

Departmental Course Proposals for the 18 March 2008 Meeting

A. New Departmental Proposals

2008 - 12 Proposal to Add POLS 32xx (& its W variant, 2008 – 13, below)

1. Date: February 18, 2008
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

POLS 32XX. Indigenous Peoples' Politics and Rights

First semester. Three credits. Recommended Preparation: POLS 121 or 143.

Governments, political behavior, human rights and constitutional rights of indigenous peoples of North America and Latin America. Impact of international law and globalization on indigenous peoples.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 32XX
3. Course Title: Indigenous Peoples' Politics and Rights
4. Semester offered: First semester
5. Number of Credits: three
6. Course description:

Governments, political behavior, human rights and constitutional rights of indigenous peoples of North America and Latin America. Impact of international law and globalization on indigenous peoples.

Optional Items

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable: N/A
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable: N/A
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: N/A
13. Instructor names if they will appear in catalog copy: NA
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": N/A
16. S/U grading: N/A

Justification

1. Reasons for adding this course: The Department of Political Science does not offer a course covering governments and politics of indigenous peoples in any region of the world. This course provides a global approach to understanding indigenous peoples and their relationships to modern states, with particular focus on the Western Hemisphere. This course broadens offerings in comparative politics and nonwestern politics and is one of the courses for which Professor Van Cott was hired.

2. Academic Merit: Readings are drawn from both indigenous and non-indigenous scholarship to offer students the opportunity to analyze critical political science concepts such as democracy, sovereignty, and the rights of peoples from standard Western as well as critical perspectives. Readings and films provide greater understanding of relatively unknown cultures. Analysis of indigenous governments enables students to critique preconceived notions about the nature of government, power, and justice.

3. Overlapping Courses: The Department of Anthropology offers several courses on Native American culture, history, and ecology in the United States and South America. These courses do not apply the

concepts and tools of political science to the study of native peoples, and they do not provide cross-regional comparisons. None of the courses were offered during 2006-2007 or 2007-2008.

4. Number of Students Expected: 45

5. Number and Size of Section: 1 section, 45 students

6. Effects on Other Departments: This proposal was sent to the Department of Anthropology on September 21, 2007 and no objections were raised

7. Effects on Regional Campuses: none

8. Staffing: Van Cott

9. Dates approved by:

Department Head, September 7, 2007

Department subfield, September 18, 2007

Department Curriculum Committee, November 6, 2007

Department Faculty: February 14, 2008

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

Carol W. Lewis 486-3468 carol.lewis@uconn.edu

INDIGENOUS PEOPLES POLITICS AND RIGHTS

Political Science 32XX

Prof. Donna Lee Van Cott, 486 -8425

COURSE DESCRIPTION: This course explores the ways in which contemporary indigenous peoples organize politically and the implications of this political activity for democratic governance. Our focus will be global, with particular attention paid to the Western Hemisphere. Among the themes explored are: economic development and ethno-development; the rights of indigenous women and their mode of political expression; neo-liberalism and globalization and their affect on indigenous cultures; transnational organizations and movements; constitutional reform and the multicultural state; and political representation. Students will read work by social scientists about indigenous peoples as well as writings by politically prominent indigenous leaders and scholars.

COURSE REQUIREMENTS:

THREE EXAMS. There will be two midterms and one final exam. These exams will assess students' understanding of the assigned readings for the course, the topics discussed during lectures, and the content of films. Each exam will be worth 250 points.

ACTIVE CLASS PARTICIPATION. The objective of class participation is to assist all students in developing critical oral analytical and listening skills and to distribute opportunities for expression equally. Participation in class discussions will constitute one quarter of the grade. Participation requires active discussion of the readings, answering questions posed by the professor and other students, and raising questions about the topics for discussion. It also involves participating in classroom activities. Listening does not constitute active class participation. Students should come to class with questions in mind as well as comments on the assigned reading. Participation is worth 250 points.

COURSE PLAN. The course is organized as follows.

Part one. What is sovereignty and why does it matter to indigenous peoples?

Part two. Introduction to Indigenous peoples of the United States, Canada, and Latin America

Part three. Constitutional rights of indigenous peoples in the Western Hemisphere

Part four. Gender and indigenous rights

Part five. Indigenous peoples' economic rights, the impact of globalization

Part six. Indigenous peoples and international law

Part seven. Political participation and representation of indigenous peoples

BOOKS ASSIGNED.

James S. Anaya. *Indigenous Peoples in International Law*. 2nd ed. Oxford Univ. Press, 2004.

Joanne Barker. *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*. University of Nebraska Press, 2005.

Rachel Sieder, editor. *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy*. London: Palgrave MacMillan, 2002.

David E. Wilkins. *American Indian Politics and the American Political System*. 2nd edition. Roman and Littlefield 2007.

Sample of additional readings:

"Mashantucket Pequot Tribal Nation History," at <http://www.pequotmuseum.org/tribalHistory/TribalHistoryOverview>

Daniel McCool, Susan Olson, and Jennifer Robinson. "An Equal Opportunity: The Impact of the Voting Rights Act." *Native Vote: American Indians, the Voting Rights Act, and the Right to Vote*. Cambridge University Press, 2007, 155-75.

US Supreme Court. Santa Clara Pueblo versus Martinez, 436 US 49 (1978).

Bethany Berger, "Indian Policy and the Imagined Indian Woman," 14 *Kansas Journal of Law and Public Policy* (2004-2005): 103-115.

Larry J. Zimmerman, Karen P. Zimmerman and Leonard R. Bruguier, "Cyberspace Smoke Signals: New Technologies and Native American Ethnicity." In Smith and Ward, editors, *Indigenous Cultures in an Interconnected World*. Vancouver: University of British Columbia Press, 2000, 69-86.

2008 – 13 Proposal to Add POLS 32XXW (variant of 2008 – 12, above)

1. Date: February 10, 2008
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

POLS 32XXW. Indigenous Peoples' Politics and Rights

First semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Recommended preparation: POLS 121 or 143.

Governments, political behavior, human rights and constitutional rights of indigenous peoples of North America and Latin America. Impact of international law and globalization on indigenous peoples.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 32XXW
3. Course Title: Indigenous Peoples' Politics and Rights
4. Semester offered: First semester
5. Number of Credits: three
6. Course description:

Governments, political behavior, human rights and constitutional rights of indigenous peoples of North America and Latin America. Impact of international law and globalization on indigenous peoples.

Optional Items

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable: ENGL 110 or 111 or 250
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable: N/A
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: N/A
13. Instructor names if they will appear in catalog copy: NA
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: N/A

Justification

1. Reasons for adding this course: The Department of Political Science does not offer a course covering governments and politics of indigenous peoples in any region of the world. This course provides a global approach to understanding indigenous peoples and their relationships to modern states, with particular focus on the Western Hemisphere. This course broadens offerings in comparative politics and nonwestern politics and is one of the courses for which Professor Van Cott was hired.

This course will help the department meet the GEOC W-in-the-Major requirement. The course will meet the specific criteria for W courses: (1) students are required to write a minimum of fifteen pages, receive instructor's feedback and suggestions on the draft, and submit revised work, (2) students receive formal writing instruction in class, and (3) students must pass the "W" component of the course in order to pass the course, and the "W" component constitutes at least one-half of the course grade.

2. Academic Merit: Readings are drawn from both indigenous and non-indigenous scholarship to offer students the opportunity to analyze critical political science concepts such as democracy, sovereignty, and the rights of peoples from standard Western as well as critical perspectives. Readings and films provide greater understanding of relatively unknown cultures. Analysis of indigenous governments enables students to critique preconceived notions about the nature of government, power, and justice.

3. Overlapping Courses: The Department of Anthropology offers several courses on Native American culture, history, and ecology in the United States and South America. These courses do not apply the concepts and tools of political science to the study of native peoples, and they do not provide cross-regional comparisons. None of the courses were offered during 2006-2007 or 2007-2008.

4. Number of Students Expected: 19

5. Number and Size of Section: 1 section, 19 students

6. Effects on Other Departments: This proposal was sent to the Department of Anthropology on September 21, 2007 and no objections were raised.

7. Effects on Regional Campuses: none

8. Staffing: Van Cott

9. Dates approved by:

Department Head, September 7, 2007

Department subfield, September 18, 2007

Department Curriculum Committee, November 6, 2007

Department Faculty: February 14, 2008

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

Carol W. Lewis 486-3468 carol.lewis@uconn.edu

INDIGENOUS PEOPLES POLITICS AND RIGHTS

Political Science 32XXW

Prof. Donna Lee Van Cott 486 -8425

COURSE DESCRIPTION: This course explores the ways in which contemporary indigenous peoples organize politically and the implications of this political activity for democratic governance. Our focus will be global, with particular attention paid to the Western Hemisphere. Among the themes explored are: economic development and ethno-development; the rights of indigenous women and their mode of political expression; neo-liberalism and globalization and their affect on indigenous cultures; transnational organizations and movements; constitutional reform and the multicultural state; and political representation. Students will read work by social scientists about indigenous peoples as well as writings by politically prominent indigenous leaders and scholars.

COURSE REQUIREMENTS:

WRITING REQUIREMENT. Students will write a 15-page research paper (not including bibliography) on a topic related to course themes, chosen in consultation with the professor during the first three weeks of class. The first draft, which is worth 150 points (15% of the final grade) must include an abstract, outline, working bibliography, and text. This will be due the eighth week of class. During the two weeks that follow, the instructor will meet individually with students to provide oral and written feedback and comments. Students must address these comments in the final version of the paper, which is worth 350 points (35 % of the final grade). Students should retain the first draft -- with its written comments -- and submit it with the final paper. Taken together, the writing portion of this course constitutes 50 % of the final grade. Your grade on the final version of your research paper will reflect the content and substance of your essay, the extent of your research and the accuracy with which you have provided citations, and the quality of your writing style. Writing quality will constitute 50% of the grade on that paper.

NOTE: POLS 2XXW is a W course. Writing the research paper, submitting it for comments, discussing the comments in conference with the instructor, and revising and resubmitting the paper are all fundamental components of the W. component of the course. You must pass the W portion of this course to pass the course.

TWO EXAMS. There will be two exams. These exams will assess students' understanding of the assigned readings for the course, the topics discussed during lectures, and the content of films. Each exam will be worth 200 points.

ACTIVE CLASS PARTICIPATION. The objective of class participation is to assist all students in developing critical oral analytical and listening skills and to distribute opportunities for expression equally. Participation in class discussions will constitute one quarter of the grade. Participation requires active discussion of the readings, answering questions posed by the professor and other students, and raising questions about the topics for discussion. It also involves participating in classroom activities. Listening does not constitute active class participation. Students should come to class with questions in mind as well as comments on the assigned reading. Participation is worth 100 points.

COURSE PLAN. The course is organized as follows.

Part one. What is sovereignty and why does it matter to indigenous peoples?

Part two. Introduction to Indigenous peoples of the United States, Canada, and Latin America

Part three. Constitutional rights of indigenous peoples in the Western Hemisphere

Part four. Gender and indigenous rights

Part five. Indigenous peoples' economic rights, the impact of globalization

Part six. Indigenous peoples and international law

Part seven. Political participation and representation of indigenous peoples

BOOKS ASSIGNED.

James S. Anaya. *Indigenous Peoples in International Law*. 2nd ed. Oxford Univ. Press, 2004.

Joanne Barker. *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*. University of Nebraska Press, 2005.

Rachel Sieder, editor. *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy*. London: Palgrave MacMillan, 2002.

David E. Wilkins. *American Indian Politics and the American Political System*. 2nd edition. Roman and Littlefield 2007.

Sample of additional readings:

"Mashantucket Pequot Tribal Nation History," at <http://www.pequotmuseum.org/tribalHistory/TribalHistoryOverview>

Daniel McCool, Susan Olson, and Jennifer Robinson. "An Equal Opportunity: The Impact of the Voting Rights Act." *Native Vote: American Indians, the Voting Rights Act, and the Right to Vote*. Cambridge University Press, 2007, 155-75.

US Supreme Court. Santa Clara Pueblo versus Martinez, 436 US 49 (1978).

Bethany Berger, "Indian Policy and the Imagined Indian Woman," 14 *Kansas Journal of Law and Public Policy* (2004-2005): 103-115.

Larry J. Zimmerman, Karen P. Zimmerman and Leonard R. Bruguier, "Cyberspace Smoke Signals: New Technologies and Native American Ethnicity." In Smith and Ward, editors, *Indigenous Cultures in an Interconnected World*. Vancouver: University of British Columbia Press, 2000, 69-86.

2008 - 14 Proposal to Add POLS 32XY (and its W variant, 2008 – 15, below)

1. Date: February 18, 2008
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing:

POLS 32XX. Ethnic Conflict and Democracy in Comparative Perspective

Either semester. Three credits. Recommended preparation: POLS 121 or 143.

Survey of conflicts among ethno-national groups in democratic and democratizing states around the world and conflict management strategies. Theoretical approaches to understanding origin of identity conflicts.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 32XX
3. Course Title: Ethnic Conflict and Democracy in Comparative Perspective
4. Semester offered: Either semester
5. Number of Credits: three
6. Course description:

Survey of conflicts among ethno-national groups in democratic and democratizing states around the world and conflict management strategies. Theoretical approaches to understanding origin of identity conflicts.

Optional Items

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable: N/A
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable: N/A
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: N/A
13. Instructor names if they will appear in catalog copy: NA
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": N/A
16. S/U grading: N/A

Justification

1. Reasons for adding this course: The Department of Political Science does not offer a course on the origin and management of ethnic political conflict around the world. This is an increasingly important issue in political science and for policymakers and citizens. This course broadens offerings in comparative politics and is one of the courses for which Professor Van Cott was hired.
2. Academic Merit: Students learn theoretical approaches in political science as they relate to ethnic conflict and apply them to particular cases in industrialized, post-Communist, and developing countries, including Iraq and Afghanistan. Students study mechanisms to manage conflicts, such as power-sharing, electoral engineering, and international intervention. The last four classes consist of a simulation of the Afghanistan constitutional process in which students apply what they have learned.
3. Overlapping Courses: Although some courses in Anthropology focus on race and ethnicity, they do so from a cultural perspective and do not employ the concepts and tools of political science. The Department of Sociology offers a course on ethnicity and race that focuses on cultures and identities that arise from social differences; this course does not focus on the implications of ethnic conflict for democratic institutions or the ways that democratic institutions can be designed to moderate conflict.
4. Number of Students Expected: 45
5. Number and Size of Section: 1 section, 45 students
6. Effects on Other Departments: The Sociology Department discussed this proposal and this department's proposed changes were incorporated. This proposal was sent to the Department of Anthropology on September 21, 2007 and no objections were raised.

7. Effects on Regional Campuses: none
8. Staffing: Van Cott
9. Dates approved by:
 - Department head, September 7, 2007
 - Department subfield, September 18, 2007
 - Department Curriculum Committee, November 26, 2007
 - Department Faculty, February 14, 2008
10. Name, Phone Number, and e-mail address of principal contact person:
 - Carol W. Lewis, 486-3468, carol.lewis@uconn.edu

ETHNIC CONFLICT AND DEMOCRACY IN COMPARATIVE PERSPECTIVE

Prof. Van Cott

486-8425

Donna.VanCott@uconn.edu

COURSE DESCRIPTION: This course examines the impact of nationalist ideologies and conflicts among ethno-national groups on politics in democratic and democratizing states. In the first part of the course, we will study theoretical approaches developed by political scientists, sociologists and anthropologists for understanding the formation of national and ethnic identities and how such identities come to be the basis of political action. We will explore the rise of the modern state in Europe in the 17-19th centuries and the development of the idea of the nation in relation to the state as a form of political organization, and how both the nation and state were transformed by the emergence of democracy. In the second part of the course we will study particular cases of ethnic and national conflict in democratic or democratizing societies, observing the operation of the concepts and theories studied in the first part of the course. In the third part of the course we will examine strategies developed by social scientists and policy makers for the resolution or management of ethnic and national conflicts, such as power-sharing, electoral engineering, territorial and non-territorial forms of autonomy, and international intervention. The last four classes will consist of a simulation in which students will apply what they have learned.

COURSE REQUIREMENTS

EXAMS. There will be two in-class mid-terms and a final exam.

AFGHANISTAN SIMULATION. Students will participate in a simulation of the process of writing the constitution for Afghanistan.

Attendance during all three class periods of the simulation is mandatory. Students should make sure that they do not have any prior personal, work, athletic or other commitments that would preclude their full participation in the simulation. Since the simulation involves the entire class, there is no way to make up for your absence. Alternative assignments would not replicate the interactive nature of the simulation. The three classes that began on November 8 also are crucial because in these classes we will discuss the various options from which you will choose as constitution makers. Students missing more than one of these classes will be required to write an essay on the issues discussed prior to participation in the simulation.

CLASS PARTICIPATION. The extent to which you participate actively in class discussions will be taken into account when the final grade is calculated. Students are expected to come to class having read assignments and prepared to discuss them thoughtfully.

SAMPLE READINGS

Edward Mortimer, ed. *People, Nation and State. The Meaning of Ethnicity and Nationalism.*

London: I.B. Tauris Publishers, 1999. ISBN 1-86064-401-5

Raymond C. Taras and Rajat Ganguly. *Understanding Ethnic Conflict: The International*

Dimension. Longman Publishers, 2006, second edition. ISBN 0-321-08594-9.

Jamaal Benomar, "Constitution-Making after Conflict: Lessons for Iraq," *Journal of Democracy*, 15, 2 (April 2004): 82-95.

Paul Brass, "Ethnic Conflict in Multiethnic Societies: The Consociational Solution and its Critics," *Ethnicity and Nationalism: Theory and Comparison.* New Delhi: Sage Publications, 1991.

COURSE PLAN: The course is organized into four sections.

Part one. Theoretical perspectives

Part two. Case studies

Ethnic conflict in post-communist societies: the former Soviet Union and Yugoslavia

Ethnic conflict in the developing world: examples from Africa and the Middle East

Part three. Strategies for ethnic conflict resolution

Part four. Afghanistan simulation

2008 – 15 Proposal to Add POLS 32XYW (variant of 2008-14, above)

1. Date: February 18, 2008
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing:

POLS 32XXW. Ethnic Conflict and Democracy in Comparative Perspective

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Recommended preparation: POLS 121 or 143.

Survey of conflicts among ethno-national groups in democratic and democratizing states around the world and conflict management strategies. Theoretical approaches to understanding origin of identity conflicts.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 32XXW
3. Course Title: Ethnic Conflict and Democracy in Comparative Perspective
4. Semester offered: Either semester
5. Number of Credits: three
6. Course description:

Survey of conflicts among ethno-national groups in democratic and democratizing states around the world and conflict management strategies. Theoretical approaches to understanding origin of identity conflicts.

Optional Items

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable: ENGL 110 or 111 or 250
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable: N/A
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: N/A
13. Instructor names if they will appear in catalog copy: NA
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: N/A

Justification

1. Reasons for adding this course: The Department of Political Science does not offer a course on the origin and management of ethnic political conflict around the world. This is an increasingly important issue in political science and for policymakers and citizens. This course broadens offerings in comparative politics and is one of the courses for which Professor Van Cott was hired.

This course will help the department meet the GEOC W-in-the-Major requirement. The course will meet the specific criteria for W courses: (1) students are required to write a minimum of fifteen pages, receive instructor's feedback and suggestions on the draft, and submit revised work, (2) students receive formal writing instruction in class, and (3) students must pass the "W" component of the course in order to pass the course, and the "W" component constitutes at least one-half of the course grade.

2. Academic Merit: Students learn theoretical approaches in political science as they relate to ethnic conflict and apply them to particular cases in industrialized, post-Communist, and developing countries, including Iraq and Afghanistan. Students study mechanisms to manage conflicts, such as power-sharing, electoral engineering, and international intervention. The last four classes consist of a simulation of the Afghanistan constitutional process in which students apply what they have learned. The "W" work, a research paper, is integral to learning course material; please see abbreviated syllabus below.

3. Overlapping Courses: Although some courses in Anthropology focus on race and ethnicity, they do so from a cultural perspective and do not employ the concepts and tools of political science. The Department of Sociology offers a course on ethnicity and race that focuses on cultures and identities that arise from social differences; this course does not focus on the implications of ethnic conflict for democratic institutions or the ways that democratic institutions can be designed to moderate conflict.

4. Number of Students Expected: 19

5. Number and Size of Section: 1 section, 19 students

6. Effects on Other Departments: The Sociology Department discussed this proposal and this department's proposed changes were incorporated. This proposal was sent to the Department of Anthropology on September 21, 2007 and no objections were raised.

7. Effects on Regional Campuses: none

8. Staffing: Van Cott

9. Dates approved by:

Department head, September 7, 2007

Department subfield, September 18, 2007

Department Curriculum Committee, November 26, 2007

Department Faculty, February 14, 2008

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

Carol W. Lewis, 486-3468, carol.lewis@uconn.edu

ETHNIC CONFLICT AND DEMOCRACY IN COMPARATIVE PERSPECTIVE

Prof. Van Cott

486-8425

Donna.VanCott@uconn.edu

COURSE DESCRIPTION: This course examines the impact of nationalist ideologies and conflicts among ethno-national groups on politics in democratic and democratizing states. In the first part of the course, we will study theoretical approaches developed by political scientists, sociologists and anthropologists for understanding the formation of national and ethnic identities and how such identities come to be the basis of political action. We will explore the rise of the modern state in Europe in the 17-19th centuries and the development of the idea of the nation in relation to the state as a form of political organization, and how both the nation and state were transformed by the emergence of democracy. In the second part of the course we will study particular cases of ethnic and national conflict in democratic or democratizing societies, observing the operation of the concepts and theories studied in the first part of the course. In the third part of the course we will examine strategies developed by social scientists and policy makers for the resolution or management of ethnic and national conflicts, such as power-sharing, electoral engineering, territorial and non-territorial forms of autonomy, and international intervention.

COURSE REQUIREMENTS

WRITING REQUIREMENT. Students will write a 15-page research paper (not including bibliography) evaluating efforts to resolve ethnic conflict in a democratic or democratizing country, to be chosen in consultation with the professor during the first three weeks of class. The first draft, which is worth 150 points (15% of the final grade) must include an abstract, outline, working bibliography, and text. This will be due the eighth week of class. During the two weeks that follow, the instructor will meet individually with students to provide oral and written feedback and comments. Students must address these comments in the final version of the paper, which is worth 400 points (40 % of the final grade). Students should retain the first draft -- with its written comments -- and submit it with the final paper. Taken together, the writing portion of this course constitutes 55% of the final grade. Your grade on the final version of your research paper will reflect the content and substance of your essay (25%), the extent of your research and the accuracy with which you have provided citations (25%), and the quality of your writing. Writing quality will constitute 50% of the grade on that paper.

NOTE: POLS 2XXW is a W course. Writing the research paper, submitting it for comments, discussing the comments in conference with the instructor, and revising and resubmitting the paper are all fundamental components of the W. component of the course. You must pass the W portion of this course to pass the course.

EXAMS. There will be two in-class exams, each worth 200 points (20 % of the final grade each).

CLASS PARTICIPATION. The extent to which you participate actively in class discussions will be taken into account when the final grade is calculated. Students are expected to come to class having read assignments and prepared to discuss them thoughtfully. Participation is worth 50 points (5% of the final grade).

SAMPLE READINGS

Edward Mortimer, ed. *People, Nation and State. The Meaning of Ethnicity and Nationalism.*

London: I.B. Tauris Publishers, 1999. ISBN 1-86064-401-5

Raymond C. Taras and Rajat Ganguly. *Understanding Ethnic Conflict: The International*

Dimension. Longman Publishers, 2006, second edition. ISBN 0-321-08594-9.

Jamaal Benomar, "Constitution-Making after Conflict: Lessons for Iraq," *Journal of Democracy*, 15, 2 (April 2004): 82-95.

Paul Brass, "Ethnic Conflict in Multiethnic Societies: The Consociational Solution and its

Critics," *Ethnicity and Nationalism: Theory and Comparison*. New Delhi: Sage Publications, 1991.

COURSE PLAN: The course is organized into four sections.

Part one. Theoretical perspectives

Part two. Case studies

Ethnic conflict in post-communist societies: the former Soviet Union and Yugoslavia

Ethnic conflict in the developing world: examples from Africa and the Middle East

Part three. Strategies for ethnic conflict resolution

Part four. Afghanistan simulation

2008 – 16 Proposal to Add MCB 3XXX

Date: February 19, 2008

Department requesting this course: **MCB**

Semester and year in which course will be first offered: Fall semester, 2008

Final Catalog Listing:

MCB 3xxx Molecular Endocrinology

Fall semester. Three credits. Prerequisite: Bio 107 (with a grade of B or higher); Recommended preparation: PNB 262 (Mammalian Endocrinology) for PNB students only. Open to juniors and seniors only.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates. Molecular cloning and characterization of peptide hormone genes, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. Time will be devoted to student presentations on selective papers taken from relevant literature.

Justification

1. Justification for adding this course: In both the Departments of Molecular and Cell Biology and Physiology and Neurobiology there is no course in molecular endocrinology. Yet this course is important to students in both departments. With the availability of this course, students who are interested in endocrinology will have the opportunity to be exposed to molecular basis of hormone action.

2. Academic merit: This course will be devoted to discussing the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover molecular cloning and characterization of peptide hormone genes, translational processing and secretion of peptide hormones, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. Lecture materials will be taken from published research papers. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

3. Overlapping course: Although PNB offers a course (Mammalian Endocrinology, PNB262, it only covers a minimum amount of molecular aspect (signal transduction) which is far from sufficient to be considered as Molecular Endocrinology.

4. Number of students expected: 20

5. Number and size of section: 20 per section, one section

6. Effects on other departments: The course idea has been discussed with Dr. Larry Renfro, Head of the Department of Physiology and Neurobiology and he agrees it would be important for PNB students.

7. Effects on regional campuses: N/A

8. Staffing: Thomas T. Chen

9. Dates approved by :

Department Curriculum Committee: February 12, 2008

Department Faculty: February 15, 2008

10. Name, Phone Number and E-mail Address of Principle Contact Person:

Thomas T. Chen

Tel: 860-486-5481

E-mail: Thomas.Chen@uconn.edu

2008 – 17 Proposal to Add MCB 5XXX

Date: February 19, 2008

Department requesting this course: **MCB**

Semester and year in which course will be first offered: Fall semester, 2008

Final Catalog Listing:

MCB 5xxx. Molecular Endocrinology

Fall semester. Three credits.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates. Molecular cloning and characterization of peptide hormone genes, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. Time to be devoted to student presentation on selective papers taken from relevant literature.

Justification

11. Reasons for adding this course: In both the Departments of Molecular and Cell Biology and Physiology and Neurobiology there is no course in molecular endocrinology. Yet this course is important to students in both departments. With the availability of this course, students who are interested in endocrinology will have the opportunity to be exposed to molecular basis of hormone action.

12. Academic merit: This course will be devoted to discussing the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover molecular cloning and characterization of peptide hormone genes, Post-translational processing and secretion of peptide hormones, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. Lecture materials will be taken from published papers. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature, each student will require to write a 20-page essay on topics of the in- class presentation.

13. Overlapping course: None

14. Number of students expected: 20

15. Number and size of section: 20 per section, one section

16. Effects on other departments: The course idea has been discussed with Dr. Larry Renfro, Head of the Department of Physiology and Neurobiology and he agrees it would be important for PNB students.

17. Staffing: Thomas T. Chen

18. Dates approved by :

Department Curriculum Committee: February 12, 2008

Department Faculty: February 15, 2008

19. Name, Phone Number and E-mail Address of Principle Contact Person:

Thomas T. Chen

Tel: 860-486-5481

E-mail: Thomas.Chen@uconn.edu

2008 – 18 Proposal to cross-list ART 244/IND244(3375) with AASI 3375(244)

1. Date: February 28, 2008

2. Department initiating this proposal: **Asian American Studies Institute**

3. Current Catalog Copy/Copies: ART 244/Ind244 Indian Art and Popular Culture: Independence to the Present - An interdisciplinary studio art course introducing modern, contemporary, folk, and popular art from India and the South Asian Diaspora
Either semester. Three credits. *Myers*

4. Proposed Catalog Copy/Copies:

[ART 3375/IND 3375/AASI 3375 \(formerly ART 244\) Indian Art and Popular Culture: Independence to the Present](#)

[Either semester. Three credits. *Myers*](#)

[An interdisciplinary studio art course introducing modern, contemporary, folk, and popular art from India and the South Asian Diaspora.](#)

5. Effective Date Fall 2008:

Justification:

2. Reasons for cross listing this course: Art 244 has been successfully offered by the Department of Art and Art History two times, beginning in the fall of 2006. The course deals with the art of India, a subject that is well within the programmatic scope of AASI. This action will add it to the listings of the Asian American Studies Institute and it will become a course available to students taking the AASI minor. Cross listing the course will benefit AASI by adding a course to the program that deals with the arts and it will benefit the course by attracting a more diverse body of students, in addition to the students in art and art history who have made the class a success thus far.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? __Yes __X__ No. Please see above rationale for cross listing this course

4. Other Departments Consulted: Art Department C and C committee: February 19, 2008 :

5. Effects on Regional Campuses:none

6. Staffing: Professor Kathryn Myers

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. Asian American Studies Institute; Art Department and India Studies

2. For each department or program, list the dates of approval by the appropriate departmental or program review process: Art Department C and C Committee 2/19/08

Asian American Studies Faculty :October 25, 2007

India Studies –Betty Hanson 10/11/07 Judith Torpe 10/09/07

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

Roger N. Buckley 486-4751 Roger.Buckley@Uconn.edu

2008 – 19 Proposal to Change GEOL 240 (4110)

1. Date: 28 Feb 2008
2. Department: **Center for Integrative Geosciences**
3. Nature of Proposed Change: **Change in title, prerequisite, and course description.**

4. Current Catalog Copy:

GEOL 240/4110. Sedimentation and Stratigraphy

First semester. Three credits. Two class periods and one 3-hour laboratory period. Prerequisite: GEOL 3020.

Composition, deposition and diagenesis of marine and non-marine sediments; stratigraphic methods; dynamics of sediment incorporation into the stratigraphic record. An examination of recent sedimentary sequences as a key to understanding ancient sedimentary environments. One or more weekend field trips may be required.

5. Proposed Catalog Copy:

GEOL 4110. Sedimentology

First semester, alternate years. Three credits. Two class periods and one 3-hour laboratory period. Prerequisite: GEOL 1050 or GEOL 1051 and 1052. Recommended preparation: GEOL 3020. Basic principles of sedimentology with an emphasis on the description of sedimentary texture and structure; physicochemical and biological processes that characterize depositional environments; and diagenesis. Examination of modern systems to interpret ancient sedimentary environments. One or more weekend field trips may be required.

6. Effective Date immediately

Justification

1. Reasons for changing this course: This course was offered for many years by the former Dept. of Geology and Geophysics. It was not offered for a number of years due to a retirement and will now be offered again. Over the years, the course evolved such that the sedimentology component gradually received greater emphasis than the stratigraphy component. This was in response to growing student interest in the environmental field and modern depositional environments.

The change in title and course description brings the catalog copy in line with past practice and present needs in the geosciences curriculum. The course content implied by the new description is essentially the same except that “physicochemical and biological processes that characterize depositional environments” is used instead of “deposition” to indicate greater emphasis on sedimentological processes and “stratigraphic methods” is removed to indicate the decreased emphasis on stratigraphy. “Dynamics of sediment incorporation into the stratigraphic record” is removed because these concepts are included in the new language for deposition and diagenesis.

Because GEOL 4110 will only be offered every other year, GEOL 3020 is changed from a prerequisite to recommended preparation. This change makes the course accessible to more students. GEOL 3020 and 4110 provide complementary material on sedimentological processes. The content of GEOL 3020 will deepen a student’s understanding of the material in GEOL 4110 but is not necessary for student success in the course.

2. Effect on Department’s Curriculum: The changes will modernize the course and make it more responsive to student needs. Students in the major will have a greater breadth of courses from which to choose.

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

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: Christophe Dupraz

7. Dates approved by (see Note Q):

Department Curriculum Committee: 26 Feb 2008

Department Faculty: 28 Feb 2008

8. Name, Phone Number, and e-mail address of principal contact person: Christophe Dupraz, 486-1394, christophe.dupraz@uconn.edu

2008 – 20 Proposal to Add GEOL 4130

1. Date: February 11, 2008
2. Department requesting this course: **Center for Integrative Geosciences**
3. Semester and year in which course will be first offered: first, alternate years

Final catalog Listing

GEOL 4130. Geomicrobiology

First semester, alternate years. Three credits. Prerequisite: GEOL 1050 (GEOL 105) or GEOL 1051 (GEOL 103) and 1052 (GEOL 107) or BIOL 1108 (BIOL 108) or instructor consent. Recommended preparation: GEOL 3010 (GEOL 250), MCB 2610 (MCB 229). *Visscher, Dupraz*
Microbial diversity and biogeochemistry, microbe-mineral interactions, fossil record, atmospheric record, microbialites, and research methodology in geomicrobiology. A weekend fieldtrip may be required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GEOL
2. Course Number (see Note B): 4130
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 (electronic approval from Marianne Buck on 2/17/08)
3. Course Title: Geomicrobiology
4. Semester offered (see Note C): first, alternate (even) years
5. Number of Credits (see Note D): three
6. Course description (second paragraph of catalog entry -- see Note K): Microbial diversity and biogeochemistry, microbe-mineral interactions, fossil record, atmospheric record, microbialites, and research methodology in geomicrobiology.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): GEOL 1050 or GEOL 1051 and 1052 or BIOL 1107, or instructor consent
9. Recommended Preparation, if applicable (see Note G): GEOL 3010, MCB 2610
10. Consent of Instructor, if applicable (see Note T): see 8.
11. Exclusions, if applicable (see Note H): N/A.
12. Repetition for credit, if applicable (see Note I): No.
13. Instructor(s) names if they will appear in catalog copy (see Note J): Visscher, Dupraz
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): N/A.
16. S/U grading (see Note W): No.

Justification

1. Reasons for adding this course:

Currently, no course exists that addresses the interactions between microbes and the lithosphere and/or atmosphere, with an emphasis on the fossil record and planetary evolution. Geomicrobiology is an emerging field in geosciences and is an important component of the undergraduate program.

2. Academic Merit (see Note L):

Geomicrobiology investigates interactions between biosphere, lithosphere and atmosphere, stressing the importance that the biota, predominantly microbes, have on their environment, altering planetary conditions over billions of years. The proposed course provides an introduction to microbiology from a biogeochemical perspective, with an emphasis on redox reactions and metabolism. Small and large-scale biogeochemical processes are reviewed, as they comprise the major element cycles (C, N, S, Fe). Contemporary microbial processes will provide the template to evaluate the rock and atmospheric record. Microbe-mineral interactions, microbial traces (fossils, isotopes, lipids), methodologies (polarized light, confocal, electron microscopy, etc.) will be reviewed. The functioning and role of hydrothermal vents, the deep biosphere, banded-iron formations and microbialites will be discussed in detail.

In addition to an introduction to geomicrobiology, students will be exposed to primary literature, learn and enhance skills related to research design and data collection during geochemical and microscopic analyses. A short writing assignments following the field trip (e.g. Saratoga Springs stromatolites, contemporary microbialites or microbial mats) will be used to assess understanding of course materials. The course contents will prepare students for future participation in GEOL 3990 Spring Field Trip.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15
5. Number and Size of Section: one
6. Effects on Other Departments (see Note N): none.
7. Effects on Regional Campuses: none.
8. Staffing (see Note P): P.T. Visscher, C. Dupraz
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/26/08
Department Faculty: 2/28/08
10. Name, Phone Number, and e-mail address of principal contact person:
Pieter T. Visscher, Professor
Office: 860-486-4434
Email: pieter.visscher@uconn.edu

2008 – 21 Proposal to Add HIST 5475

1. Date: **11/28/07**
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: **Spring 2008**

Final catalog Listing

HIST 5475. Histories of the Body: European Perspectives since 1500

3 credits. Seminar. Instructor consent required.

Historical and interdisciplinary approaches to the study of the body and the European imagination since 1500. Topics include: representations of health and illness; the body as a site of law and sovereign power; sexed bodies; the body in social and political theory; the government of life and death; race and ethnicity.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **HIST**
2. Course Number (see Note B): **5475**
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? X Yes No
3. Course Title: **Histories of the Body: European Perspectives since 1500.**
4. Course description: **Historical and interdisciplinary approaches to the study of the body and the European imagination since 1500. Topics include: representations of health and illness; the body as a site of law and sovereign power; sexed bodies; the body in social and political theory; the government of life and death; race and ethnicity.**
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): **3**
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.") **Seminar**

Optional Items

7. Prerequisites, if applicable (see Note F): **none**
8. Recommended Preparation, if applicable (see Note G): **none**
9. Consent of Instructor, if applicable (see Note T): **required**
10. Exclusions, if applicable (see Note H): **none**
11. Repetition for credit, if applicable (see Note I): **no**
12. S/U grading, if applicable (see Note X): **A-F graded**

Justification

1. Reasons for adding this course: (see Note L) **No existing course in graduate course catalog covers this area of European history. Strong graduate student demand from across departmental subfields when offered in the past under variable topics number.**
2. Academic Merit (see Note L): **The syllabus introduces students to an important subfield in the discipline and to some of the core scholarly and theoretical literature that define that subfield. The course also provides curricular space for the History Department's commitment to thematic, comparative, and interdisciplinary study at the graduate level. Students may use the course to prepare a topical field for Ph.D. qualifying exams.**
3. Overlapping Courses (see Note M): **none**
4. Number of Students Expected: **10**
5. Number and Size of Section: **10**
6. Effects on Other Departments (see Note N): **When taught as under a variable content number, graduate students from other departments and programs, including Art History and European Studies, were actively encouraged to enroll by their advisors. The course has also been approved for credit in the Women's Studies graduate certificate program. In short, the course has proven to serve the needs of other departments and programs without duplicating their offerings.**

7. Staffing (see [Note P](#)): **Sylvia Schafer**
8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 2/13/08
Department Faculty: 2/20/08
9. Name, Phone Number, and e-mail address of principal contact person: **Sherri Olson, 6-3552, sherri.olson@uconn.edu**

HISTORY 5475

HISTORIES OF THE BODY: EUROPEAN PERSPECTIVES SINCE 1500

PROFESSOR SCHAFFER Wood 223 486-3998 sylvia.schafer@uconn.edu

How has the human body been constituted as a place where history happens? What is at stake in writing histories of "the body"? This course explores how historians and other scholars have treated the many ways bodies have come to matter in the European imagination since 1500. Topics include: the body as a site of law and sovereign power; sexed bodies; bodies in social and political metaphor; the government of life and death; and the history of racialized bodies. Students will read a variety of texts, including primary sources and scholarly writing from across the humanities.

Course Objectives: This course is designed to introduce graduate students to a wide range of questions about -- and approaches to -- the history of "the body," primarily in the European west. The assigned readings each week are organized thematically rather than chronologically, with an eye towards the insights that might be stimulated by juxtaposition, contrast, and comparison. In this manner, the course seeks to sharpen students' understandings of how fields of historical knowledge might start to form around and simultaneously constitute objects such as "the body," how similar conceptions of the body might generate different research and writing programs in different sub-fields, and how familiar historical narratives might change when body questions arise. No prior knowledge of European history is required for this course.

Course Format: This course takes the form of a discussion seminar. Success in the course will depend in large part on the care with which you do the assigned reading before each class meeting and the quality of your effort to deepen and sharpen our collective understanding.

Readings

Available for Purchase at the Coop:

Robert Louis Stevenson, [Dr. Jekyll and Mr. Hyde](#)
Sophocles, [Antigone](#)
Michel Foucault, [The History of Sexuality](#), vol. 1
Philippe Ariès, [The Hour of Our Death](#) (limited copies, also on reserve)
Alain Corbin, [The Foul and the Fragrant](#) (also on reserve)

All other assigned course reading will be on reserve at the library or available in electronically accessible journals.

Student Work

I. Participation: Rigorous discussion is a major component of graduate seminar and professional historical work. Your participation grade will depend on your readiness to tackle each week's questions in collective conversation and on the quality of your contributions to the seminar discussion. I will also expect everyone to come to class prepared to answer the following questions for every text you read:

- 1) What is the main idea of this text and where is the best location of that idea expressed (i.e. page number, paragraph, sentence)?
- 2) What is at stake in the author's development of his or her main idea (i.e., for historians, what is to be gained or lost in following this author's example, using this methodology, rethinking a problem in this particular fashion?)? For works outside the academic disciplines, this question may or may not pertain.

Weekly Point of Departure Papers: Alongside regular preparation for and contribution to seminar discussion, you will be responsible for preparing a two-page (non-negotiable maximum), double-spaced paper each week that explains how you would open and orient the discussion on the assigned reading if you were responsible for running the seminar meeting. This point of departure paper must not take the form of summary. Your paper should instead present what you believe are important points of entry into a lively collective examination of the texts at hand, for example, the identification of underlying conceptions of the body that might unify or divide the week's reading, or methodological or theoretical contrasts in how different scholars approach what appears to be the same question. The essay might also point to the most difficult or vexing portions of each text so that the class as a whole might work on their explication. Papers might also seek openings to discussion in the articulation of connections or

contrasts across different weeks of the term. The point of departure paper must pose at least two questions that might lead to spirited and productive discussion.

You will be responsible for writing a point of departure paper every week beginning in the second week of the term. I will collect and grade papers from two students in the class each week, beginning that week. Each student will be graded on two papers by the end of the semester.

Bibliography: Each student will be responsible for researching and writing one one-page bibliography of works that seem important for further exploration of an assigned week's themes. We will arrange the assignment of weeks at the first meeting of the class. For your week, you will need to prepare and hand out copies of the bibliography at the beginning of the class and provide a short explication of your research methods and your criteria for selection. Studying footnotes, bibliographies and introductions for signposts to important texts should be helpful here, as should book reviews and review essays in relevant journals and article databases in the humanities (Ebsco Academic Search, Historical Abstracts...)

15-20-page essay: Each student will meet with me before spring break to discuss a topic for this essay, the writing of which will require some additional independent reading. Students may wish to read more intensively in a thematic area identified on the syllabus (for example, "the dead body"); they may wish to read more about body practices in a particular time and place (18th-century Britain); they may wish to explore a body of theoretical or conceptual materials (Foucauldian or feminist approaches to the study of the body and its histories). You may also consider a comparative or regional approach (Atlantic world, Mediterranean...). You should think creatively about this project and about the kind of writing that might most enhance the coherence, depth, or breadth of your chosen degree program and field. The paper will be due on the last day of classes (Friday, April 28).

Academic Misconduct

All graduate students are expected to be familiar with university regulations concerning academic misconduct (i.e., plagiarism or any other form of academic dishonesty). Plagiarism is a serious infraction and will be treated as such. The complete code is available at <http://vm.uconn.edu/~dosa8/code2.html>

Grading:

participation: 30%
point of departure papers: 10% each = 20%
bibliography: 10%
15-page essay: 40%

Other General Information

Students with disabilities should contact me at the beginning of the semester about any accommodations they may need.

If you encounter unexpected life problems during the term (serious illness, family crisis, commuting troubles, etc.), please contact me as soon as possible to discuss how you will fulfill the requirements for the course.

SCHEDULE OF CLASS MEETINGS

(Week 1) Life and Death: Foundational Stories

Sophocles, Antigone

The Bible, Genesis, Ch.1-3; The Gospel According to Saint Mark, Ch.14-16

(Week 2) Reading Bodies

Patrizia Magli, "The Face and the Soul," in Fragments for a History of the Human Body, part 2, ed. Michel Feher, et al ((New York: Zone Books, 1989).

Jann Matlock, "Telling the Difference: Hysteria, Prostitutes, and the Clinical Gaze," in Scenes of Seduction: Prostitution, Hysteria, and Reading Difference in Nineteenth-Century France (New York: Columbia U. Press, 1994).

Ian Burney, "A Poisoning of No Substance: The Trial of Medico-Legal Proof in Mid-Victorian England," Journal of British Studies 38, no.1 (1999).

[electronic access to JBS via JSTOR on library website: <http://www.jstor.org/>

(Week 3) Training

Georges Vigarello, "The Upward Training of the Body from the Age of Chivalry to Courtly Civility," in Fragments, part 2.

Michel Foucault, "Docile Bodies," in Discipline and Punish: The Birth of the Prison, trans. Alan Sheridan (New York: Vintage 1979).

Joanna Bourke, "Inspecting," in Dismembering the Male: Men's Bodies and the Great War (Chicago: University of Chicago Press, 1996).

(Week 4) Human Reproduction

Valeria Finucci, "The Useless Progenitor: Fantasies of Putrefaction and Nongenealogical Birth," in The Manly Masquerade: Masculinity, Paternity, and Castration in the Italian Renaissance (Durham: Duke University Press, 2003).

Thomas Laqueur, "Organism, Generation, and the Politics of Reproductive Biology," Representations 14 (Spring 1986).

[electronic version accessible via JSTOR at the library website: <http://www.jstor.org/>]

Gisela Bock, "Equality and Difference in National Socialist Racism," in Feminism and History, ed. Joan W. Scott (New York: Oxford University Press, 1996).

(Week 5) Painted Bodies

Mario Perniola, *Between Clothing and Nudity*, in Fragments, part 2.

Christopher B. Steiner, "Travel Engravings and the Construction of the Primitive," in Prehistories of the Future: The Primitivist Project and the Culture of Modernism, ed. Elazar Barkan et al (Stanford: Stanford U. Press, 1995).

Abby M. Schrader, "Branding the Other/Tattooing the Self: Bodily Inscription among Convicts in Russia and the Soviet Union," in Written on the Body: The Tattoo in European and American History(Princeton: Princeton U. Press, 2000).

(Week 6) Body Economies

Lyndall Roper, "Discipline and Respectability: Prostitution and the Reformation in Augsburg," Feminism and History.

Thomas Malthus, An Essay on the Principle of Population [1798], preface, ch.1-7.

Warning: Be sure to read these chapters in the **1798** version of the essay only. Revised versions were published subsequently whose first seven chapters are not identical to the original's.

Melissa W. Wright, "The Private Parts of Public Value: The Regulation of Women Workers in China's Export Processing Zones," in Joan W. Scott and Debra Keates, eds., Going Public: Feminism and the Shifting Boundaries of the Private Sphere (Urbana and Champaign: University of Illinois, 2004).

(Week 7) Fantasies of Transformations

Caroline Oates, "Metamorphosis and Lycanthropy in Franche-Comté, 1521-1643," in Fragments for a History of the Human Body, part 1, ed. Michel Feher, et al ((New York: Zone, 1989).

Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde

Sander Gilman, "Noses at War," in Making the Body Beautiful: A Cultural History of Aesthetic Surgery (Princeton: Princeton University Press, 1999).

(Week 8) Spring Break**(Week 9) Human Machines**

Jean-Claude Beaune, "The Classical Age of Automata: An Impressionistic Survey from the Sixteenth to the Nineteenth Century," in Fragments for a History of the Human Body, part 1.

Anson Rabinbach, "The Laws of the Human Motor," in The Human Motor: Energy, Fatigue, and the Origins of Modernity (New York: Basic Books, 1990).

Emily Martin, "Medical Metaphors of Women's Bodies: Birth," Ch. 4 in The Woman in the Body: A Cultural Analysis of Reproduction (Boston: Beacon Press, 1992).

(Week 10) Body/Power

Michel Foucault, The History of Sexuality, vol. 1

(Week 11) Pain

Alphonse Daudet, In the Land of Pain, trans. Julian Barnes (New York: Knopf, 2002).

Elizabeth Hanson, "Torture and Truth in Renaissance England," Representations 34 (1991) [electronic access to Representations via JSTOR on library website: <http://www.jstor.org/>]

Elaine Scarry, The Body in Pain: The Making and Unmaking of the World (New York: Oxford U. Press, 1985), 3-23.

(Week 12) The Dead

Philippe Ariès, The Hour of Our Death, 297-406, 559-614.

Antoine de Baecque, "Louis XVI, or, The Sacred Remains," in Glory and Terror: Seven Deaths under the French Revolution, trans. Charlotte Mandel (New York: Routledge, 2001).

(Week 13) Sexuality, Desire, and the Subject of Power

Lorraine Daston and Katherine Park, "The Hermaphrodite and the Orders of Nature: Sexual Ambiguity in Early Modern France," Premodern Sexualities, ed. Louise Fradenburg and Carla Freccero (New York: Routledge, 1996).

Sigmund Freud, "The Sexual Aberrations," in The Basic Writings of Sigmund Freud, ed. A.A. Brill (New York: Modern Library, 1995).

Laura Engelstein, "Gender and the Juridical Subject: Sodomy, Prostitution, and Rape," in The Keys to Happiness: Sex and the Search for Modernity in fin-de-siècle Russia (Ithaca: Cornell U. Press, 1992).

(Week 14) Health and Hygiene

Alain Corbin, The Foul and the Fragrant: Odor and the French Social Imagination (Cambridge: Harvard U. Press, 1986), 1-21, 35-56, 89-110, 142-160, 229-232.

Sander Gilman, "Plague in Germany, 1939/989: Cultural Images of Race, Space, and Disease," in Nationalisms and Sexualities, ed. Andrew Parker, et al (New York: Routledge, 1992)

(Week 15) Body Futures

Eugene Thacker, "Database/Body: Digital Anatomy and the Precession of Medical Simulation," in Elizabeth Klaver, ed., Images of the Corpse from the Renaissance to Cyberspace (Madison: University of Wisconsin/Popular Press, 2004).

Donna Haraway, "The Biopolitics of Postmodern Bodies: Constitutions of Self in Immune System Discourse," in Simians, Cyborgs, and Women: The Reinvention of Nature (New York: Routledge, 1991). [note: you will also need copies of the plates bound into the middle of the volume].

2008 – 22 Proposal to Add HIST/PRLS/LAMS 1570

1. Date: November 19, 2007
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: First, 2009

Final catalog Listing

HIST/PRLS/LAMS 1570: Honors Core: Migrant Workers
Three credits. Consent of instructor. Overmyer-Velázquez
Interdisciplinary, team-taught honors course examines the life and work experiences of migrant workers with focus on Connecticut. Integrated service work component.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **HIST/PRLS/LAMS**
2. Course Number: **1570**
3. Course Title: **Honors Core: Migrant Workers**
4. Semester offered: **Either semester**
5. Number of Credits: **Three**
6. Course description:
Interdisciplinary, team-taught honors course examines the life and work experiences of migrant workers with focus on Connecticut. Integrated service work component.

Optional Items

7. Number of Class : **not applicable**
8. Prerequisites: **not applicable**
9. Recommended Preparation, if applicable: **not applicable**
10. Consent of Instructor, if applicable: **Yes**
11. Exclusions, if applicable: **not applicable**
12. Repetition for credit, if applicable: **not applicable**
13. Instructor(s) names if they will appear in catalog copy: **Overmyer-Velázquez**
14. Open to Sophomores: **Yes**
15. Skill Codes "W", "Q", or "C": **not applicable**
16. S/U grading: **not applicable**

Justification

1. Reasons for adding this course: **This course serves as the first course for a new required Honors Core set of courses that integrate the university's mandate of fostering the principles of global citizens with the requirements of GEOCs arts and humanities, social sciences, and diversity and multiculturalism/ international groupings.**
2. Academic Merit: **Weekly meetings lead by participating faculty from a variety of CLAS departments. Course requirements include an oral history, weekly papers, a web-based journal, political letters and participation in a service learning project to be arranged in conjunction with the instructor.**
3. Overlapping Courses: **None; This service learning course is the first of its kind at UConn in the study of migrant populations.**
4. Number of Students Expected: **15**
5. Number and Size of Section: **1 section, 15 students**
6. Effects on Other Departments: **Will be cross-listed with PRLS and LAMS**
7. Effects on Regional Campuses: **None**
8. Staffing: **Course has been approved by the Honors Program Board of Directors. The Honors Program will provide appropriate compensation to the History Department for replacement**

staffing for Overmyer-Velázquez.

9. Dates approved by Department Curriculum Committee: 2/13/08
Department Faculty: 2/20/08

10. Name, Phone Number, and e-mail address of principal contact person: **Sherri Olson, sherri.olson@uconn.edu, 6-3552**

HONORS CORE: MIGRANT WORKERS [HONORS COURSE PROPOSAL]
HIST/PRLS/LAMS 1570 – Spring 2009
Professor Mark Overmyer-Velázquez

CT Valley Tobacco Worker The New Migration

This interdisciplinary, team-taught Honors course examines the life and work experiences of migrant workers. Weekly sessions will be coordinated by Professor Overmyer-Velázquez and taught by different faculty from across the university and by practitioners in the field, combining short lectures and discussions of assigned readings. The emphasis is on migrant workers – mostly Spanish-speaking from the Caribbean and mainland Latin America, but with some attention to non-Spanish-speaking migrants (e.g., from Haiti) – in the United States with a significant focus on migrant workers in Connecticut.

This seminar is introductory. We assume that most, if not all, of you are generally unfamiliar with much of the basic literature pertaining to migrant life and labor. The course is thus intended to provide a very broad and eclectic perspective on the world of migrant labor and experiences. Instructors from a variety of disciplines will bring their own particular areas of specialization and expertise on a weekly basis to the seminar. We encourage all of you, in both your written work and in class discussions, to make the effort to be understood, and to speak, across disciplinary boundaries.

We begin our transborder journey by collecting our family's oral history of migration to the U.S. and then move to examine broad historical definitions of "nation" and "citizen" before turning to a more detailed analysis of the myriad forces and structures that shape migrants' lives here in Connecticut. This seminar combines classroom and service learning as fundamental and equally valued elements of each student's experience. Within a clearly defined structure of training, supervision, monitoring, support, recognition, and evaluation, students must commit to 40 hours of active work in a migrant service organization.

This innovative interdisciplinary course challenges students to imagine and practice their responsibilities as global citizens by creatively placing critical issues of the 21st century within their own rich historical and cultural contexts. This course seeks to foster ideas and practices of global citizenship by exposing students to new and interdisciplinary research.

The course also provides students with the essential practical experience and intellectual tools required to participate in an optional field study course in Mexico: (<http://www.history.uconn.edu/undergraduate/studyabroad.htm>). The UConn Winter in Oaxaca, Mexico Study Abroad Program, also directed by Professor Overmyer-Velázquez, is offered in the winter intersession semester. In addition to receiving an introduction to Mexico's history and culture, the study abroad program exposes students to the cultural and historical origins of Mexican migrants found in Connecticut. Students will visit community centers, talk with researchers studying migration in Mexico and observe the economic, environmental and social conditions that affect Mexican migrants at their points of origin. These study experiences will profoundly impact students' lives and equip them to analyze and critically participate in the complexities of globalization that they will face in their future.

Course Objectives and Outcomes

1. Define and explain U.S. immigration in historical and cultural perspective
2. Explain how the parameters of migration are defined by and define the nation-state
3. Critically analyze the myriad forces and structures that shape migrants' lives

4. Examine how your family's story is part of the larger history of migration in the U.S.
5. Formulate conceptual frameworks in order to evaluate the dimensions of Latin America's long history with the United States with particular emphasis on the state of Connecticut
6. Develop an understanding of learning through practice by engaging in and reflecting critically upon responsible and challenging service work in Connecticut migrant service organizations
7. Provide valuable labor to Connecticut migrant service organizations as part of an enduring and productive relationship with those organizations.

Faculty Coordinator

Mark Overmyer-Velázquez (History) mark.velazquez@uconn.edu
 Wood Hall 234 (860) 486-5571
 Office Hours: Tuesdays 9am-12pm and by appointment

Participating Faculty/Instructors

Mary Fisher (Sociology and Center for Population Research) mary.fischer@uconn.edu
 Delia Furtado (Economics) delia.furtado@uconn.edu
 Guillermo Irizarry (Spanish and PR and Latino Studies) guillermo.irizarry@uconn.edu
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 Diane Drachman (Social Work) diane.drachman@uconn.edu
 Jonathan Harris (CT State Senator) Harris@senatedems.ct.gov
 Luis Cotto (Hartford City Council, Working Families Party) luis.cotto@gmail.com

Honors Program TA

Name Here
 Upper Division Honors Undergraduate
 Honors Program, CUE 4th Floor (860) 486-5223

Assignments

Course requirements include an oral history, weekly papers, a journal, political letters, and participation in a service learning project to be arranged in conjunction with the instructor. Please note that each of these components is required for the course and has specific criteria, as follows:

I. Participation

Consistent and thoughtful participation will determine a substantial part of your final grade; for a better grade you should plan on coming prepared each week having read the material carefully and prepared with questions and comments. If discussion comes readily to you, look for ways to encourage others to participate. Absence from class precludes participation and has, therefore, an adverse effect on your grade. If you do miss a class meeting you will be responsible for finding out what was missed and for making up any assignments.

II. Family Interview

Students will research and write a 2-3 page (double spaced, 12 point font, with one-inch margins) oral history of one family member that places that individual's story within the context of the major themes and issues of the course. During the third week of class, each student will present a brief synopsis of their research process and findings. At our first meeting we will review a set of interview questions. **Due in class Week 3.**

III. Response Paper

Most weeks you will write a one-page (double spaced, 12 point font, with one-inch margins) response paper in which you do two things: first, very briefly summarize what you see as the main arguments and points in the week's readings; and two, raise at least one, if not more, question(s) for discussion at the seminar. Response papers should be sent via email by **2pm** on the day before the seminar to Professor Overmyer-Velázquez and the instructor for the given week's readings. These will be returned to you with comments but not formally graded.

IV. Journal

Service learning asks you to integrate what you learn from your service with what you learn in the classroom. The journal is the place in which you are asked to reflect on the relationship between your classroom and field learning. You will keep a weekly journal (2 to 3 pages per week) in which you explicitly reflect upon discussions and readings from class *in relation to* your service learning project and experience. You will be required to submit the journal for review three times over the course of the semester (**Week's 5, 10, and 15**). During the semester, selections from your journal will be posted on our course web blog.

V. Service Learning Project

The service learning component is crucial to this course. Service learning options will be discussed in more detail the first week of class. However, you should estimate devoting *approximately* 40 hours, over the course of the 15-week semester, to your service

learning project. If you have any concerns at all about your ability to participate in this, please see us at the beginning of the semester. A liaison will be available on a weekly basis to assist students in a variety of ways with their projects. We will take approximately 15 minutes at the beginning of seminar each week to discuss how the service projects are going, questions that arise, and the like. Your service learning grade will be assigned based upon supervisor comments, a roundtable presentation at the end of the semester, your journal, and fulfillment of duties.

VI. Letters

Students will craft two cogent and concise (one page) letters focusing on migrant issues and targeted at local and federal politicians with differing political orientations. We will hand deliver our letters to Connecticut legislators during our field trip on **Week 14** and send the letters to the D.C. office of federal politicians. We will review the letters in class in **Week 13**.

Grade Breakdown

I. Participation		30%
II. Oral History	5%	
III. Response Papers		15%
III. Journal		10%
IV. Service Learning Project	35%	
V. Letters		5%

Collaboration and Academic Honesty

There are great educational advantages to collaborative learning. I encourage you to work together on the assignments for this course, many of which are appropriate for study groups. It is certainly advantageous to exchange drafts of your papers for constructive criticism before you submit them to the instructors. Such collaboration is quite consistent with academic honesty; indeed, the two go together. Having said that, academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further action. Please see the section on "Academic Integrity" in The Student Code.

Readings

The following texts are required reading for this course and are available for purchase at the UConn Coop. (For those who read Spanish, there are also materials on the subject from Latin America itself; please see me if you are interested.) Weekly articles and chapters are online on the class Vista site (Course Pack, **[CP]**) and online through Homer Library ejournal links.

Paulo Freire, *Pedagogy of the Oppressed*

Daniel Rothenberg, *With These Hands: The Hidden World of Migrant Farmworkers Today* Philip Garrison, *Because I Don't Have Wings: Stories of Mexican Immigrant Life*

Internet Sites

The following constitutes a limited list of reliable internet sites relevant to the course:

Latin American, Caribbean, and Latino History at UConn <http://web.uconn.edu/lacih/>
Latin American Network Information Center (LANIC) <http://www.lanic.utexas.edu/>
Latin American Resources <http://www.oberlin.edu/~svolk/latinam.htm>
The Latino History Project <http://www.latinohistory.com>
Immigration Statistics <http://www.uscis.gov/graphics/shared/statistics/data/index.htm>
Deportation Data <http://www.uscis.gov/graphics/shared/statistics/yearbook/YrBk04En.htm>
Migration News <http://migration.ucdavis.edu/mn/index.php>
Center for Immigration Studies: <http://www.cis.org/>
Center for Comparative Immigration Studies (CCIS): <http://www.ccis-ucsd.org/>
Migration Policy Institute: <http://www.migrationpolicy.org/>
The Pew Hispanic Center: <http://pewhispanic.org/>

COURSE SCHEDULE AND READINGS

(Week's Instructor)

Week 1 Course Introduction (Overmyer-Velázquez)

- Class overview, objectives, requirements, and structure
- Discussion of service learning component
- Discussion of contemporary reality of migrant workers
- Family interview questions

Week 2 Who are Migrants and Where Do They Live?: Population Studies (Fisher)

Readings:

- Gonzalez and Fernandez, "Integration of Mexican Workers into the US Economy" and "Conclusion: Chicano History into the Twenty-First Century" **[CP]**

Documents:

- Mexican Emigration, 1904: <http://pds.lib.harvard.edu/pds/view/3448265?n=193&res=3&imagesize=1200>

Week 2b Fieldtrip to Farm in the Last Green Valley, CT (Overmyer-Velázquez)

- **(Saturday)** Please note: This fieldtrip is required! If you cannot come on the fieldtrip, please do not enroll in this course.

Readings:

- No discussion for the fieldtrip, but read Paulo Freire, *Pedagogy of the Oppressed* [chaps. 1 and 2] for this week.

Week 3 Who's Paying the Bills?: Migrant Economics (Furtado)

Readings:

- Marcelli, E.A. and B. Lindsay Lowell. 2005. "Transnational Twist: Pecuniary Remittances and Socioeconomic Integration among Authorized and Unauthorized Mexican Immigrants in Los Angeles County," *International Migration Review* 39(1): 69-102. [CP]

Documents:

- Migrant Remittances to Latin American and the Caribbean - http://www.iadb.org/mif/remesas_map.cfm?language=English&parid=5
- <http://www.ancestry.com>

Due: Family Interview

Week 4 Narrating Mobile Subjectivities: Migrant Literatures (Irizarry)

Readings:

- Philip Garrison, *Because I Don't Have Wings*.

Documents:

- CD: Los Tigres del Norte: *Corridos Prohibidos*

Week 5 Spaces and Places: Locating Migrant Labor (Vias)

Readings:

- Zárate-Hoyos and Anderson, *GIS Tracks Earnings Sent Home by Mexican Migrants* - <http://www.esri.com/news/arcuser/0205/remittance1of2.html>

Documents:

- The Great Migration of African Americans – GIS and History - <http://www.gisforhistory.org/projects/greatmigration/>

****Due: Journal – 1st Installment****

Week 6 Defining (Il)legality: Migrant Human Rights (Hart and Overmyer-Velázquez)

Readings:

- Jonas and Thomas, *Immigration: A Civil Rights Issue for the Americas*, selections [CP]

Documents:

- UN International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families - <http://www.ohchr.org/english/law/cmw.htm>

Week 7 Caribbean Migrations: Between the Old Slavery and the New (Martinez)

Readings:

- Martinez, Samuel, "The Onion of Oppression: Haitians in the Dominican Republic" (article MS); Marshall, Dawn I., "The History of Caribbean Migrations" [CP]

Documents:

- Popular Songs [CP]

Week 8 Spring Break!

Week 9 Cigars and Bushes: Farmworkers in Connecticut (Gabany-Guerrero)

Readings:

- Ruth Glasser, *Aqui Me Quedo*, chaps. 1 and 2; Torres, *Latinos in New England*, selections; Tricia Gabany-Guerrero, "Latinos in Connecticut" in Mark Overmyer-Velázquez, ed, *Latino America*. New York: Greenwood Press, forthcoming. [CP]

Documents:

- Nuestras Historias/Our Histories – Connecticut Historical Society Oral History Project: <http://www.chs.org/nuestrashistorias/main.htm>

Film:

- "Connecticut's Tobacco Valley"

Week 10 Latino Health Disparities (Pérez-Escamilla)

Readings:

- Marcelli, E.A. 2004. "The Unauthorized Residency Status Myth: Health Insurance Coverage and Medical Care Use among Mexican Immigrants in California," *Migraciones Internacionales* 2(4): 5-35. [CP]

Documents:

- "Immigrants in Connecticut: Labor Market Experiences and Health Care Access Articles," Democracyworks: http://www.democracyworksct.org/3425_final.pdf

****Due: Journal – 2nd Installment****

Week 11 Activist Migrants: Religious and Educational Communities in CT (Reyes/Drynness/Sepúlveda)

Readings:

- Andrea Drynness, "'Confianza is where I can by myself': Latina mothers' constructions of community in education reform." *Ethnography and Education* Vol. 2, No. 2, June 2007[CP]

Documents:

- Poetry as Pedagogy: Poems by First Generation Migrants[CP]

Week 12 UConn Farmworker Health Clinic (Gould)

Readings:

- Austin, "The Struggle for Health in Times of Plenty," in Thompson, et al. *The Human Cost of Food*. Austin, TX: UT Press, 2002. [CP]

Documents:

Migrant Health Guides - <http://www.migrantclinician.org/>; <http://migranthealth.org/>

Week 13 Child Welfare Practice with Immigrant and Refugee Children (Drachman)

Readings:

- Martinez, et al., "Voices from the Field-Interviews with Students from Migrant Farmworker Families." *The Journal of Educational Issues of Language Minority Students*. Winter 1994: pp 333-348; Drachman, "Immigrants and Refugees in Child Welfare" Special Issue *Child Welfare Journal* Sept/Oct 2005[CP]

Documents:

- "Undercounted, Underserved: Immigrant and Refugee Families in the Child Welfare System" - <http://www.f2f.ca.gov/Immigrants.htm>

Week 14 Takin' it to the (Wo)man: Connecticut Latinos in Action (Harris and Cotto)

*Field Trip!: Class meets at CT Legislative Office Building (LOB): <http://www.cga.ct.gov/>

*Followed by conversations with Luis Cotto, Hartford City Council, Working Families Party of Connecticut and co-owner of Hartford's Pan-Latino Coffee House and Bookstore, La Paloma Sabanera: <http://www.lapalomasabanera.com/>

Readings:

- Torres, *Latinos in New England*. Philadelphia: Temple U. Press, 2006, selections. [CP]

Documents:

- Pan-Latino Space: La Paloma Sabanera Coffee House and Bookstore
 - [2000 U.S. Census Reports](#)
- "Hispanic Population: Census Brief": <http://www.census.gov/prod/2001pubs/c2kbr01-3.pdf>
"Connecticut: 2000": <http://www.census.gov/prod/2002pubs/c2kprof00-ct.pdf>

Week 15 Conclusions and Wrap-up (Overmyer-Velázquez, et al.)

*Special evening session: Dinner and student round-table presentations

****Due: Journal – 3rd Installment****

2008 – 23 Proposal to Add LING 5799

1. Date: 2/26/08
2. Department requesting this course: **LING**
3. Semester and year in which course will be first offered: Fall 08

Final catalog Listing

LING 5799 Directed Reading in Linguistics

1-6 credits. Independent Study.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LING
 2. Course Number (see Note B): 5799
- If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes ___ No
3. Course Title: Directed Reading in Linguistics
 4. Course description (if appropriate -- see Note K):
 5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 1-6
 6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
Independent Study

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): Yes
12. S/U grading, if applicable (see Note X):

Justification

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

For bookkeeping reasons, it would be convenient for us to be able to look at a transcript and get an idea of the level of work done in an independent study. 5799 is intended for lower-level directed reading on a topic. 6799 will be used for more advanced research.

2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected:
5. Number and Size of Section:
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P):
8. Dates approved by (see Note Q):
Department Curriculum Committee: 2/26/08
Department Faculty: 2/26/08
9. Name, Phone Number, and e-mail address of principal contact person: Jon Gajewski/6-1584/jon.gajewski@uconn.edu

2008 – 24 Proposal to Add POLS 32YY & 32yyW

Date: February 2008
Department: **Political Science**
Abbreviated Title: **Electoral Realignment**

Final catalog Listing

POLS 32YY. Electoral Realignment

Either semester. Three credits.

Theoretical and empirical examination of electoral realignment in the United States.

POLS 32YYW. Electoral Realignment

Either semester. Three credits.

Items included in catalog listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 3XXX and 3XXXW
3. Course Title: Electoral Realignment
4. Semester offered: Either
5. Number of Credits: Three
6. Course description: Theoretical and empirical examination of electoral realignment in the United States.

Optional Items

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: POLS 173/1602
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: NA
14. Open to Sophomores: NA
15. Skill Codes "W", "Q", or "C": "W"
16. S/U grading: NA

Justification

1. Reasons for adding this course

Courses on political affiliation and electoral behavior are common components of political science curricula at American colleges and universities. The concept of electoral realignment represents an increasingly important area of study within this broad topic and includes a literature that is best addressed within a course dedicated to the topic. Courses on parties (POLS 241/2607) or electoral behavior (POLS 242/3612) touch on the subject of electoral realignment only in the context of a more general overview of their subject areas.

The "W" variant component of this course is being proposed simultaneously because the department is attempting to increase its "W" courses so that it may meet the GEOC requirement for majors. Proposing the "W" variant simultaneously will allow instructors to teach the course either as a regular course or as a "W" variant, depending upon departmental need.

When the course is taught as a "W," the course will meet the specific criteria for "W" courses in that:

- 1a. Students will be expected to write at least one 15-page research paper that will use political science tools to gain a deeper understanding of some aspect of electoral realignment. The required research paper will allow the students to look in greater depth at topics previously discussed and/or apply broader theories to specific cases of realignment in the American experience. Students will be required to prepare a topic proposal, an outline, a bibliography, and first draft. Students will receive instructor and peer

suggestions and criticism on this draft and will then rewrite and submit a revised (final) paper based on those suggestions and criticisms.

1b. Students will receive formal writing instruction during class time, and instruction will review such topics as thesis statements, citation format, research skills, UConn library resources, and plagiarism. Class time will also be devoted to peer editing of and comments on the drafts and students will receive written and verbal commentary from the instructor on their drafts. Students will be expected to incorporate and respond to commentary provided by the instructor both on the draft and in individual meetings with the instructor.

1c. At each stage of writing the paper, students will receive feedback from the professor and their peers. The stages include the topic proposal, outline, research bibliography, and draft paper. All four stages prior to the final version are mandatory. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course, and that the "W" component constitutes a majority of their overall grade.

2. Academic Merit

The course builds upon the examination of political parties and electoral behavior introduced in POLS 173/1602 and involves a detailed analysis of an aspect of political behavior that may or may not be introduced in POLS 241/2607. The proposed course provides students with the opportunity to examine critically a theoretical and empirical literature that developed over the past 125 years and deals with a notable aspect of American political science.

Electoral realignment has occupied the attention of many of the leading theorists in American political behavior for more than a century, and continues to be a focal point for examination and debate. The course will begin with a review of the work of some of these theorists. Students then look closely at major cases that are generally cited in political science as examples of realignment and the contemporary political scene. The emphasis then turns to the application of theory to empirical behavior. An illustrative issue here is that electoral realignment is sometimes characterized as an electoral substitute for political revolution, a kind of "safety valve" in the political process.

This course is designed to develop students' research, thinking and writing skills about theoretical and empirical aspects of a significant issue in political science. The proposed course will help meet the demand for "W" offerings in the department and comparative politics subfield. When the course is taught at as "W," the major assignment for students will be a 15-page research paper. The students will prepare a bibliography, outline, and draft; receive instructor and peer criticism; and then submit a revised paper. The students will use political science tools to gain a deeper understanding of some aspect of the topic. Students may also present their findings to the class at the end of the semester.

3. Overlapping Courses: none

4. Number of Students Expected: POLS 3XXX, 45; POLS 3XXXW, 19 students.

5. Number and Size of Section: NA

6. Effects on Other Departments: This proposal was sent to the Sociology Department and History Department.

7. Effects on Regional Campuses: none.

8. Staffing: Schurin

9. Approvals Received and Dates:

Department: 10/12/05

Department Head: 9/28/05

Departmental C&C Committee: 10/5/05

American Politics Committee: 10/5/05

(Note that the delay in sending this proposal forward is due to a combination of factors, including Lewis's sabbatical and the recent change in Schurin's status to full-time in the department.)

10 Names and Phone Numbers of Persons for the C&C to contact:

Carol Lewis, 6-3468, carol.lewis@uconn.edu

Abbreviated Syllabus
POLS 3XXX/3XXXW—Electoral Realignment

Overview

Analysts of American party development and voting behavior often focus on the concept of electoral realignments—significant, transforming events that create new eras of party dominance that last for a generation or more and, in turn, have major impacts on public policy.

This course examines electoral realignment from a theoretical and empirical perspective. We begin with a review of major conceptual work in this area, followed by an analysis of multiple cases conventionally cited in the literature and then turn to an examination of current trends. The course concludes with an evaluation of the concept's explanatory and predictive value in the current period.

Sample Readings

- In the "W" variant of the course, students will be asked to purchase Scott and Garrison's book, *The Political Science Student Writer's Manual*, or a similar work.
- Theodore Rosenof, *Realignment: The Theory That Changed the Way We Think About American Politics*.
- A. James Reichley, *The Life of the Parties*.
- Donald Critchlow, *Conservative Ascendancy*
- Ronald Brownstein, *Second Civil War*.
- Selected scholarly articles and book chapters in political science

Writing Requirement for "W" variant

Students must pass the "W" component of the course in order to pass the course, and the "W" component constitutes a majority of the course grade.

- 15-page term paper 60% of final grade
Students are required to prepare a topic proposal, an outline, a bibliography, and first draft. Students will receive instructor and peer suggestions and criticism on this draft and will then rewrite and submit a revised (final) paper based on those suggestions and criticisms. Students may also present their findings to the class at the end of the semester.
- Other course requirements may include a midterm exam (20% of final grade), a final exam (15% of final grade), and class participation (5% of final grade).

Sample Topics

Conventional views: political parties and typology of elections
Introduction to the concept of political realignment
Theoretical model of realignment
The concept of the "critical election" and cyclical theories
Contending theories
Development of Party Systems I-IV The New Deal alignment and the post-New Deal party system
The Reagan-Gingrich era: Realignment, de-alignment, or what?
Case study in regional realignment: the movement of the South
Heightened divisions and new patterns of alignment
The 1990's and 2000's: Is realignment theory still valid?

2008 – 25 Proposal to offer a 3295 "Special Topics" Course

1. Date of this proposal: February 22, 2008
2. Semester and year 3295 will be offered: Fall 2008
3. Department: **Modern and Classical Languages** Section: CAMS, Classics and Ancient Mediterranean Studies

4. Title of course: Hellenistic World

5. Number of Credits: 3
6. Instructor: Sara Johnson
7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. If so, how many times? N/A

10. Short description:

Prerequisite: CAMS 101 OR 102, or consent of instructor. Enrollment cap: 25 students. This course will serve as an overview of the Greek east from Alexander to Cleopatra (336-30 BC). After establishing a chronological framework (Alexander's conquests, the struggle of the successors, and the division of the eastern Mediterranean into competing kingdoms), the course will proceed thematically, examining various aspects of the Hellenistic world (philosophy, literature, religion, economic developments, art, etc). The course will conclude by examining the rise of Rome and its impact on the Hellenistic kingdoms, culminating in the defeat of the last of the Hellenistic monarchs, Cleopatra, at the battle of Actium. Requirements will include a midterm, final and research paper.

11. Please attach a sample/draft syllabus to first-time proposals. (see below)

12. Comments, if comment is called for:

This is intended to be the pilot for a new upper-level CAMS class, ideally to be crosslisted with HIST, to be offered in alternating years in the fall. It will complement existing surveys such as CAMS 3254/HIST 3214 (Ancient Greece), CAMS 3255/HIST 3216 (Ancient Rome), and CAMS 3243/HIST 3217 (World of Late Antiquity), all of which touch on but cannot fully cover the culture of the Hellenistic world.

13. Dates approved by (see Note Q):

Department Curriculum Committee: February 27, 2008
Department Faculty: February 29, 2008

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

Sara Johnson, 486-5388, sara.johnson@uconn.edu

Sample Draft/Syllabus

CAMS 3295. Hellenistic World.

Fall 2008
MWF 11-11:50

Textbook: Green, [Alexander to Actium](#)

Additional primary sources will be assigned for each topic as appropriate, using primary source handbooks, a coursepack, or electronic reserve.

Schedule of Topics (rough draft)

August 25 Introduction

August 27 Alexander
 August 29 Alexander

 September 1 Labor Day
 September 3 Successors (323-316) [Chapter 1]
 September 5 Successors (316-301) [Chapter 2]

 September 8 Demetrius of Phalerum [Chapter 3]
 September 10 Epicureanism & Stoicism [Chapter 4]
 September 12 New Comedy [Chapter 5]

 September 15 Successors (301-276) [Chapter 8]
 September 17 Ptolemaic Alexandria & the Library [Chapter 6]
 September 19 Hellenistic Art I [Chapter 7]

 September 22 Egypt and Syria (276-222) [Chapter 9]
 September 24 Hellenistic Cities: Alexandria, Antioch, Pergamum [Chapter 10]
 September 26 Hellenistic Kingdoms: Royal Bureaucracy [Chapter 12]

 September 29 Hellenistic Poetry: Callimachus [Chapter 11]
 October 1 Hellenistic Poetry: Apollonius Rhodius [Chapter 13]
 October 3 Hellenistic Poetry: Theocritus [Chapter 15]

 October 6 Macedonia and Greece (239-222) [Chapter 16]
 October 8 Rome and the West [Chapter 14]
 October 10 Review

 October 13 MIDTERM
 October 15 Polybius [Chapter 17]
 October 17 Macedon and the Rise of Rome (221-196) [Chapter 18]

 October 20 Hellenism and the Greeks [Chapter 19]
 October 22 Hellenization and the East
 October 24 Hellenism and Resistance?

 October 27 Hellenistic Art II [Chapter 20]
 October 29 Economy of the Hellenistic World [Chapter 21]
 October 31 Individualism and Society [Chapter 22]

 November 3 Ruler Cult and Traditional Religion [Chapter 23]
 November 5 Rome and the Fall of Macedon (196-168) [Chapter 24]
 November 7 Rome and the Greeks (168-146) [Chapter 25]

 November 10 Hellenistic Science, Technology & Medicine [Chapter 26-28]
 November 12 Hellenism and the Jews: Before the Maccabees [Chapter 29]
 November 14 Hellenism and the Jews: the Maccabean Revolt and the Hasmoneans

 November 17 Egypt, Syria and the Rise of Parthia (145-116) [Chapter 30]
 November 19 Egypt, Syria and Mithridates (116-80) [Chapter 31]
 November 21 Hellenistic Art III and the Mystery Cults [Chapter 32-33]

 November 24-28 THANKSGIVING

 December 1 Hellenistic Philosophies [Chapter 34-36]
 December 3 Caesar, Pompey & the Last of the Ptolemies (80-30) [Chapter 37]
 December 5 Review

2008 - 26 Proposal to offer a COMM 298/4995 "Special Topics" Course

1. Date of this proposal: **2/28/08**
2. Semester and year 298/4995 will be offered: **Fall 2008**
3. Department: **Communication Processes**
4. Title of course: **Managing and Negotiating Interpersonal Conflict**
5. Number of Credits: **3**
6. Instructor: **Melissa Tafoya**
7. Instructor's position: **Assistant Professor of Communication**
8. Has this topic been offered before? **No**
9. If so, how many times? **N/A**
10. Short description: **How people use communication to manage their interpersonal conflicts. Following an overview about the nature of conflict, we will explore conflict in various contexts, such as relational, intercultural and organizational. In order to facilitate this process, we will draw information from a variety of disciplines, including family studies, psychology, and communication.**
11. Please attach a sample/draft syllabus to first-time proposals: **(See attachment)**
12. Comments, if comment is called for: **N/A**
13. Dates approved by (see Note Q): **3/4/2008**
Department Curriculum Committee: **N/A**
Department Faculty: **Carolyn Lin, Diana Rios, Ross Buck, Arthur VanLear, David Atkin, and Kristine Nowak**
14. Name, Phone Number, and e-mail address of principal contact person:
Melissa Tafoya, 486-3687, Melissa.Tafoya@uconn.edu

"Good Communication is as stimulating as black coffee, and just as hard to sleep after"
-Anne Morrow Lindbergh

COM 312 (Conflict Management and Negotiation) **Day/Time**

Instructor: Dr. Melissa Tafoya
Office: PCSB 217
Office Phone: 860-486-3687

E-mail : Melissa.Tafoya@uconn.edu
Office Hours:
Meetings made by appointment also

Course Description

This course stresses how people use communication to manage their interpersonal conflicts. Following an overview about the nature of conflict, we will explore conflict in various contexts. In order to facilitate this process, we will draw information from a variety of disciplines, including family studies, social psychology, and of course, communication. The focus of this course will reflect that of the research that has been done to date.

Course Goals

- I have three goals for you:
1. that you learn about the nature of conflict--how conflict is defined, what elements scholars emphasize, and how we measure conflict;
 2. that you learn how conflict occurs in different relationships and contexts; and
 3. that you discuss conflict from an educated point of view and identify functional ways of managing it.

Course Readings

Canary, D. J., Cupach, W. R., and Messman, S. J. (1995). *Relationship conflict: Conflict in parent-child, friendship, and romantic relationships*. Thousand Oaks, CA: Sage. **[CCM]**

Cupach, W. R., and Canary, D. J. (1997/2000). *Competence in interpersonal conflict*. Prospect Heights, IL: Waveland. **[C&C]**

I also recommend that you have easy access to a copy of:
Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC; American Psychological Association.

Policies

Student Responsibilities:

1. Come to class on time and prepared: have the readings done and be ready to actively discuss the day's topic and/or engage in class work. I would like this class to be centered on discussion. If you do not read, then I need to regurgitate the information in the text. I would rather the class keeps up with the readings. Accordingly we can discuss the theory or concept in depth.
2. TURN OFF cell phones, pagers, and the like. I have been known to ask students to leave if a cell phone rings with a deduction in participation points for that day. There are exceptions with prior instructor consent and a valid reason.
3. Be respectful. Please do not speak while I or another student is speaking. It is very rude and distracting. If you have a comment, please raise your hand and you will get a chance to speak. Additionally, listen to what your peers have to say. You may not agree with everything that is said, just as your peers may not agree with what you say. Please respect those around you and support peers' comments and be open to new ways of thinking. No harassment of any kind will be tolerated. This class will deal with many sensitive or controversial issues. An important aspect to remember, at all times, is to respect your classmate's opinions. Please do not use sexist, ageist, ethnic or racist language. This type of behavior will not be tolerated.
4. Realize that everyone's opinions and experiences are valuable. SILENCING yourself or others' is the best way to avoid learning.
5. If you really feel strongly about something or have a major issue you would like to discuss, please come see me during office hours or make an appointment. Class time is your learning time and anything that impedes the learning environment will be quickly removed from my classroom.

Attendance Policy:

Class is conducted in order to share important information. By missing class, you lose that information. Additionally, we will have many class activities, short written assignments, pop-quizzes and homework assignments in which points will be lost if you miss class. Participation points are also affected by missing class. If the absence is a university excused absence, in-class activities and participation points can be made up. Otherwise, you lose out on those points and your grade will be affected. Excused absences are for athletics, religious reasons, and extreme illnesses or emergencies. Prior notification is required for school athletics and religious holidays.

Academic Honesty: The College of Public Programs and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Disciplinary action may result in the student being suspended or expelled from the College, given an XE on his or her transcript, and/or referred to Student Judicial Affairs. For further information, please read the Student Academic Integrity policy and the code of conduct for The Hugh Downs School of Human Communication at:

<http://com.pp.asu.edu/academic/acadintpol.html>.

Academic dishonesty could take any of several forms in this class. Perhaps the three most common forms of academic dishonesty are collusion, cheating on an exam, and plagiarism. (Mongeau, 2002, Fall course).

Collusion (two students working together) on a homework includes one student copying answers from another student's work. Collusion on an exam would include (although this is not a comprehensive list) copying another student's answers, exchanging information during an exam, and other similar activities. Evidence of collusion is generally evidenced by two students handing in homework assignments or exams with identical sets of answers. By placing this statement into my syllabus, I do not want to eliminate study groups or several individuals working together on assignments. What I do not want is for one person to do the work and more than one person to hand it in. In short, it's fine to work together, but when it comes time to write up your assignment, work individually.

Cheating on an exam (see also collusion on an exam, above) would include a sidelong glance at a fellow student's work, the preparation and use of a "crib sheet", stealing a copy of the exam, arranging for a substitute to take an exam, and talking during an exam.

Plagiarism is using someone else's words or ideas without proper credit being given to that source. A paper given to an instructor by a student is assumed to be in the student's own words and to represent his or her ideas, unless certain words and ideas are specifically credited to a proper authority. A paper bearing a student's name that does not do this is plagiarized and reflects misrepresentation and dishonesty.

Plagiarism can also occur in many forms. Word-for-word copying of another work without the use of quotation marks or citing that source, paraphrasing another person's ideas without proper citation of that work, providing a misleading citation, and handing in another student's work (e.g., a paper from a previous year) would all be considered plagiarism.

Assignments and Deadlines: All work must be solely yours and for this course only. All assignments are due at the beginning of the class. All assignments need to be handed in to me personally. I will not accept assignments through e-mail or under my door. Any assignment that is late will be penalized. There will be a 10% reduction per day an assignment is late (including weekends). If you turn your paper in halfway into class or after class, you will automatically have a 10% deduction.

E-Mail/Phone Policy: I will check my e-mail once daily, and will respond during my office hours. If you do not receive a response from me within a few days, please call me to be certain that I received the message. I will not check nor will I answer e-mail during weekend hours.

Contesting Grades: If you disagree with the grade I have given, it is your responsibility to give me written notification. Wait 24 hours after the assignment has been handed back before coming to me with a dispute. I will be glad to discuss your concerns at that time.

Accommodations: Those who would benefit from alternative sites and/or dates for quizzes and exams and who are registered with Disability Resources for Students should notify me during the first two weeks of the semester. I will gladly work with you to accommodate your needs.

**You are responsible for reading the chapters in bold. The reading is to be done by the time that you walk into class on the date given. Pop quizzes are given throughout the session, so please be prepared.

Tentative Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assigned readings & Assignments</u>
T - 8/22	Introduction to the Course – Expectations 1 st Class Activity	
Th - 8/24	Why Study Conflict?	CCM – Ch. 1
T - 8/29	Dimensions of Conflict	C & C – Ch. 1
Th - 8/31	A Competence-based view on conflict	C & C – Ch. 2
T - 9/05	Conflict Messages	C & C – Ch. 3
Th - 9/07	Cont'd	
T - 9/12	Background Influences	C & C – Ch. 4
Th - 9/14	Cont'd – Paper Proposal Due	PAPER PROPOSAL DUE
T - 9/19	Proximal influences	C & C – Ch. 5
Th - 9/21	Cont'd	
T - 9/26	Outcomes of Conflict Messages	C & C – Ch. 6
Th - 9/28	Cont'd – Social Conflict Paper Due	SOCIAL CONFLICT PAPER DUE
T - 10/03	Tie up loose ends and Mid-term Review	
Th -10/05	MID-TERM	MID-TERM
T - 10/10	Family Conflict	CCM – Ch. 3
Th -10/12	Cont'd	
T - 10/17	Friendship Conflict	CCM – Ch. 4
Th -10/19	Romantic relationships	CCM – Ch. 5
T - 10/24	Romantic Relationships Cont'd	
Th -10/26	Begin Violence & Power	C & C – Ch. 9
T - 10/31	Cont'd Personal Conflict Paper Due	PERSONAL CONFLICT PAPER
Th -11/02	Begin Intercultural Conflict	C & C – Ch. 7
T - 11/07	Conflict in Intercultural Relationships	
Th -11/09	Begin Organizational Conflict	C & C – Ch. 8
T - 11/14	Finish up organizational conflict -	C & C – Ch. 10
Th -11/16	Conflict Mediation (TENTATIVE DUE TO NCA)	TENTATIVE...
T - 11/21	RESEARCH PAPER DUE IN CLASS	RESEARCH PAPER DUE
Th -11/23	No Class – Happy Thanksgiving	
T - 11/28	Ethical Considerations	C & C – Ch. 11
Th -11/30	More Ethics	
T - 12/05	Final Exam Review	Exam Review
Tuesday	Final Exam Dec 12th 4:40-6:30 p.m.	

***Note:** C&C= Cupach and Canary (1997); CCM = Canary, Cupach, & Messman (1995).

Grading Policy

It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment.* The grade descriptions I abide by are as follows:

A = outstanding Work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

E = below average work in which little or no effort seems to have been expended by the student.

Grading Scale:

These assignments, like the class schedule, are tentative and are subject to change according to the progress of the class. One thing that will not change, however, is the fixed nature of the scale. Please don't expect to get bumped up to the next grade if you're within a few points, because you'll be disappointed.

Your grade from this course will come from 5 sources: two exams, social conflict paper, personal conflict paper, research paper, and participation. *No assignments will be accepted late without a grade deduction.* Your final grade will be determined by your total number of points. **I do not grade on a curve.**

Exam #1	100 pts
Exam #2	100 pts
Social Conflict Paper	30 pts
Personal Conflict Paper	30 pts
Research Paper	100 pts
Participation Points	40 pts
Total Points	400 pts

Assignments

Examinations. You will have two examinations that will reflect the major units covered in this course. The tests consist of multiple choice, matching questions and true/false questions. The tests are not cumulative. Do not just memorize or skim the text to study for the test. A student who merely skims or memorizes materials in the textbook will see several answers that “look” correct, when only one answer is the correct answer. This means that you must not just skim; rather you must understand the content and concepts.

Social Conflict Report. This 2-4 page report concerns conflict that have personally experienced or observed between or among people who do not know each other. For example, topics can include lack of civility in restaurants, road rage, and aggression in sports venues. You will write about the background to the conflict, the issues at stake, how the conflict was managed, and any outcomes of the conflict

Personal Conflict Report. This 2-4 page report assignment concerns conflict that you have personally experienced or observed between two people who know each other (i.e., roommate, parent-child, sibling, friend, and romantic partners). You will write about the background to the conflict, the issues at stake, how the conflict was managed, and any outcomes of the conflict.

Research Paper. Each of you will write a 6-9 page research paper, not counting references and supporting material. This assignment requires that you select a context of conflict (e.g., parent-child, friendship, organizations, etc.) and review the most relevant literature that has been most recently published. A minimum of 5 references will be required, beyond the course material. You should *synthesize* the literature in order to make valid conclusions regarding your context of choice.

Participation. Participation in this class is vital to your learning about communication in conflict. Specifically, throughout the term, you will be assessed according to the following criteria:

- a. attendance. For those who want a guideline, then count on losing one-third of a participation grade for every absence.
- b. preparedness to discuss the readings. Be sure to read the assignments and be prepared to offer and receive questions about the reading content.
- c. in-class exercises. Many will be fun, but all will require thinking.
- d. keeping in touch if you have any questions (please see office hours above).

2008 – 27 Proposal to Change COMM 212 (4340)

1. Date: Feb. 21, 2008
2. Department: Communication Sciences
3. Nature of Proposed Change: **Dropping the C requirement (which will become defunct next fall) and changing the spelling of a word**

Final catalogue copy:

COMM212 (4340). Visual Communications.

4. Current Catalog Copy: [text pending – JJM]
5. Proposed Catalog Copy: [text pending – JJM]
6. Effective Date (semester, year -- see Note R): Fall, 2008
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course:

The **C** requirement will become defunct next fall, we need to drop it from the new catalog. The word "**Communications**" is spelled in the way that is not consistent with the practice of our discipline and will be changed to "**Communication**" instead.

2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: None.
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/4/2008
Department Faculty: 3/4/2008
8. Name, Phone Number, and e-mail address of principal contact person:
Carolyn Lin, 486-3984, carolyn.lin@uconn.edu

2008 – 28 Proposal to Add PNB 4XXX

1. Date: 2/27/08
2. Department requesting this course: **PNB**
3. Semester and year in which course will be first offered: Fall, 2008

Final catalog Listing:

PNB 4XXX. Biology of Nervous System Diseases

First semester, alternate years. Three credits. Prerequisite: PNB251 or PNB274; MCB200, MCB203, MCB204, or MCB210; or consent of instructor. *Nishiyama, Walikonis*

Application of basic biological principles of genetics, molecular and cell biology, and physiology toward an interdisciplinary understanding of the mechanisms of disease and repair processes in the nervous system. Topics include established concepts and areas of current research on chronic neurodegenerative, synaptic, and demyelinating disorders, acute trauma and cerebrovascular disorders, and plasticity and repair.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PNB
2. Course Number (see Note B): 4XXX
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: Biology of Nervous System Diseases
4. Semester offered (see Note C): First semester, alternate years
5. Number of Credits (see Note D): Three credits
6. Course description

Application of basic biological principles of genetics, molecular and cell biology, and physiology toward an interdisciplinary understanding of the mechanisms of disease and repair processes in the nervous system. Topics include established concepts and areas of current research on chronic neurodegenerative, synaptic, and demyelinating disorders, acute trauma and cerebrovascular diseases, and plasticity and repair.

Optional Items

7. Number of Class Periods, if not standard (see Note E): not applicable
8. Prerequisites, if applicable (see Note F):
PNB251 or PNB274; MCB200, MCB203, MCB204, or MCB210; or consent of instructor
9. Recommended Preparation, if applicable (see Note G): knowledge of the nervous system and basic principles of genetics or molecular and cellular biology.
10. Consent of Instructor, if applicable (see Note T): necessary if prerequisites are not fulfilled
11. Exclusions, if applicable (see Note H): not applicable
12. Repetition for credit, if applicable (see Note I): not applicable
13. Instructor(s) names if they will appear in catalog copy (see Note J): Nishiyama, Walikonis
14. Open to Sophomores (see Note U): no
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable
16. S/U grading (see Note W): no

Justification

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

Many students who major in Physiology and Neurobiology pursue a career in health care and related fields. We propose to offer this course to upper level undergraduate students to challenge them to apply the basic knowledge obtained in different disciplines in biology toward an integrated concept of understanding disease mechanisms as deviations from the normal state.

2. Academic Merit (see Note L):

Many students have mastered the skill of learning a body of knowledge provided to them in the form of textbooks. However, they require further training in integrating and synthesizing the knowledge acquired through different courses toward an interdisciplinary theory to explain biological

phenomena. This course will use neurological disorders as an example for such an academic exercise. This course will be counted toward the PNB major and will expand the selection of advanced courses for upper level undergraduate students in the major.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 100
5. Number and Size of Section: 1 section, 90 students
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 3/7/08
Department Faculty: 3/7/08
10. Name, Phone Number, and e-mail address of principal contact person:
Akiko Nishiyama, 6-4561, akiko.nishiyama@uconn.edu

2008 – 29 Proposal to Add SPAN 1XXX

1. Date: January 31, 2008
2. Department requesting this course: **Modern & Classical Languages**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing: SPAN 1XXX

SPAN 1XXX. Contemporary Spanish Culture and Society through Film

Either semester. Three credits. Prerequisite: None. No Spanish required. Taught in English. Critical approaches to Spanish culture and society since the pre-civil war to our days as portrayed in Spanish film. Introduction to filmic textual analysis and film history. Discussion of topics such as the avant-garde, social art, revolutionary movements, civil war, exile, Francoism, democratic transition, peripheral nationalisms, immigration, cultural diversity, postmodernity, globalization.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 1XXX
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: Contemporary Spanish Culture and Society through Film
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Critical approaches to Spanish culture and society since the pre-civil war to our days as portrayed in Spanish film. Introduction to filmic textual analysis and film history. Discussion of topics such as the avant-garde, social art, revolutionary movements, civil war, exile, Francoism, democratic transition, peripheral nationalisms, immigration, cultural diversity, postmodernity, globalization.

Optional Items

7. Number of Class Periods, if not standard (see Note E): One 3-hour class/week.
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): None
10. Consent of Instructor, if applicable (see Note T): No
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Gustavo Nanclares (MCL), Ana Maria Diaz-Marcos (MCL)
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): No
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course (see Note L):
SPAN 1XXX will be the only 1000-level course in Spanish film offered by MCL. It will provide students with the opportunity to learn about modern Spanish culture and film from their freshmen year without having to be proficient in the language.
2. Academic Merit (see Note L):
This course will serve as an introduction to filmic textual analysis and the history of Spanish film. It will also provide students with a preliminary understanding of 20th Century Spanish culture and society and its relations to cultural and historical processes in other European and Latin American countries.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 200
5. Number and Size of Section:
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Gustavo Nanclares (MCL), Ana Maria Díaz-Marcos (MCL).

9. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, 486-9261, gustavo.nanclares@uconn.edu.

2008 – 30 Proposal to Add PNB 4YYY

1. Date: 3/4/08
2. Department requesting this course: **PNB**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

PNB 4xxx. Neuroethology

Fall semester. Three credits. Prerequisite: PNB 274 or consent of instructor. Recommended: PNB 251. Chapple

Neural mechanisms of stereotyped behavior in vertebrates and invertebrates, emphasizing model systems. Examination of how these systems are shaped by environmental requirements and the evolutionary histories of the animals.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PNB
2. Course Number (see Note B): 4xxx
3. Course Title: Neuroethology
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Neural mechanisms of stereotyped movements in vertebrates and invertebrates, emphasizing model systems. Examination of how these systems are shaped by environmental requirements and the evolutionary histories of the animals.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 2 (75 minutes)
8. Prerequisites, if applicable (see Note F): PNB 274
9. Recommended Preparation, if applicable (see Note G): PNB 251
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): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Chapple
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): No
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) We currently do not have enough upper level courses in our major to allow our students to satisfy the requirements for graduation without using courses from other departments.
2. Academic Merit (see Note L): Current courses in PNB are primarily concerned with mammalian systems and there is no course currently that covers the mechanisms of sensory and motor control of invertebrates and lower vertebrate behavior. Many of these mechanisms have played an important role in shaping our understanding of central nervous function. Concepts such as central pattern generators and reafference have originated from investigations on these preparations, and our understanding of mechanisms of synaptic plasticity and neuromodulation has been influenced by investigations of these model systems. May be counted towards the PNB major.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 20
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): A description of the course was provided to the departments of Ecology and Evolutionary Biology and to Psychology. This course contains material not covered in the courses they teach.
7. Effects on Regional Campuses: none
8. Staffing (see Note P): William Chapple

9. Dates approved by (see Note Q):

Department Curriculum Committee: March 7, 2008

Department Faculty: March 7, 2008

10. Name, Phone Number, and e-mail address of principal contact person: William Chapple, 6-4558, william.chapple@uconn.edu