and Native Son: Black Masculinity as a Theme” What are the indications in the film that Spike Lee has studied Native Son? What are the different incarnations of masculinity, in the novel and in the film? What is the gendered role(s) that seems to win the approval or disapproval of Lee and Wright? How are both texts related to their socio-political contexts?

3. “Political Solutions in Do the Right Thing, Native Son, and Angels with Dirty Faces” What are the effects of urban poverty in the three works? Do they differ (from the perspective of the three different creators) in terms of race? gender? What solutions are imagined? Are these solutions political, personal, or a mixture? Which work is most effective, in your judgment, in portraying the social consequences of urban poverty? Which work is least effective?

English 1XXW

Required Texts and Reserve Course Work

Required texts

The Color Purple, Alice Walker

The Street, Ann Petry

Passing, Nella Larsen

Cane, Jean Toomer
Oxherding Tale, Charles Johnson
Native Son, Richard Wright
Films (On Reserve)
Cabin in the Sky (1943)
Wild Women Don't Have the Blues (1989)
Lady Sings the Blues (1972)
The Color Purple (1985)
Native Son (1950)
Imitation of Life (1934)
Imitation of Life (1959)
Pinky (1949)
Do the Right Thing (1989)
Angels with Dirty Faces (1938)
Reserve Reading
Looking Up at Down, William Barrow
Stomping the Blues, Albert Murray
The Death of Rhythm and Blues, Nelson George
Lady Sings the Blues, Billie Holiday
Dancing in the Street: Motown and the Cultural Politics of Detroit, Suzanne E. Smith

2004-127 Draft Syllabus for HIST 1xx. Living through war in world history since 1500

History 1XX
War Stories: War in World History Since 1500
Prof. Janet Watson
DRAFT SYLLABUS – October 2004

This course provides students with an opportunity to examine one of the most frequent – and most powerful – kinds of events in the last five hundred years of world history: war. Through a combination of lectures and discussions, it presents an overview of different kinds of conflicts and their historical contexts while focusing in greater depth on analysis of personal experience of conflict, especially in wars where cultural, ethnic, and religious differences have been important. These issues, of course, have a profound impact on our own modern society. The two weekly lectures focus on historical narratives and debates designed to provide context for the readings that will be discussed in smaller discussion groups.

Most of you will, of course, never be professional historians, or even history majors.

This course, however, aims to explore the ways that the study of history is useful to all of us living now, in our own historical moment. We will also use history as a tool to develop the essential life skills of critical reading, thoughtful analysis, argumentation, and effective communication (both written and oral). A fundamental part of this approach is the questioning and investigating of ideas that appear to be “natural,” along with enhancing our awareness of multiple perspectives around the world and in a variety of cultures.

This course is centered on the practice, and not just the study, of history. The variety of readings we will analyze in discussion section are all primary sources, dating from each conflict. These are the sources we, as historians, will study to make arguments about the past, rather than concentrating exclusively on conclusions reached by other scholars. History is as much or more about asking questions, and determining which questions to ask, as it is about answering them. This idea is central to this course.

Regular attendance at lectures is essential to provide a grounding for analysis of the assignments. There is no textbook for this class, so that reading time can be focused on the primary sources. This makes lectures fundamental to an understanding of the content of the class. Lectures will include PowerPoint presentations to illustrate some of the issues we will be discussing and to help students organize the material for their notes. The presentations do not, however, offer an adequate substitute to either regular attendance or good note taking. Discussion sections will be led by the professor and section leaders. As class participation constitutes 25% of your grade, and is based on your active presence in discussion section, you need to be at section in order to fulfill that requirement even minimally. Discussions are the opportunity for you all to work through the readings together, so to be successful, it is essential that you each come to section having read the texts assigned and prepared to discuss them. Remember that this does not mean that you have "answers;" only that you have given real thought to the readings and the questions they raise. Sections will also include writing exercises and quizzes.

In addition to lectures and discussion sections, there are four 2 pp. papers based on the texts assigned for the course; only the three highest grades will count for each student, but all four papers **MUST** be completed in order to receive credit for ANY of them. In each paper, you must investigate analytically a specific topic raised by that week's readings; these paper topics will be distributed one week in advance. There is also a midterm examination during the regular class period. The final exam, which will be cumulative, will be held at the time designated for this course. The final grade will consist of class participation (25%), midterm exam (20%), papers (7% each for a total of 21%), and final exam (34%). You may earn extra credit toward your class participation by attending one (or more) of the public lectures by visiting scholars

here at the university that I will announce over the course of the semester, and then writing a 1-2 pp. paper about the talk, to be submitted to your instructor at the next discussion section. As required by university guidelines, you are reminded that academic misconduct will not be tolerated, and your enrollment in this class is an agreement to abide by the rules of appropriate scholarly and social behavior. If you have any questions about plagiarism or related issues, please feel free to talk to any of the course staff or to take advantage of the resources available at UConn.

The staff of this course are available to discuss any questions or concerns you may have. Please feel free to contact us at our office hours, or to make an appointment for another time.

The required custom primary source reader for this course is on sale at the UConn Co-op.

Weekly topics:

- Week 1: “Discovery” and conflict in the Americas
- Week 2: European Wars of Religion: Catholic, Protestant, Muslim
- Week 3: Austro-Ottoman War
- Week 4: Portuguese-African Wars of Empire
- Week 5: The French Revolution
- Week 6: The Saint-Domingue Slave Revolt
- Week 7: The U. S. Civil War
- Week 8: Wars of “New Imperialism”
- Week 9: The Boxer Rebellion and the Anglo-Boer War
- Week 10: The First World War
- Week 11: The Second World War
- Week 12: Decolonization: Indochina/Vietnam and Algeria
- Week 13: The Arab-Israeli Conflict
- Week 14: Modern Genocide: Yugoslavia, Rwanda/Burundi, Sudan

2004-130 Draft Syllabus for COMM 286W. Business Communication

Business Communication
Communication Sciences 286W

Syllabus

This course is designed to familiarize students with principles of effective

communication in a business environment, and to give them practice in exercising those principles. Writing skills include letter, memo, and resume writing.

Text: *Basic Business Communication: Skills For Empowering the Internet Generation*, 10th Edition, Raymond V. Lesikar & Marie E. Flatley. San Diego: McGraw-Hill, Inc.

Examinations

There will be a midterm and final examinations. The midterm will cover the first two units of the course -- Foundations and Writing business letters and memos. The final exam will cover the latter two units of the course – Writing business reports and Preparing for the corporate environment.

Writing Assignments

There will be four writing assignments for the course. Student must pass the written portion of the course in order to pass the course. The first assignment concerns letter writing, the second memo writing, the third resume writing, and the fourth report writing.

- Assignment 1: Writing Business Letters
- Assignment 2: Writing Memos
- Assignment 3: Report Writing
- Assignment 4: Resume Writing

Grading

Your final grade will be determined based on the formula described below.

Midterm Examination: 25%

Final Examination: 25%

Letter writing packet: 15%

Memo writing packet: 15%

Resume: 10%

Written Report: 10%

Lecture Topics and Schedule

A. Foundations

1. Overview: Chapter 1 Communication in the Workplace

2. Business communication and technology: Chapter 2 Adaptation and the Selection of Words
3. International business communication
4. Writing style: Chapter 3 Construction of Clear Sentences and Paragraphs
5. Strategic communication: Chapter 4 Writing for Effect

B. Writing business letters and memos

1. Introduction to letter and memo writing: Chapter 5 Introduction to Messages and the Writing Process
2. Writing the Good News letter: Chapter 6 Directness in Good News and Neutral Messages
3. Writing the Bad News letter: Chapter 7 Indirectness in Bad-News Messages
4. Writing request letters: Chapter 8 Indirectness in Persuasion and Sales Messages
5. Special purpose letters: Chapter 9 Strategies in the Job-Search Process

Midterm Examination

C. Writing business reports

1. Introduction to reports: Chapter 10 Basics of Report Writing
2. Writing informative reports: Chapter 11 Report Structure: The Shorter Forms
3. Writing analytic reports: Chapter 12 Long, Formal Reports
4. Information search and abstracting
5. Presentation of data and graphics: Chapter 13 Graphics

D. Preparing for the corporate environment

1. Making oral presentations: Chapter 14 Informal Oral Communication
2. Job interviews: Chapter 15 Public Speaking and Oral Reporting
3. Resumes: Chapter 17 Correctness of Communication

Final Examination

2004-132 Draft Syllabus for ENG 241: Literature and Human Rights

ENGLISH 241: LITERATURE AND HUMAN RIGHTS

In this course we will examine the literature of South Africa from apartheid to the present with a specific focus on the evolution of a human rights discourse within the literature. Since Nelson Mandela's release from prison, human rights has dominated public discourse in South Africa. This development was, however, prefigured in the anti-apartheid literature which advocated many of the core values of human rights against racist oppression: the idea of a universal humanity, the inalienability of human dignity, the aspirations to democracy and majority rule, the right to education, the

freedom of expression, and perhaps most importantly the many issues revolving around economic rights (land, freedom to travel to work, race and gender equity). We will look at the literature not only for its documentary value, but for its philosophical interventions in the debates on how to interpret the meaning of human rights. Moreover, since the literature is drawn from an array of different cultural groups that make up South Africa, it takes the human rights debate into different contexts allowing us to see how variable in meaning rights can be.

We will begin with Mandela's autobiography and then read chronologically from the beginning of the apartheid era. Mandela's autobiography is already considered a classic. Although he began a draft of it in prison, it is largely a work that represents his frame of mind at the time of his release from prison and hence it is inflected throughout with the urgency for reconciliation. While Mandela can only be considered an exceptional figure by anyone's standards, we will try to contextualize his story within the larger body of texts in our course and see to what degree his values are normative. Such comparison becomes especially potent when his autobiography is examined against Ellen Kuzwayo's book, the story of a woman leader from a similarly privileged background who also went to prison for her beliefs.

In addition to the readings listed below, students should read chapters 6-9 of Leonard Thompson's A History of South Africa which is on reserve in the library.

Week 1: The Question of Armed Struggle
Nelson Mandela, Long Walk to Freedom

Week 2: Reconciliation
Mandela, continued
Tutu, No Future Without Forgiveness, chs 1, 4, 8

Week 3: Race and Universal Humanity
Peter Abrahams, Mine Boy

Week 4: Torture
Alex La Guma, In the Fog of the Seasons' End

Week 5: Refugees
Bessie Head: When Rain Clouds Gather

Week 6: Black Consciousness
Steve Biko, from I Write What I Like
During this week we will also review Mandela's court trials and compare Mandela's

account of the trials to Biko's accounts.

Week 7: Dignity

Nadine Gordimer, July's People

Week 8: Protest, Censorship

Essays from Gordimer's, The Essential Gesture

Week 9: Gender and Leadership

Ellen Kuzwayo, Call Me Woman

Week 10: Workshop of Long Papers

Students should have drafts of their long paper to share with others for class discussion

Week 11: Poverty

Lauretta Ngcobo, And they Didn't Die

Week 12: Truth and Reconciliation

J. M. Coetzee, Disgrace

Week 13: Conclusion and Review for Final Exam.

Long papers due on last of class.

2004-133 Draft Syllabus for COMM 283W. Public Relations Writing.

283W. Public Relations Writing. Either semester. Three credits.

This is a rigorous writing course designed to teach advanced students the philosophy and practice of good, ethical and effective public relations. Students complete public relations writing projects such as press releases, media advisories, briefing packets, speech introductions, brochures, newsletters, and op-eds. Students will complete writing assignments for every class as well as complete in-class papers.

REQUIRED:

Public Relations Writing, The Essentials of Style and Format by Thomas H. Bivins

Accompanying workbook

The Associated Press Stylebook and Briefing on Media Law. Cambridge: Perseus

The Press Effect: Politicians, Journalists, and the Stories that Shape the Political World. by Kathleen Hall Jamieson
New York Times, Sunday edition

OVERVIEW OF ASSIGNMENTS and GRADING:

20 News Clippings and Analysis - hand in an example of good writing with analysis of why it works, due weekly (1 page each for 20 pages) -10 percent

Exercises in workbook, due each week - 35 percent

3 Op-eds, (3 pages each for 9 pages total) 3 rewrites permitted - 15 percent

Mid-term exam - 15 percent

Final project (15 pages, 3 rewrites permitted)- 25 percent

"F Clause": You must pass the writing component of this course or you will fail the class.

2004-136 Draft Syllabus for MARN 200. The Hydrosphere

Outline for MARN2XX “The Hydrosphere”

1. Introduction & Unit Conversions

2. Origins of the atmosphere and the oceans

3. Properties of water

Emphasis on the uniqueness of water and how this has influenced biogeochemistry and climate

- Physical-chemical properties
- Phase diagrams

4. Mechanisms of Flow & Mixing

- Laminar vs turbulent flows
- Advection/diffusion/dispersion
- Stability
- Fluxes across phase boundaries

5. The Global water cycle

- Models of the hydrologic cycle
- Global distillation
- Transport of chemicals and biota
- Water cycles under scenarios of future climate

Reservoirs: (sections 6 to 11 would involve a general overview of the physics, residence times, biology, geology and chemistry with an emphasis of how these water systems connect)

6. Atmosphere

- Evaporation/precipitation
- Wet and dry deposition
- Chemical transport/scavenging rates
- Air-water exchange

7. Drainage Basins

8. Freshwater wetlands & lakes

9. Rivers & estuaries

10. Groundwaters

11. The oceans

12. Monitoring our hydrosphere

- Gauges
- buoys
- remote sensing

13. Water as a critical resource

- distribution of water types
- anthropogenic effects on the water cycle
- desalination systems
- groundwater contamination
- timescales involved with responses to these perturbations

End of Appendix for October 12, 2004