

Departmental Course Proposals for the 18 November 2008 Meeting

1. Proposals postponed from an earlier meeting

(Italics indicate a proposal awaiting departmental revision)

2008 -- 140 Proposal to Change HIST 3562

1. Date: **September 23, 2008**
2. Department: **History**
3. Nature of Proposed Change: **Title and description change**

4. Current Catalog Copy:

3562 History of Women and Gender in the United States, 1790-Present

Women and gender in family, work, education, politics, and religion. Impact of age, race, ethnicity, region, class, and affectional preference on women's lives. Changing definitions of womanhood and manhood.

5. Proposed Catalog Copy:

3562 History of Women and Gender in the United States, 1850-Present

History of gender and the lives and cultural representations of women in the U.S., emphasizing intersections with race, sexuality, class, region, and nation.

6. Effective Date **Fall 2009**

Justification

1. Reasons for changing this course: **New faculty member has taken over the course, description needs updating**
2. Effect on Department's Curriculum: **None**
3. Other Departments Consulted **This course is cross-listed with Women's Studies (WS 3562)**
4. Effects on Other Departments: **There will be no change in substantive role of course**
5. Effects on Regional Campuses: **n/a**
6. Staffing: **McElya**
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/24/2008
Department Faculty: 9/24/08
Women's Studies Faculty ???
8. Name, Phone Number, and e-mail address of principal contact person:
Dan Caner, 6-3650, daniel.caner@uconn.edu

2008 – 145 Proposal to Change EEB 2214 (introduce online version)

1. Date: September 3, 2008

2. Department: **Ecology and Evolutionary Biology**

3. Nature of Proposed Change: **addition of a fully online section of EEB2214**

4. Current Catalog Copy:

2214. Biology of the Vertebrates (214) First semester. Three credits. Two 1-hour lecture periods, with demonstrations. Prerequisite: Three credits of introductory Biology. *Rubega, Schwenk, Wells*
Evolutionary history and diversity of vertebrates with emphasis on classification, fossil history, feeding, locomotion, physiological ecology, reproduction, defense, and social behavior.

5. Proposed Catalog Copy:

2214. Biology of the Vertebrates (214) First semester. Three credits. Two 1-hour lecture periods, with demonstrations. Prerequisite: Three credits of introductory Biology. *Rubega, Schwenk, Wells*
Evolutionary history and diversity of vertebrates with emphasis on classification, fossil history, feeding, locomotion, physiological ecology, reproduction, defense, and social behavior.

6. Effective Date effective immediately

Justification

1. Reasons for changing this course: A fully online section will allow students who otherwise may not be able to enroll in the course to do so (e.g. students at regional campuses, continuing education students, students who return home during intersession semesters).

2. Effect on Department's Curriculum: None

3. Other Departments Consulted None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: Offering EEB2214 in a fully online section will allow regional campus students to enroll in this class.

6. Staffing: Charles F. Smith

7. Dates approved by (see Note Q):

Department Curriculum Committee: 10 October 2008

Department Faculty: 16 October 2008

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

Charles F. Smith

860-486-4158

smithcf@hotmail.com

2008 – 146 Proposal to Add ENGL 3082

1. Date: October 17, 2008
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing:

ENGL 3082. Writing Center Practicum

Either semester, One credit. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#).

Consent of instructor is required. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3082
3. Course Title: Writing Center Practicum
4. Semester offered: Either
5. Number of Credits: One credit
6. Course description: An introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): n/a
8. Prerequisites, if applicable (see [Note F](#)): n/a
9. Recommended Preparation, if applicable (see [Note G](#)): n/a
10. Consent of Instructor, if applicable: Consent of instructor is required.
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: Yes
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: Open to sophomores or higher
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): n/a
16. S/U grading (see [Note W](#)): Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Justification

1. Reasons for adding this course: (see [Note L](#)) Currently, the Writing Center's practicum is listed under a number for the English Department's variable topic courses. Tonry, Deans and Bedore have offered it at Storrs and Avery Point for the past two years, and would like to add it to the department's offerings as a discrete course with a grade of S/U. Currently, the variable topic course is graded.

2. Academic Merit (see [Note L](#)): This course introduces new undergraduate staff members to the field of Writing Center research and theory, and develops their tutorial skills. Practicum assignments typically include a book review, a peer observation, extensive work on the practice and underlying theories of peer tutoring, and a research proposal. Over the past two years, this course has consistently prepared undergraduates for independent research in the field, and presentations at regional and national conferences. The course also prepares students for work with the English Department's 1010S course, the interdisciplinary Writing Fellows program, and the Writing Center's outreach projects with public high schools.

3. Overlapping Courses (see [Note M](#)): None.

4. Number of Students Expected: 25.

5. Number and Size of Section: One section

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

7. Effects on Regional Campuses: Offered at regional campuses.

8. Staffing (see [Note P](#)): Unchanged.

9. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 9/15/08

Department Faculty:10/22/08

10. Name, Phone Number, and e-mail address of principal contact person: Kathleen Tonry; 486-9104;
kathleen.tonry@uconn.edu

2008 – 147 Proposal to Change the ENGL Major

1. Date: October 22, 2008
2. Department requesting this change: **English**
3. Title of Major: **English**
4. Nature of Change: **These plug some new courses into their proper slots in the structure of our major requirements, reflect changed course numbers, and delete the discontinued C skill courses.** Specifically:
5. Existing catalog Description of the Major:

English

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

- A. Introduction to Literary Studies (3 credits) ENGL 2600. This course should be taken within a semester of declaring the major or at its next offering.
- B. Literary History (9 credits): One course from group 1, one course from group 2, and a third course from group 1, 2, or 3:
 - 1) Survey and period courses before 1800: 2100, 3111, 3113, 3115, 3805W, 3807W.
 - 2) Survey and period courses after 1800: 2101, 2201, 2203, 2301, 3119, 3177W, 3801W, 3803W, 3809W, 3811W.
 - 3) Multi-period, multicultural, and ethnic literature courses: 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3605, 3607.
- C. Methods (6 credits). One course from group 1 and a second course from group 1 or 2:
 - 1) 2401, 2405, 2407, 3240, 3265W, 3318, 3403, 3406, 3409, 3420, 3422, 3601, 3603, 3609, 3613, 3617, 3619, 3621, 3623, 3625, 3650, 3651.
 - 2) 3003W, 3003WC, 3701, 3703, 3705, 3707, 3709.
- D. Major Author (3 credits). One course from the following: 3501, 3503, 3505, 3507, 3509.
- E. Advanced Study (3 credits). One from the following: 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W. These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy.
- F. Additional courses (6 credits). In addition to courses used to satisfy requirements A-E above, six credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements:

- 1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are 2100, 3111, 3113, 3115, 3301, 3495, 3501, 3503, 3505, 3507, 3805W, 3807W, 4965W.
- 2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are 2301, 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3318, 3605, 3607, 4203W, 4301W, 4302W.
- 3) No more than three credits from the following courses may count toward the English major: 3003W, 3003WC, 3011C, 3011W, 3091, 3692, 3701, 3703, 3705, 3707, 3709.

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

Concentration in Irish Literature. English majors may choose to pursue a concentration in Irish Literature. Within the requirements for all English majors, these students will select four courses in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

Study Abroad in London: The Department of English sponsors programs in London occurring on an as-offered basis. These include the UConn Summer in

London program and ENGL 3193, a spring course that includes a trip to London during the winter break.

6. Proposed catalog Description of the Major: English

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

A. Introduction to Literary Studies (3 credits) ENGL 2600. This course should be taken within a semester of declaring the major or at its next offering.

B. Literary History (9 credits): One course from group 1, one course from group 2, and a third course from group 1, 2, or 3:

1) Survey and period courses before 1800: 2100, 3111, 3113, 3115, 3805W, 3807W.

2) Survey and period courses after 1800: 2101, 2201, 2203, 2301, **3117, 3118**, 3119, ~~3177W~~, 3801W, 3803W, 3809W, 3811W.

3) Multi-period, multicultural, and ethnic literature courses: 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3605, 3607.

C. Methods (6 credits). One course from group 1 and a second course from group 1 or 2:

1) 2401, 2405, 2407, **2408, 2409, 2411**, 3240, 3265W, 3318, **3320**, 3403, ~~3406, 3409~~, 3420, 3422, 3601, 3603, 3609, 3613, 3617, 3619, 3621, 3623, 3625, 3650, 3651.

2) 3003W, ~~3003WC~~, **3010W**, 3701, 3703, 3705, 3707, 3709.

D. Major Author (3 credits). One course from the following: 3501, 3503, 3505, 3507, 3509.

E. Advanced Study (3 credits). One from the following: 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W. These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy.

F. Additional courses (6 credits). In addition to courses used to satisfy requirements A-E above, six credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements:

1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are 2100, 3111, 3113, 3115, 3301, 3495, 3501, 3503, 3505, 3507, 3805W, 3807W, 4965W.

2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are 2301, 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3318, **3320**, 3605, 3607, 4203W, 4301W, 4302W.

3) No more than three credits from the following courses may count toward the English major: 3003W, ~~3003WC~~, **3010W**, ~~3011W~~, **3082**, 3091, 3692, 3701, 3703, 3705, 3707, 3709.

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

Concentration in Irish Literature. English majors may choose to pursue a concentration in Irish Literature. Within the requirements for all English majors, these students will select four courses in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

Study Abroad in London: The Department of English sponsors programs in London occurring on an as-offered basis. These include the UConn Summer in London program and ENGL 3193, a spring course that includes a trip to London during the winter break.

7. Effective Date (Spring, 2009)

Justification

1. Why is a change required? To accommodate recently added courses, changes in course numbers, and discontinued courses.

Explanation of changes:

. . . to **sec. B.2:** "Romantic and Victorian Lit" is deleted and replaced by the new (previously approved) separate courses 3117 (Romantic) and 3118 (Victorian).

. . . to **sec. C.1:** Previously approved numbering changes are reflected for Modern Novel (previously 3409, now 2409) and Modern Drama (previously 3406, now 2408. 2411 (Popular Lit), previously approved as a course, is now added to this list that includes other genre courses.

. . . to **sec. C.2:** 3003WC (formerly 249WC—Advanced Composition) is deleted because all C courses have now been phased out of the catalog. 3003W remains.

3010W is added to this list because the department approved counting it toward the major, but it presumably belongs among those courses from which only three credits may be counted.

. . . to **Distribution Requirement 2:** 3320 (India) is added because it teaches an ethnic literature and belongs in the same category as 3318 from which it was extracted.

. . . to Distribution Requirement 3:

Two C courses are deleted because the C skill code has been discontinued. Their W counterparts remain.

3082, the new 1-credit Writing Center practicum, and 3010W, Advanced Composition for Teachers, are added because they appear to belong in the same category as writing courses and internships.

2. What is the impact on students? It will offer a few more choices.

3. What is the impact on regional campuses? None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: 10/13/08

Department Faculty: 10/22/08

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

A. Harris Fairbanks

6-2376

albert.fairbanks@uconn.edu

2008 – 149 Proposal to Add PSYC 5600

1. Date: **October 21, 2008**
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: **Fall 2009**

Final catalog Listing

PSYC 5600. Research and Practice of Industrial/Organizational Psychology.

1 Credit. Instructor Consent Required. May be repeated for up to 12 credits. Seminar.

Current research and practice in industrial/organizational psychology, with intra- and extramural speakers.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **PSYC**
2. Course Number: **5600**

If using a specific number, have you verified with the Registrar that this number is available for use? Yes No

3. Course Title: **Research and Practice of Industrial/Organizational Psychology**

4. Course description:

Current research and practice in industrial/organizational psychology, with intra- and extramural speakers.

5. Number of Credits: 1

6. Course type:

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable: **Students must be admitted to a graduate program in Psychology**
8. Recommended Preparation, if applicable: **N/A**
9. Consent of Instructor, if applicable: **Consent of Instructor Required**
10. Exclusions, if applicable: **N/A**
11. Repetition for credit, if applicable: **Repeatable for up to 12 credits**
12. S/U grading, if applicable: **S/U grading**

Justification

1. Reasons for adding this course:

There is no existing course that specifically covers the broad range of topics in industrial/organizational psychology that will be addressed in this course. Intra- and extramural speakers will review their current research programs, thus permitting graduate students and faculty to engage in dialogue with active researchers and practitioners about cutting-edge research in the field.

2. Academic Merit:

Graduate students need the opportunity to hear and react to current research in their chosen field. The Graduate Program in Industrial/Organizational psychology has active researchers in several areas of specialization of industrial/organizational psychology (eg., personnel and organizational, human factors, occupational health psychology), and it is critical that graduate students be exposed to cutting-edge research in both their own, and other areas of specialization. The seminar and colloquium format of this course will allow students and faculty to come together on a regular basis to engage other researchers and practitioners, and to report on their own programs of research. Such experience and training is critical to the academic success of the students.

3. Overlapping Courses: **None**

4. Number of Students Expected: **15 per offering**

5. Number and Size of Section: **15**

6. Effects on Other Departments: **None**
7. Staffing: **Faculty from the Graduate Program in Industrial/Organizational Psychology**
8. Dates approved by:
 - Department Curriculum Committee: **Sept 12, 2008**
 - Department Faculty: **N/A** (Dept. CC&C gives final approval)
9. Name, Phone Number, and e-mail address of principal contact person:
Robert A. Henning
486-5918
robert.henning@uconn.edu

2008 – 154 Proposal to Change GEOG 3210

1. Date: 10/15/08

2. Department: **Geography**

3. Nature of Proposed Change: **Change Number and Title**

4. Current Catalog Copy:

3210. Applied Population Geography

(238) Either semester. Three credits. Recommended preparation: GEOG 1000 or 2100.

The study of the composition and growth of small area populations with respect to public and private sector decision making in more developed societies. Basic concepts and techniques for analyzing local populations are presented in the context of significant population issues in the United States.

5. Proposed Catalog Copy:

4210. Population Geography

(238) Either semester. Three credits. **Prerequisite: Open to juniors or higher.** Recommended preparation: GEOG 1000 or 2100.

The study of the composition and growth of small area populations with respect to public and private sector decision making in more developed societies. Basic concepts and techniques for analyzing local populations are presented in the context of significant population issues in the United States.

6. Effective Date: Fall 2008

Justification

1. Reasons for changing this course:

In the renumbering process that recently occurred, this course was inadvertently given a 3000 level number. This course is more appropriate for the senior level. The new title "Population Geography" is more consistent with all other geography course titles that denote a particular field within geography.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted: None

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: Drs. Cooke and Vias

7. Dates approved by:

Department Curriculum Committee: 10/10/08

Department Faculty: 10/15/08

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

Robert Cromley, x-2059, robert.cromley@uconn.edu

2008 – 155 Proposal to Add MARN 5035 [Postponed at department's request]

1. Date: 24 October 2008
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

MARN 5035. Environmental Analytical Techniques

3 credits. 2 hours lecture, 3 hours lab. Prerequisite: CHEM127 and 128 or consent of instructor. Skoog, Mason. Basic analytical concepts and techniques used in marine chemistry and marine biology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 5034
3. Course Title: Environmental Analytical Techniques
4. Course description (if appropriate -- see Note K):
Basic analytical concepts and techniques used in marine chemistry and biology.
5. Number of Credits): 3
6. Course type Lecture and lab

Optional Items

7. Prerequisites CHEM127 and 128 or consent of instructor
8. Recommended Preparation
9. Consent of Instructor, above
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

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

The department has acquired a large number of analytical instruments during the past 10 years. This equipment is used extensively by our graduate students. There is presently no course that focuses on analytical techniques.

2. Academic Merit (see Note L):

The department has no course with focus on analytical techniques and their physical, biological or chemical basis. This course will give our grad students a way of learning a number of analytical techniques they can use in their research while at the same time learning about the fundamental chemical principles behind the techniques and analytical applications in general. Statistical approaches and experimental design will also be discussed. The course will endeavor to include discussion of the major branches of analytical chemical techniques (spectroscopy, spectrometry, chromatography, electrochemistry) and applications based on kinetics and thermodynamic principles.

3. Overlapping Courses (see Note M): NA

4. Number of Students Expected: 5-10

5. Number and Size of Section: 1, 10 students

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

7. Staffing (see Note P):

Annelie Skoog, Associate Professor

Robert Mason, Professor

8. Dates approved by (see Note Q):

Department Curriculum Committee:05/01/08

Department Faculty:10/24/08

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

Annelie Skoog

860-405-9220

annelie.skoog@uconn.edu

Environmental Analytical Techniques (EAT)

Principles of basic analytical techniques used in marine environments, 3 credits

- I. Professors: Annelie Skoog, room 384, Marine Sciences Building
E-mail: annelie.skoog@uconn.edu
Robert Mason, room 388, Marine Sciences Building
E-mail: robert.mason@uconn.edu
- A. Class Hours: Mon, Wed
B. Office Hours: By arrangement
C. Prerequisites: Basic chemistry or consent of professor

II. Course Aim and Scope:

A. Aim: To familiarize students with basic analytical concepts and techniques used in marine chemistry.

B. Scope: Subject material will emphasize:

1. Function of equipment in the SMALER facility and equipment owned by faculty in the department
2. Active use of analytical techniques
- ~~1.~~ 2.3. Appropriate documentation of analytical work and results
4. Basic statistical techniques useful for evaluation of analytical data
5. Basic concepts in chromatography and spectroscopy
6. Whole core sediment incubations and processes occurring in the sediment and at the sediment-water interface.

III. Course Format/Function:

- A. Lectures: Usually Monday, but see the schedule for exceptions. Before class, handouts will be distributed that contain pertinent figures and tables. Many class notes can be taken on the handout.
- B. Laboratories: Usually 3 hours on Wednesdays, but see the schedule for exceptions. In addition, during the sediment-core incubation, students are required to take turns sampling the cores on a schedule determined by the student group. Expect to spend ~3 hours per sampling time. See handout on sediment-core incubation for further information.
- C. Laboratory note book: You are expected to keep a VERY detailed laboratory note book. The note book is due at the end of the semester and will be graded for completeness, readability, and neatness. Leave the first few pages of the notebook open when you start it – this should be used to add an index. Number the pages consecutively. Write only on the left OR right hand pages. One page in each spread should be left open so you can add additional notes if needed. DO NOT take notes on other paper and copy it in to your lab note book. The lab note book should always be with you in the lab and you should be using it continuously.
- D. Laboratory reports: Reports on technique and data are due ~one week after the lab (see schedule for due dates). All lab reports are expected to include Introduction, Methods, Results, and Discussion. All should be brief. The Introduction should be a brief description of the technique and the equipment used. The Methods section should include information on chemicals used, range of concentrations for standard curves, r^2 for standard curves, and information on any statistical method used. Results should include appropriately formatted figures with figure legends and a brief description of the results. (As in the Results section in a paper). The Discussion should include one paragraph discussing the results.
- E. Reading logs: A reading log will be required for all material read in class (including copies of book chapters and primary literature) and will be graded for content, clarity, and context. The reading logs are due at the end of the semester. The reading logs should have the format of informal notes, comments, and connections with present or previous research performed by the student. The comments and connections with research are the most important for the grade on this assignment.
- F. Final paper and presentations. The student will write a short paper (10-12 pages double spaced, not including Reference list) on a subset of data from the class. The student chooses the subset, but the data should include at least 3 of the techniques and results from the class. The chosen data should give a coherent picture of one or more processes. The paper should include Abstract, Introduction, Methods, Results, Discussion, Conclusion, and References. You will also give an American-Society-of-Limnology-and-Oceanography-format talk on your paper (12 minutes for talk, 3 for questions) using Power Point on the final day of class.
- E. Grading: Course grades will be based on a variety of activities:
1. Final exam (30%)
 - ~~1.2.~~ 1.2. Reading log (10%)
 - ~~1.3.~~ 1.3. Lab reports (20%)
 - ~~1.4.~~ 1.4. Lab note book (10 %)
 - ~~1.5.~~ 1.5. Final paper and talk (15%)
 - ~~1.6.~~ 1.6. Overall class participation and participation quality (15%)

IV. Literature:

- A. Primary literature and short sections from analytical books. Expect 1-3 papers per week.

2008 – 157 Proposal to Drop ANTH 3023

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

3023. Pre-Colonial Africa

(223) Either semester. Three credits.

A survey of African society and history prior to and including the Atlantic slave trade.

4. Effective Date): immediately

Justification

1. Reasons for dropping this course: This has not been taught in some time because the faculty member in charge has left the university. We do not currently have the staffing to offer it. Also, the department is revising our curriculum and we do not intend to offer this in the foreseeable future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

2008 – 158 Proposal to Drop ANTH 3042

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

3042. Contemporary Mexico

(227) Either semester. Three credits.

Analysis and interpretation of interrelated economic, political and cultural processes in the contemporary social life of Mexico and the U.S.-Mexico borderland. Draws broadly on the social science literature with a special focus on anthropological contributions.

4. Effective Date (immediately

Justification

1. Reasons for dropping this course: This has not been taught by a regular faculty member (vs. an adjunct) in some time because no member of our department specializes in Mexico. We do not currently have the staffing to offer it and we do not anticipate hiring a Mexico specialist in the foreseeable future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dtes approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

2008 – 159 Proposal to Drop ANTH 3100

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

3100. Theories of Society

(283) Either semester. Three credits. Recommended preparation: 2000-level or above social science course work.

Theories about human culture and society. Attempts to formulate general theories that integrate cultural, social, and psychological factors in the ethnographic investigation of human life.

4. Effective Date : immediately

Justification

1. Reasons for dropping this course: The faculty member in charge of this course has left the university. We offer and continue to introduce other theory courses that overlap in content and no current faculty member wants to teach this one.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / jocelyn.linnekin@uconn.edu

2008 – 160 Proposal to Drop ANTH 3102

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

3102. Cultural Dynamics

(239) Either semester. Three credits.

Interrelations among cultural, social and psychological factors influencing the process of cultural growth and change.

4. Effective Date): immediately

Justification

1. Reasons for dropping this course: The faculty member who introduced this course left the university nearly a decade ago. Although this has been taught by others intermittently, it has been superseded by new courses that address similar content with more contemporary rubrics. We offer other courses that overlap in content with this one and no current faculty member has expressed interest in teaching this in the future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

2008 – 161 Proposal to Drop ANTH 3201

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

**3201. People and the Conservation of Nature
(282) Either semester. Three credits.**

Local communities and their environments, resource use, land tenure and conservation of healthy landscapes.

4. Effective Date : immediately

Justification

1. Reasons for dropping this course: The faculty member who introduced this course left the university several years ago. Since then we have hired new faculty members who are addressing the same issues with more current conceptual frameworks. New courses have been and continue to be added that cover this content and fulfill the role that this course had in our curriculum.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

2008 – 162 Proposal to Add ANTH 3XXX

1. Date: 2008.09.29
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing (see Note A):

ANTH 3XXX Human Dimensions of Sustainability

Either semester. Three credits. Open to sophomores or higher.

Historical survey of human responses to sustainability problems & analysis of solution effectiveness and failures. The correspondence of cultural institution design, collective action failure and success, and cultural resilience.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **Anth**
2. Course Number: **3XXX**
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: **Human Dimensions of Sustainability**
4. Semester offered: **either**.
5. Number of Credits: **three credits**
6. Course description: **Historical survey of human responses to sustainability problems & analysis of solution effectiveness and failures. The correspondence of cultural institution design, collective action failure and success, and cultural resilience.**

Optional Items

7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **at least one Anthropology course;**
10. Consent of Instructor, if applicable: **n/a**
11. Exclusions, if applicable: **n/a**
12. Repetition for credit, if applicable: **n/a**
13. Instructor(s) names if they will appear in catalog copy: **n/a**
14. Open to Sophomores: **open to sophomores and higher.**
15. Skill Codes "W", "Q", or "C": **n/a**
16. S/U grading: **n/a**

Justification

1. Reasons for adding this course: **The University of Connecticut is building strength in environmental sciences. Existing programs and courses focus on knowledge and skills necessary to understand ecosystem components and changes and to distinguish effective from ineffective resource management. None address the human dimensions, which determine our effectiveness in responding to specific sustainability problems. Too often, human interventions make matters worse, not better.**
2. Academic Merit: **Human resource management effectiveness depends on successful collective action to address specific sustainability problems. The problems arise from complexly related sets of variables at multiple scale levels, and exhibit important non-linearities. Cultural institutions may produce, exacerbate, or minimize sustainability problems, and variations in cultural design correspond with successful and failed responses to these problems. The study of how cultures achieve specific goals and of the properties of cultures that produce resilience constitutes a goal of central importance to the sustainability of human communities.**
3. Overlapping Courses: **None.**

4. Number of Students Expected: **20-30**
5. Number and Size of Section: **One offering, no sections.**
6. Effects on Other Departments: **None.**
7. Effects on Regional Campuses: **None.**
8. Staffing: **Handwerker**
9. Dates approved by (see Note Q):
Department Curriculum Committee: 23 october 2008
Department Faculty: 23 october 2008
10. Name, Phone Number, and e-mail address of principal contact person:

W. Penn Handwerker, 0071, handwerker@uconn.edu

Human Dimensions of Sustainability
Anth 3XXX

THIS COURSE surveys human responses to sustainability problems & analysis of solution effectiveness and failures. We focus on the correspondence of cultural institution design, collective action failure and success, and cultural resilience. Resource management effectiveness depends on successful collective action to address specific sustainability problems. The problems arise from complexly related sets of variables at multiple scale levels, and exhibit important non-linearities. Cultural institutions may produce, exacerbate, or minimize sustainability problems, and variations in cultural design correspond with successful and failed responses to these problems. Too often, human interventions make things worse than better. The study of how cultures achieve specific goals and of the properties of cultures that produce resilience thus constitutes a goal of central importance to the sustainability of human communities.

REQUIREMENTS: Six discussion papers (due at the beginning of class the day of discussion), active participation in class discussions, and a Final Exam.

WEEK 0. ORIENTATION

WEEK 1. THE PROBLEM & THE PROTAGONISTS

Big Question

If the earth has a carrying capacity, how can we know what it is?

Readings:

Hardin, Garrett. The Tragedy of the Commons. *Science* 1968; 162:1243-1248.

Simon, Julian Resources, Population, Environment: An Oversupply of False Bad News. *Science* ;1980208:1431-1437.

WEEK 2. ONE RULE FOR 400,000 YEARS OF CULTURAL EVOLUTION

Big Question

How did our ancestors create ever-improving productivity and a better life?

Readings:

Handwerker, W Penn. *The Evolution of Choice & the Origin of Cultures*. Walnut Creek, CA: Left Coast Press, 2009. Chapter 1

Tainter, Joseph A. Archaeology of Overshoot and Collapse. *Annual Review of Anthropology* 2006; 35: 59-74

Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapter 4

WEEK 3. TWO RULES FOR CULTURAL DESIGN

Big Question

What highly effective and specific forms of resource management systems did our ancestors create?

Readings:

Netting, Robert M. *Cultural Ecology*. 2nd edition. Long Grove, IL: Waveland Press, 1986.

WEEKS 4-5. CULTURES

Big Question

How do cultures make people do things, so that they accomplish specific goals?

Readings:

- Netting, Robert M. *Cultural Ecology*. 2nd edition. Long Grove, IL: Waveland Press, 1986.
- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapter 5
- Sheridan, Thomas E. Embattled Ranchers, Endangered Species, and Urban Sprawl: The Political Ecology of the New American West. *Annual Review of Anthropology* 2007; 36:121-38

WEEK 6. CONSCIOUSNESS, COGNITION & IRRATIONALITY

Big Question

What are major limitations to the effective design of resource management systems?

Readings:

- D'Andrade *The Development of Cognitive Anthropology*. Cambridge: CUP, 1995. Chapters 8, 9
- Shafir E, LeBoeuf RA. Rationality. *Annual Review of Psychology* 2002;53:491-517.

WEEK 7. CREATIVE MINDS, INFORMATION FLOW, & WINNOWING

Big Question

Where do new things come from?

Readings:

- Handwerker, W Penn. *The Evolution of Choice & the Origin of Cultures*. Walnut Creek, CA: Left Coast Press, 2009. Chapters 2, 3, 4

WEEK 8. HOW PEOPLE MAKE CHOICES

Big Question

What can we learn about resource management design from corruption and war?

- Handwerker, W Penn. *The Evolution of Choice & the Origin of Cultures*. Walnut Creek, CA: Left Coast Press, 2009. Chapters 5, 6

- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapter 6

WEEKS 9, 10, 11. CULTURAL DESIGN & COLLECTIVE ACTION

Big Question

What do we have to do to avoid catastrophes like the 'tragedy of the commons'?

Readings:

- Liu, J. et al. Complexity of Coupled Human and Natural Systems. *Science* 2007;317:1513-1516.
- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapters 8, 9
- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapters 10, 11
- Acheson James M. Institutional Failure in Resource Management. *Annual Review of Anthropology* 2006; 35:117-34.
- Folke, Carl, T. Hahn, P. Olsson, and J Norberg. Adaptive Governance of Social-Ecological Systems. *Annual Review of Environment & Resources* 2005;30:441-73.
- Ostrom, Elinor A Diagnostic Approach for Going Beyond Panaceas. *PNAS* 2007; 104:15181-15187.

WEEK 12. DIRECTIONS FOR POLICY AND PROGRAMS

Big Question

What are the 5 most important sustainability issues today and how are they interrelated?

I EXPECT YOU to familiarize yourself with

- Malthusian, Boserupian, and Darwinian perspectives on human population growth;
- the general course of human cultural evolution from the first appearance of contemporary *Homo sapiens sapiens* to the present day;
- the major changes in social relationships that have accompanied significant steps in human cultural evolution;
- the changes in resource access costs and power relationships that these processes reflect, and the changes in resource access costs and power relationships that these processes generate; and
- key controversies in the study of human population ecology.

Subsidiary Issues

- did population pressure lead to the origins of agriculture?
- did agriculture lead to the origins of "overpopulation"?
- what new problems arose when people created settled communities?
- how were the earliest agricultural communities organized?
- what sequence of changes led to the first cities and civilizations?
- did people eat better before or after the origins of agriculture?
- did population growth have anything to do with the origins of the state?
- why has population growth gone along with change in agricultural technologies?
- why did people begin to intentionally space births, and yet to have more children, after the development of agriculture?
- when were birth control techniques first developed, under what circumstances were they used, and how effective were they?
- where and how often have people killed their infants to control their population size?
- does warfare effectively control population size?

Subsidiary Issues

- was 18th century population growth responsible for England becoming the world's first industrial nation?
- why did European populations begin to grow so rapidly in the 19th century?
- when did people in Europe begin to sharply limit the sizes of their families and how did they do it?
- why did people in Europe and North America begin to want small families?
- why did people in China begin to have small families?
- why did the United States experience a Baby Boom between 1947 and 1960?
- why are the Eastern European countries that want to increase their populations having such a hard time convincing women to have more children?
- why have countries like India and Bangladesh had such a hard time reducing their birth rates? How do they compare with Mexico?
- why has the world's population grown so extraordinarily since 1950?
- why are cities growing so rapidly today?
- why don't Africans have fewer children?
- are Africans starving because there are too many of them?
- why can't family planning programs reduce birth rates significantly?
- what can family planning programs do?

Subsidiary Issues

- how did the U.S. become the world's breadbasket?
- what mistakes has U.S. agriculture made, and what, if anything, is being done about them?
- what are the prospects for people in Africa to feed themselves?
- should we close our borders to immigrants?
- who should decide who gets pregnant?
- who should decide the pregnancy outcome?
- what policy or policies should we pursue to assure the best quality of life for future generations?

2008 – 163 Proposal to Add ANTH 3XXY

1. Date: 2008.01.30
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Fall 2008

ANTH 3XXX Violence and Human Rights

Either semester. Three credits. Open to sophomores or higher.

Violence and human rights as cultural constructs; human rights claims; war, genocide, terrorism, street crime, domestic violence; deterrence and intervention policy.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **Anth**
2. Course Number: **3XXX**
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: **Violence and Human Rights**
4. Semester offered: **either**.
5. Number of Credits: **three credits**
6. Course description: **Violence and human rights as cultural constructs; human rights claims; war, genocide, terrorism, street crime, domestic violence; deterrence and intervention policy.**

Optional Items

7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **at least one Anthropology course; one or more of the courses for the Human Rights minor.**
10. Consent of Instructor, if applicable: **n/a**
11. Exclusions, if applicable: **n/a**
12. Repetition for credit, if applicable: **n/a**
13. Instructor(s) names if they will appear in catalog copy: **n/a**
14. Open to Sophomores: **open to sophomores and higher.**
15. Skill Codes "W", "Q", or "C": **n/a**
16. S/U grading: **n/a**

Justification

1. Reasons for adding this course: **Violence constitutes a central issue of daily life for people throughout the world. In the mid 20th century, for example, terrorist incidents reported in the international media numbered one or two per year. The number rose to around one per day through the late 20th century. Terrorist incidents skyrocketed to around three per day by the first years of the 21st century. Israelis alone have experienced more than 1,000 terror attacks since the signing of the Oslo agreement in 1993, which was intended to establish non-violent relations between Israel and Palestinians. But terrorist attacks have also killed Russians, Americans, British, Danes, Canadians, Saudis, Germans, French, Egyptians, Jordanians, Indians, Australians, Japanese, Philipinos, Indonesians, Pakistanis, Iraqis, and Afghans. Terrorists left Dutch filmmaker Theo van Gogh dead on the sidewalk with a knife in his chest, and the editor of a Sudanese newspaper, Mohammed Taha, without a head. Terrorist threats drove Hirsi Ali, a member of the Dutch parliament, to flee to the United States, and Seyran Ates, a German women's rights lawyer who won the Berlin Women's Prize in 2004 and a Civil Courage Prize in 2005, to close her law practice. Over the last three years, terrorists have carried out nearly 1,000 attacks in southern Thailand. The Rand-MIPT data base now contains information on more than 31,000 terrorist attacks carried out since 1968.**

The frequency of these kinds of terrorist incidents, however, pales in comparison to another form of violence that terrorizes its recipient, violence against women. Data collected in the U.S.

through the National Violence Against Women Survey indicate that 5.3 million terrorist incidents of this kind occur to women each year. These result in nearly 2 million injuries, 8 million days of lost paid work, and around 5.6 million days of lost household work. The direct effects of violence include scratches, bruises, welts, lacerations, knife wounds, broken bones, head injuries, sore muscles, internal injuries, broken teeth, burns, bullet wounds, and death. Sequelae of violence include traumatic brain injury; permanent disability, poor pregnancy outcomes, an elevated risk of STDs/HIV, PID, and cervical cancer, chronic pain and alcohol and drug abuse, chronic fatigue and tension, intense startle reactions, disturbed sleeping and eating patterns, nightmares, chronic headaches, abdominal pain, recurrent vaginal infections, and delayed physical effects such as arthritis, hypertension, and heart disease, depression and PTSD, suicide attempts, homicide by the victim, and later homicide of the initial victim. The CDC has estimated the annual costs of intimate partner violence against women in the United States at \$5.8 billion. Even within the United States, the annual costs of violence of all kinds against all people may exceed that figure by a factor of 10.

Although existing courses discuss particular forms of violence (e.g., crime, violence against women, racism, genocide) or particular relationships marked by violence (e.g., Israeli-Palestinian relations), no current undergraduate course in the social and behavioral sciences treats violence as a unitary phenomenon. Despite its many forms (e.g., war, genocide, terrorism, street crime, domestic violence, school yard bullying, and various forms of structural violence), however, all forms of violence induce trauma in individuals and the same long-term consequences in violence survivors, and may emanate from the same source.

2. Academic Merit: Freedom from violence forms a part of a widely recognized (albeit not by legalist scholars within the international human rights community) cluster of human rights. But it's not clear why humans inflict violence on each other; nor is it clear how to prevent the occurrence of its various forms. Because violence as well as human rights exhibit cultural variation, it's not always clear what constitutes either violence or a human right. Indeed, violence may constitute a means for claiming human rights. The proposed course provides a forum for students to acquaint themselves with the range of violence-related issues that affect their lives, including cultural variation in the construction of both violence and human rights, to become aware of and critically evaluate a significant range of views about the source or sources of violence, and to use that evolving understanding to critically evaluate contemporary policies and programs aimed at preventing violence.

3. Overlapping Courses: Existing courses in anthropology, political science, psychology, and sociology touch on issues raised in the proposed course, but the overlaps complement rather than conflict with one another.

4. Number of Students Expected: **20-30**

5. Number and Size of Section: **One offering, no sections.**

6. Effects on Other Departments: **None.**

7. Effects on Regional Campuses: **None.**

8. Staffing: **Handwerker**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 23 October 2008

Department Faculty: 23 October 2008

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

W. Penn Handwerker, 0071, handwerker@uconn.edu

Violence & Human Rights

ANTH 3XXX

THIS COURSE surveys theory and observations bearing on violence and human rights as cultural constructs; human rights claimed by people regardless of national or international governing bodies, sometimes through violent means; and cultural variation in how people think of and act in forms of violence that range from war, genocide and terrorism, to street crime and domestic violence. We conclude by examining the assumptions that underline current prevention, deterrence, and intervention policies inside and outside the 'human rights' establishment.

YOUR GRADE will come from 3 sources:

- (1) 35% will come from a 3,000 word (maximum) typed, single-spaced paper that identifies and critically evaluate the assumptions used to formulate policy and programs bearing on violence prevention, identifies an alternative (set of) assumption(s), and outlines some of the policy and program implications of that alternative. All forms of violence are fair game, from war, genocide, and suicide terrorism, to domestic violence, drunk driving, street shootings, school yard bullying, and community disadvantage. Present your findings during Weeks 10, 11, and 12; revise this paper in light of class discussion and submit a final version by the last day of Finals Week.
- (2) 35% will come from three (15% each) 500 word (maximum) typed, single-spaced papers that critically evaluate the issues and provide an answer to the questions posed for Weeks 1-9. Submit each paper the week we discuss the question that you address.
- (3) 30% will come from a Final Exam.

NOTE: The length restrictions mean that you have to write very high density sentences, which implies much re-writing; use Strunk & White's *The Elements of Style* as your guide to good writing. I will evaluate early drafts submitted electronically: (handwerker@uconn.edu).

Week 0: Orientation: How Does Violence Feel?

Week 1: Does Violence Come from Cultural Values, Norms, and Moral Beliefs?

- Atran S. The Moral Logic and Growth of Suicide Terrorism. *The Washington Quarterly* 2006;29:127-147.
de la Roche RS. Collective Violence as Social Control. *Sociological Forum* 1996; 11:97-128.
Bagley W. Brigham Young's Culture of Violence. Conference paper, 2002.
Vandello JA, Cohen D. Male Honor and Female Fidelity: Implicit Cultural Scripts That Perpetuate Domestic Violence. *Journal of Personality and Social Psychology* 2003; 84:997-1010.

Weeks 2-3: Does Religion Promote Violence?

Week 2:

- .Defense-The Torah and Self Kopel DB *Penn State Law Review* 42-109:17;2004
Kopel DB The Scottish and English Religious Roots of the American Right to Arms. *Bridges* 2004;12:291-312.
Kopel DB Self-Defense in Asian Religions. *Journal of Firearms and Public Policy* 2006; 18.

Week 3:

- .A Manual of Islamic Fundamentalist Terrorism .Israeli R *Terrorism and Political Violence* 40-14:23;
,Jihad Against Jews and Crusaders Islamic Front Statement, 1998.
.interview with Abu Bakaar Bashir –We Should Not Fear Being Called Radical Noor FAAI *Jazeera*. August 18 ,2006
.The Making of an Arch Terrorist :Zawahiri-Ayman Muhammad Rabi' Al .Raphaeli N *Terrorism and Political Violence*. 22-14:1;2002
.in press ,2007 .Evolutionary Perspectives on Religion and Terrorism :Militants and Martyrs .Alcorta CS ,osis RS

Week 4: Does Violence Come from Unmet Expectations?

- .Toward A Theory of Revolution .Davies JC *American Sociological Review*. 19-27:5;1962
Bellair PE, McNulty TL. Beyond the bell curve: Community disadvantage and the explanation of black-white differences in adolescent violence. *Criminology* 2005;43: 1135-1168
.Countering Global Insurgency Kilcullen DJ *Journal of Strategic Studies*. 617-28:597;2005

Week 5: Do Guns Promote Violence?

- Miller M, Hemenway D, Azrael D. State-level homicide victimization rates in the US in relation to survey measures of household firearm ownership, 2001-2003. *Social Science & Medicine* 2007;64:656-664.
Kates DB, Schaffer HE, Lattimer JK, Murray GB, Cassem EH. Guns and Public Health. *Tennessee Law Review* 1994;62:513-596.

Week 6: What Do Classic Experiments Tell Us About Human Violence?

Milgram S. Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology*. 1963;67:371-378.
Haney C, Banks C, Zimbardo P. A Study of Prisoners and Guards in a Simulated Prison. *Naval Research* 1973;1-17.
Zimbardo P. The Mind is a Formidable Jailer: A Pirandellian Prison. *New York Times Magazine* 1973;April 8:38-60.

Weeks 7-8: Are the Roots of Violence Evolved Properties of Human Minds?

Week 7:

de Quervain DF-J et al. The Neural Basis of Altruistic Punishment. *Science* 2004;305:1254-1258.
Henrich J et al. Costly Punishment Across Human Societies. *Science* 2006;312:1767-1770.

Week 8:

Diagnostics (O'Connor): Antisocial Personality, Sociopath, and Psychopathy
Widom CS. The Cycle of Violence. *Science* 1989; 244: 160-166.
Perry BD. Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.' In: *Children, Youth, and Violence*. (J Osofsky, Ed). Guilford Press, NY, pp. 124-148, 1997.

Week 9: Does Violence Come from Relationship Inequalities?

Handwerker WP. Why violence? *Human Organization* 1998;57:200-208.

.International Intervention and the Severity of Genocides and Policides. *Krain MInternational Studies Quarterly* -49:363;2005
.388

.and Mass Murder ,Genocide ,Power ,Democracy .Rummel RJJ*Journal of Conflict Resolution*.26-39;3;1995

Weeks 10-12: STUDENT PRESENTATIONS: Violence and the Human Rights Establishment

Messer E. The Anthropology of Human Rights. *Annual Review of Anthropology* 1993; 22:221-249.

Biolsi T. Bringing the Law Back In. *Current Anthropology* 1995; 36:543-571.

Wilson RA. Afterword to "Anthropology and Human Rights in a NewKey": The Social Life of Human Rights. *American Anthropologist* 2006;108:77-83.

Week 10: Domestic Violence

Thomas DQ Beasley ME. Domestic Violence as a Human Rights Issue. *Human Rights Quarterly* 1993;15:36-62.

Merry SE. Constructing a Global Law – Violence Against Women and the Human Rights System. *Law and Social Inquiry* 2003a;28:941-977.

Koss MP. Blame, Shame, and Community: Justice Responses to Violence Against Women. *American Psychologist* 2000; 1332-1343.

Week 11: Genocide

Wilson RA. Defining Genocide: Racial and Ethnic Groups at the International Criminal Tribunal for Rwanda. Unpublished manuscript.

.Americanist Reconsideration-Toward an Afro :The Second Amendment .Diamond RT ,Cottrol RJJ*Georgetown Law Journal*.361-80:309;1991

Week 12: Self-Defense Rights Claims

Frey B. Prevention of Human Rights Violations Committed with Small Arms and Light Weapons. Final Report to the General Assembly of the United Nations, 2006.

.Protection-The Second Amendment and the Ideology of Self Kates DB*Constitutional Commentary*.104-9:87 ;1992
Of Holocausts and Gun Control Kates DB ,Polsby DD*Washington University Law Quarterly*.75:1237;2004

2008 – 164 Proposal to Add ANTH 53XX

Date: October 31, 2008

Department: **Anthropology**

Abbreviated Title: **Evolution and Cognition**

CATALOGUE COPY:

ANTH 5XXX. Evolution and Cognition

Either semester. Three credits. Boster.

An introduction to recent work in evolutionary psychology, exploring the variety of ways in which we can understand human cognition as a product of evolution.

Effective Date of Change: immediately

1. Course Number: ANTH 5XXX

2. Course Title: Evolution and Cognition

3. Semester(s) offered: Either semester

4. Number of Credits: 3

5. Number of Class Periods: 1

6. Prerequisite/Required Preparation: None

7. Any required consent/any exclusions: None.

8. Repetition for credit: No

9. Instructor in charge: James Boster

10. Course description:

An introduction to recent work in the study of evolution and cognition, exploring the variety of ways in which we can understand human cognition as a product of evolution. Topics include cognitive adaptations for social life; mate choice; emotions and the social contract; the evolution of domain-specific modules for biological pattern recognition; and patterns of cognitive sexual dimorphism.

11. Semester and year in which course will be first offered: Fall or Spring 2009

JUSTIFICATION

1 Reasons for adding this course: This course has been taught twice before as a special topics course and will contribute to the departmental focus in ecology and evolution. It also contributes in an interdisciplinary focus in cognitive science.

2 Academic Merit: This course complements existing courses, including Anth 5306 Human Behavioral Ecology [Sosis]; Anth 5308 Human Evolutionary Theory [McBrearty]; Anth 5336 Cultural Ecology [Smith]; and Anth 5361 Ecology of Human Evolution [McBrearty]. It provides an emphasis on the evolution of cognition and emotion missing from the other offerings.

3 Overlapping Courses: Although this course complements the other courses in this cluster, it does not overlap with any of them.

4. Other Departments Consulted: Psychology, Cognitive Science

5. Number of Students Expected: Less than 15

6. Number and Size of Section: 1 section, 15 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates:

Department of Anthropology Faculty Meeting October, 2002

Dept. Curriculum Committee 23 Oct. 2008.

10. Names and Phone Numbers of Persons for the CCC to contact:

James Boster x6-2795/ James.Boster@uconn.edu

11. Staffing: No new staff required.

Anthropology 5xxx Seminar in Evolution and Cognition James Boster

This course is an introduction to recent work in the field some call "evolutionary psychology." It explores the variety of ways in which we can understand our minds and ourselves as products of evolution. The label "cognitive ecology" is preferred for two reasons: 1) it makes the label of the study of cognition from an evolutionary perspective more directly analogous to that of the field of behavioral ecology and 2) by so doing, it emphasizes those contributions to the field that emulate the rigor, the grounding in evolutionary theory, and the anthropological fieldwork aspects of behavioral ecology that is missing in much of the work in evolutionary psychology done by psychologists. Possible topics include cognitive adaptations for social life; mate choice and parental investment; emotions and the social contract; the evolution of domain-specific modules for biological pattern recognition; patterns of cognitive sexual dimorphism; and the evolutionary dimensions of the social relationships of dominance / submission and affiliation / conflict. We begin the course with a textbook that broadly outlines the field, and continue with works that explore in greater detail specific research questions about whether and how minds have been crafted by natural selection. The topics listed represent my guess about what would be of interest to various members of the seminar. Our goal will be to discover how to answer these research questions in a scientifically defensible way with proper attention to the testing of alternative hypotheses. The class will meet Tuesday afternoons from 3:00 PM to 5:00 PM in Beach Hall 404, with additional meetings to be arranged. My office hours will be held by appointment in Beach Hall room 439. My telephone is 486-2795 and my email address is james.boster@uconn.edu. Grades will be based on class participation (20%), the leading of class discussion (30%), and on a research proposal outlining how you would investigate a current problem in evolutionary psychology (50%). The research proposal will be due on what would be the day of the final examination. The required text is Steven Gaulin and Donald McBurney's *Psychology: An Evolutionary Approach* and the recommended texts are Jerome Barkow, Leda Cosmides, and John Tooby's *The Adapted Mind*; Robert Frank's *Passions Within Reason*; and Terrence Deacon's *The Symbolic Species*. Other readings will be chosen by members of the seminar. This syllabus is tentative – everything except the initial reading of Gaulin and McBurney is subject to negotiation.

Tentative Schedule of Topics and Readings

Week 1: (Jan. 16) Orientation

Week 2: (Jan. 23) Overview

Read Gaulin & McBurney 1 – 4
Barkow, Cosmides, and Tooby, Introduction & Chapters 1 – 2;

Week 3: (Jan. 30) Overview

Read Gaulin & McBurney 5 – 10

Week 4: (Feb. 6) Overview

Read Gaulin & McBurney 11 – 16

Week 5: (Feb. 13) Cognition and Natural Kinds

Read Barkow, Cosmides, and Tooby, Chapter 13; Boster 1996.

Week 6: (Feb. 20) Passions Within Reason

Read Barkow, Cosmides, and Tooby, Chapter 17;
Frank Chapters 1 – 6.

Week 7: (Feb. 27) Passions Within Reason

Read Frank Chapters 7 – 12.

Week 8: (Mar. 6) Cooperation and Social Exchange

Read Barkow, Cosmides, and Tooby, Chapters 3, 4, 11;

Week 9: (Mar. 13) Cognitive Sexual Dimorphism

Read Barkow, Cosmides, and Tooby, Chapter 14.

Week 10: (Mar. 20) Mate choice

Read Barkow, Cosmides, and Tooby, Chapters 5 – 7.

Week 11: (Mar. 27) Evolution, Language, & Culture I

Read Barkow, Cosmides, and Tooby, Chapter 12; D'Andrade 2002;

Week 12: (Apr. 3) Evolution, Language, & Culture II

Read Deacon Chapters 1 – 14.

Week 13: (Apr. 10) Thanksgiving Break ???

Weeks

2008 – 165 Proposal to Add ANTH 2XXX

1. Date: 2008.09.22
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing (see Note A):

ANTH 2XXX Anthropology of Museums

Either semester. Three credits. Open to sophomores or higher.

Museums as locales for intersecting issues of identity, memory, place, power, ethnicity, history, representation, and ownership. Special focus on collectors, theories, and methods touching on the collection and display of Native American bodies, histories, art, and artifacts.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: **Anth**
2. Course Number: **2XXX**
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: **Anthropology of Museums**
4. Semester offered: **either.**
5. Number of Credits: **three credits**
6. Course description: **Museums as locales for intersecting issues of identity, memory, place, power, ethnicity, history, representation, and ownership. Special focus on collectors, theories, and methods touching on the collection and display of Native American bodies, histories, art, and artifacts.**

Optional Items

7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **at least one Anthropology course or one of the required courses for the Native American Studies minor.**
10. Consent of Instructor, if applicable: **n/a**
11. Exclusions, if applicable: **n/a**
12. Repetition for credit, if applicable: **n/a**
13. Instructor(s) names if they will appear in catalog copy: **n/a**
14. Open to Sophomores: **open to sophomores and higher.**
15. Skill Codes "W", "Q", or "C": **n/a**
16. S/U grading: **n/a**

Justification

1. Reasons for adding this course: **This course examines the role of museums as locales where issues of identity, memory, place, and power intersect. Museums are, both overtly and covertly, engaged in the selective preservation, representation, and contextualization of objects, cultures, and histories over space and time. Museum professionals serve as culture-brokers and memory-shapers in their dealings with the general public, and are often highly influential in shaping and re-shaping popular perceptions of the past.**

The emergence of the academic discipline of anthropology is inextricably linked with the increasing popularity of public and private museums in European, American, and other world-wide settings. During the 19th century, antiquarian impulses inspired the collecting of diverse objects as fetishized curiosities. Scientific impulses led museums to exhibit human remains and other biological specimens. Nationalist impulses drove the construction of monuments to house and promote heroic events and imperialist memories. During the formative years of modern anthropology, Euro-American museums were intensely devoted to collecting rare ethnographic materials, guarding national patrimony, and promoting white cultural values.

Since the late 20th century, these museums have been at the center of complex, often contentious discourse around the legacy of these colonial representations, the impact of scientific and pseudo-scientific studies, and the ownership and repatriation of human remains and cultural property. Museum staff members have been increasingly challenged to include the diverse perspectives of people of color, women, and other under-represented minorities. In 21st century America, museums are also engaging with Native American communities as sovereign nations, rather than the vanishing remnants.

2. Academic Merit:

As part of this course, students will review the histories, theories and paradigms that have influenced regional, national, and international collecting processes and exhibitions, with a particular focus on Native American Indian collections. Students will gain practical hands-on experience outside the classroom through field trips to local archives to view primary sources, and to local museums to observe collections, curatorial methods, accession records, exhibition models, and interpretative practices. These sites will include: Mashantucket Pequot Museum, Tantaquidgeon Museum, Plimoth Plantation, Mystic Seaport, and the Indian and Colonial Research Center, among others. Students will also be expected to select an exhibition for critical review, focusing on the following points: content, themes, audience message, graphic design and physical structure, cultural representations, language, interpretive strategies, etc. This targeted study will enable students to directly examine specific practices surrounding a few particular exhibitions, while developing critical analyses of the myriad ways in which museums and museum audiences wield the power to form and transform social identities.

This proposed course will familiarize students with the impact of museum representations on contemporary social relations. Students will learn about various modes of signifying and communicating meaning and power, and they will come to appreciate the wide range of variables that determine precisely whose cultures are constructed and represented within the walls of any particular museum. Discussions of social relations, gender differences, ethnic concerns, tourism, marketing, cultural survival, and other topics will likely resonate with students' experiences elsewhere in academia and in their communities, and will inform the emergence of different communication skills and strategies.

Exploration of new trends in living history and historical museums will help students understand how people and communities who were once marginalized by Euro-centric museums have become collaborators and initiators in devising more respectful and historically accurate multicultural representations. The legal and social dimensions of new human rights legislation affecting museums and the ownership of cultural property (e.g. the Native American Grave Protection and Repatriation Act, the United Nations Resolution on the Rights of Indigenous Peoples), have provided fertile ground for complex anthropological research and discourse, and changing archaeological and curatorial practices. The material covered in this course will be particularly useful to students of anthropology who choose to minor or major in Native American Studies, but the material will also be relevant and useful to other students in anthropology, history, and sociology.

3. Overlapping Courses: **Existing courses in anthropology, art, and history touch on some of the issues raised in the proposed course, but none of the existing courses has a specifically anthropological approach to museums. Any overlaps in subject matter will, therefore, complement rather than conflict with other courses.**

4. Number of Students Expected: **20-30**

5. Number and Size of Section: **One offering, no sections.**

6. Effects on Other Departments: **None.**

7. Effects on Regional Campuses: **This course would be based at the Avery Point campus, and could also be offered at Storrs.**

8. Staffing: **Bruchac**

9. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 23 October 2008

Department Faculty: 23 October 2008

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

Dr. Margaret M. Bruchac (413) 512-0176 margaret.bruchac@uconn.edu

ANTHROPOLOGY OF MUSEUMS

Memory, Place, Power, and Representation

DRAFT SYLLABUS

Margaret Bruchac

Course Description:

This course examines the role of museums as sites where issues of identity, memory, place, and power intersect, and where museum professionals serve as culture-brokers and memory-shapers. Museums are, in practice, engaged in the selective preservation and representation of objects, identities, and histories over space and time. During the 19th century, antiquarian impulses inspired the collecting of diverse objects as fetishized curiosities, scientific impulses led museums to exhibit human remains and other biological specimens, and nationalist impulses drove the construction of monuments to house imperialist memories. During the formative years of modern anthropology, Euro-American museums were intensely devoted to collecting ethnographic materials, guarding national patrimony, and promoting white cultural values.

Museums have remained highly influential in shaping and re-inventing perceptions of the past, and have been increasingly challenged to consider Indigenous peoples, women, and other under-represented minorities. Since the late 20th century, museums have been at the center of sometimes contentious discourse around the legacy of colonial representations, the impact of scientific and pseudo-scientific studies, and the ownership and repatriation of human remains and cultural property. We will review the histories, theories and paradigms that have influenced regional, national, and international collecting processes and exhibitions, with a particular focus on Native American Indian collections. Students will examine practices at several regional art, history, and living history museums, while developing critical analyses of the myriad ways in which museums and museum audiences wield the power to form and transform social identities.

Required Texts:

Ames, Michael M. 1992. *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Vancouver: UCB Press.

Anderson, Gail, ed. 2004. *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Walnut Creek, CA: AltaMira Press.

Leah Dilworth, ed. 2003. *Acts of Possession: Collecting in America*. New Brunswick, New Jersey, and London: Rutgers University Press.

Shepard Krech III and Barbara Hail, eds. 1999. *Collecting Native America 1870-1960*. Washington, DC: Smithsonian Institution Press.

Required Reader:

Reader for Museum Anthropology available at Collective Copies.

Course Requirements:

- Completion of all assigned readings.
- Attendance and active participation in all class sessions.
- Completion of 5 response papers.
- Mid-term exam based on the assigned readings and class lectures.
- Participation in 4 out of the 5 scheduled museum field trips.
- Museum exhibition review.
- Final paper and final presentation.

Notes on Writing Response Papers:

You will be required to write FIVE short Response Papers, about 3 pages long and approximately 500-800 words each. These will be due every other week, starting with the second week.

Your Response Papers may include questions, insights, observations, points of confusion, and/or ideas for research that emerge from your readings. You may also discuss your reactions to films, lectures, discussions, or field trips. Please do *not* summarize the readings. These papers will serve as written reactions to what you've read and heard, and will form a record of some of your original ideas, questions, and comments on the topic for that week. You might discover resonances between readings, or surprising ideas, or you might choose to critique an author, then explain your position. Please be prepared to share your comments in class during group discussions. The thoughts in your Response Papers will also help you to generate ideas for potential topics for your final paper. These must be submitted on paper, in person, in class. They cannot be accepted late or via electronic mail.

Notes on the Museum Field Trips:

As a part of this class, you will participate in several scheduled field trips to local archives to view collecting records, and to several museums to observe exhibition and interpretation practices (precise locations and dates to be determined). We will visit the Indian and Colonial Research Center archives on several occasions. Visits to museums will include:

Mashantucket Pequot Museum, Mystic Seaport Museum, Old Sturbridge Village, Plimoth Plantation, and the Tantaquidgeon Indian Museum.

Notes on the Museum Exhibition Review:

As a part of this class, you will be required to select a local museum exhibition that intrigues you for further study. Make arrangements to interview the curator (or another knowledgeable museum professional involved in this exhibition) and locate reviews of this exhibition (if available) to gather more background history. You will be required to write a 4-5 page (minimum 1,300 words) critical review of this exhibition, focusing on the following points: content, themes, audience message, graphic design and physical structure, cultural constructions, representations, interpretive strategies, etc. (More details to come on this assignment.)

Course Topics and Reading Assignments:

Week One: Introduction to the Anthropology of Museums

CHAPTERS IN TEXT:

Anderson, Gail.

2004. "Introduction," pp. 1-7 in G. Anderson, ed., *Reinventing the Museum*.

Ames, Michael M.

1992. Chapters 1-2, "The Critical Theory and Practice of Museums," and "The Development of Museums in the Western World," pp. 3-24 in *Cannibal Tours and Glass Boxes*.

Low, Theodore.

[1942] 2004. "What Is a Museum?" pp. 30-43 in G. Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Hooper-Greenhill, Eileen. 1992. "What is a Museum?" pp. 1-22 in *Museums and the Shaping of Knowledge*. London and New York: Routledge Press.

Sturtevant, William C.

1969. "Does Anthropology Need Museums?" in *Proceedings of the Biological Society of Washington* 82: 619-650.

Week Two: Constructing the Past and Situating Knowledge

CHAPTERS IN TEXTS:

Dana, John Cotton.

[1917] 2004. "The Gloom of the Museum," pp. 13-29 in G. Anderson, ed., *Reinventing the Museum*.

Ames, Michael M.

1992. Chapters 3-4, "Dilemma of the Practical Anthropologist" and "What Could a Social Anthropologist Do in a Museum of Anthropology?," pp. 25-48 in *Cannibal Tours and Glass Boxes*.

Brown, Claudine K.

2004. "The Museum's Role in a Multicultural Society," pp. 143-149 in Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Lowenthal, David.

1985. "How We Know the Past." Chapter 6, pp. 185-259 in *The Past is a Foreign Country*. Cambridge and New York: Cambridge University Press.

Cook, Ian et al.

2005. "Positionality / Situated Knowledge" in David Sibley, Peter Jackson, David Atkinson & Neil Washbourne, eds. *Critical Concepts in Cultural Geography*. London: IB Taurus.

FIELD TRIP: Indian and Colonial Research Center

Week Three: Taxonomic Systems and Preservation Methods

CHAPTERS IN TEXT:

Ames, Michael M.

1992. Chapters 5-6, "How Anthropologists Stereotype Other People," and "How Anthropologists Help to Fabricate the Cultures They Study," pp. 49-69 in *Cannibal Tours and Glass Boxes*.

ARTICLES IN READER:

Clifford, James.

1988. "On Collecting Art and Culture," pp. 215-251 in *The Predicament of Culture: Twentieth Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.

Haraway, Donna. 1989. "Teddy Bear Patriarchy Taxidermy in the Garden of Eden," pp. 26-58 in *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. London: Routledge.

Jacknis, Ira.

1985. "Franz Boas and Exhibits: On the Limitations of the Museum Method of Anthropology," pp. 75-111 in George W. Stocking, Jr., ed. *Objects and Others: Essays on Museums and Material Culture*. Madison, WI: University of Wisconsin Press.

Week Four: Cabinets of Memory: Collection Histories

CHAPTERS IN TEXTS:

Kidwell, Clara Sue.

1999. "Every Last Dishcloth: The Prodigious Collecting of George Gustav Heye," pp. 232-258 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

Krech III, Shepard.

1999. "Rudolf F. Haffenreffer and the King Philip Museum," pp. 105-138 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

McCaffrey, Moira T.

1999. "Rononshonni – The Builder: David Ross McCord's Ethnographic Collection," pp. 43-73 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

Robinson, Joyce H.

2003. "An American Cabinet of Curiosities: Thomas Jefferson's 'Indian Hall' at Monticello," pp. 16-41 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

FIELD TRIP: Mystic Seaport Museum

Week Five: National Identities and Public Monuments

CHAPTERS IN TEXT:

Cameron, Duncan F. [1971] 2004. "The Museum, A Temple or the Forum" [1971], in G. Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Anderson, Benedict.

1991. "Official Nationalism and Imperialism," pp. 83-111, and "Census, Map, Museum" pp. 163-185 in *Imagined Communities*.

London: Verso.

Handler, Richard.

1985. "On Having a Culture: Nationalism and the Preservation of Quebec's Patrimoine," pp. 192-217 in George W. Stocking, Jr., ed. *Objects and Others: Essays on Museums and Material Culture*. Madison, WI: University of Wisconsin Press.

Hobsbawm, Eric.

1983. "Introduction," pp. 1-14 in E. Hobsbawm and T. Ranger, eds. *The Invention of Tradition*. New York, NY: Cambridge University Press.

St. Clair, William.

2006. "Imperial Appropriations of the Parthenon," pp. 65-97 in John Henry Merryman, ed. *Imperialism, Art, and Restitution*.

Cambridge: Cambridge University Press.

FIELD TRIP: Mashantucket Pequot Museum

Week Six: Objects of Desire: Fetishism and Exoticism

CHAPTERS IN TEXT:

Gurian, Elaine Heumann.

[1999] 2004. "What is the Object of This Exercise? A Meandering Exploration of the Many Meanings of Objects in Museums" pp. 269-283 in G. Anderson, ed., *Reinventing the Museum*.

Fabian, Ann.

2003. "The Curious Cabinet of Dr. Morton," pp. 113-137 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

ARTICLES IN READER:

Crane, Susan A. 2000. "Curious Cabinets and Imaginary Museums," pp. 60-80 in Susan A. Crane, ed. *Museums and Memory*.

Stanford: Stanford University Press.

Bieder, Robert E.

2000. "The Representation of Indian Bodies in Nineteenth-Century American Anthropology," pp. 19-36 in Devon A. Mihesuah, ed. *Repatriation Reader: Who Owns Native American Indian Remains*. Lincoln and London: University of Nebraska Press.

Pick, Nancy.

2004. "Natural History at Harvard," pp. 7-33 in Nancy Pick, *The Rarest of the Rare: Stories Behind the Treasures at the Harvard Museum of Natural History*. New York, NY: Harper Collins.

Week Seven: Exhibiting Conflict and Marketing Cultural Survival

CHAPTERS IN TEXTS:

Kotler, Neil and Philip Kotler.

[2000] 2004. "Can Museums Be All Things to All People? Missions, Goals, and Marketing's Role," pp. 167-186 in G. Anderson, ed., *Reinventing the Museum*.

Maertz, Gregory.

2003. "Exhibiting Nazi Artifacts and Challenging Traditional Museum Culture," pp. 267-285 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

ARTICLES IN READER:

Phillips, Ruth B.

1994. "Why Not Tourist Art? Significant Silences in Native American Museum Representations" pp. 98-125 in G. Prakash, ed. *After Colonialism*. NJ: Princeton University Press.

VIRTUAL MUSEUM TOURS:

United States Holocaust Memorial Museum on-line at: <<http://www.ushmm.org/>>

National Museum of the American Indian on-line at: <<http://www.nmai.si.edu/>>

FIELD TRIP: Tantaquidgeon Indian Museum

MID-TERM EXAM

Week Eight: Gendered Memories and Personalized Collections

CHAPTERS IN TEXTS:

Barnet, Teresa.

2003. "Tradition and the Individual Memory," pp. 221-235 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

Hankins, Evelyn C.

2003. "Engendering the Whitney's Collection of American Art," pp. 163-189 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

Wajda, Shirley Teresa.

2003. "And a Little Child Shall Lead Them: American Children's Cabinets of Curiosities," pp. 42-65 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

FIELD TRIP: Old Sturbridge Village

Week Nine: Living History and Performing Colonialism

ARTICLES IN READER:

Bain, Angela Goebel.

2000 "Historical Pageantry in Old Deerfield: 1910, 1913, 1916," pp. 120-136 in Peter Benes, ed. *New England Celebrates: Spectacle, Commemoration, and Festivity*. Boston, MA: Boston University.

Coombs, Linda.

2002. "Holistic History," in *Plimoth Life*, 1 (2):12-15.

Barry O'Connell.

1992. "Who Owns History, and How Do We Decide?" in Dorothy Schlotthauer Krass and Barry O'Connell, eds. *Native Peoples and Museums in the Connecticut River Valley – A Guide for Learning*. Northampton, MA: Historic Northampton.

Snow, Stephen Eddy.

1993. "The Emergence of a New Genre of Cultural Performance," pp. 183-212 in *Performing the Pilgrims: A Study of Ethnohistorical Role-Playing at Plimoth Plantation*. Jackson, MI: University Press of Mississippi.

FIELD TRIP: Plimoth Plantation

Week Ten: The Politics of Interpretation and Dialogue

CHAPTERS IN TEXTS:

Ames, Michael M.

1992. Chapters 13-14, "Cannibal Tours, Glass Boxes, and the Politics of Interpretation," and "Museums in the Age of Deconstruction," pp. 139-168 in *Cannibal Tours and Glass Boxes*.

Gaither, Edmund Barry.

2004. "'Hey! That's Mine': Thoughts on Pluralism and American Museums," pp. 110-117 in Anderson, ed., *Reinventing the Museum*.

Hood, Marilyn G.

2004. "Staying Away: Why People Choose Not to Visit Museums," pp. 150-157 in Anderson, ed., *Reinventing the Museum*.

McClellan, Kathleen.

[1999] 2004. "Museum Exhibitions and the Dynamics of Dialogue," pp. 193-211 in G. Anderson, ed., *Reinventing the Museum*.

Mesa-Bains, Amalia.

2004. "The Real Multiculturalism: A Struggle for Authority and Power," pp. 99-109 in G. Anderson, ed., *Reinventing the Museum*.

FIELD TRIP: Indian and Colonial Research Center

Week Eleven: Issues of Repatriation, Reclamation & Reparation

ARTICLES IN READER:

Isaac, Barbara. 2002.

"The Implementation of NAGPRA: the Peabody Museum of Archaeology and Ethnography, Harvard," pp. 160-170 in Cressida Fforde, Jane Hubert, and Paul Turnbull, eds. *The Dead and Their Possessions: Repatriation in Principle, Policy, and Practice*. London and New York: Routledge Press.

McKeown, C. Timothy and Sherry Hutt.

2004. "In the smaller scope of conscience: the Native American Graves Protection & Repatriation Act twelve years after," *UCLA Journal of Environmental Law and Policy* 21(2): 153-212.

Wobst, H. Martin.

2004. "Indigenous Archaeologies in World-wide Perspectives: Who Is in Charge and Who Benefits?" Paper presented for the 11th Deerfield-Wellesley Symposium, Historic Deerfield.

Week Twelve: Claiming and Reclaiming Public Spaces

CHAPTERS IN TEXTS:

McCaffrey, Moira T.

1999. "Museums as Inspiration: Clara Endicott Sears and the Fruitlands Museum," pp. 172-202 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

Silverman, Lois H.

2004. "Making Meaning Together: Lessons from the Field of American History," pp. 233-242 in Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Batinski, Michael C.

2004. "Whose Past is It?" Chapter 6, pp. 194-233 in *Pastkeepers in a Small Place: Five Centuries in Deerfield, Massachusetts*. Amherst, MA: University of Massachusetts Press.

Fuller, Nancy J.

1992. "The Museum as a Vehicle for Community Empowerment," pp. 327-365 in edited by I. Karp, C .M. Kremer and S. D. Lavine, eds. *Museums and Communities: The Politics of Public Culture*, Washington, DC: Smithsonian Institution Press.

Week Thirteen: Future Visions: Reframing Museums

CHAPTERS IN TEXTS:

Corrin, Lisa G.

2004. "Mining the Museum: An Installation Confronting History," pp. 248-256 in Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Boyd, Willard L.

2006. "Museums as Centers of Cultural Understanding," pp. 47-64 in John Henry Merryman, ed. *Imperialism, Art, and Restitution*. Cambridge: Cambridge University Press.

Halman, Taalat.

2006. "From Global Pillage to Pillars of Collaboration," pp. 37-46 in John Henry Merryman, ed. *Imperialism, Art, and Restitution*. Cambridge: Cambridge University Press.

Week Fourteen: Student Presentations

2008 – 166 Proposal to Change an existing Minor

1. Date: 26 October 2008
2. Department requesting this change: Anthropology. (Interdisciplinary CLAS Minor supported by ad hoc faculty committee; Prof. Jocelyn Linnekin, Anthropology, is Coordinator of the Religion Minor.)
3. Title of Minor: Religion

4. Nature of Change:

Add three courses to list of "Group B, Topical Courses," to wit:

- HIST 3704 [204] Medieval Islamic Civilization to 1700
- ENGL 3623 [217] Studies in Literature and Culture, when offered as 'Literature of the Holocaust'
- ENGL 3627 [267] - Studies in Literature, when offered as 'The Satanic in Literature' OR 'Literature Goes to Hell' [same course, different titles]

5. Existing catalog Description of the Minor:

Religion

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

Group A. Foundational Courses:

[ANTH 3400/W](#), [3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

Group B. Topical Courses:

[ANTH/WS 3402](#); [ANTH/WS 3403](#); [ARTH 3140/CAMS 3251](#); [ARTH 3150/CAMS 3252](#); [ARTH 3210, 3220, 3230, 3240](#); [CAMS \(Latin\) 3213, 3244](#); [CAMS 3243/HIST 3340](#), [CAMS 3250/HIST 3335](#); [CAMS 3253/HIST 3301](#); [CAMS 3256/HEB 3218/HIST 3330/JUDS 3218](#); [ENGL 3617, 3621](#) (when offered as *Literature and Mysticism*); [HEB/JUDS 3201](#); [HEB 3298](#); [HDFS 3252](#); [INTD 3999](#); [JUDS 3202](#); [JUDS /SOC 3511](#); [PHIL 3261, 3263](#)

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-0067 or e-mail Jocelyn.Linnekin@uconn.edu

6. Proposed catalog Description of the Minor:

Religion

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

Group A. Foundational Courses:

[ANTH 3400/W](#), [3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

Group B. Topical Courses:

[ANTH/WS 3402](#); [ANTH/WS 3403](#); [ARTH 3140/CAMS 3251](#); [ARTH 3150/CAMS 3252](#); [ARTH 3210, 3220, 3230, 3240](#); [CAMS \(Latin\) 3213, 3244](#); [CAMS 3243/HIST 3340](#), [CAMS 3250/HIST 3335](#); [CAMS 3253/HIST 3301](#); [CAMS 3256/HEB 3218/HIST 3330/JUDS 3218](#); [ENGL 3617, 3621](#) (when offered as *Literature and Mysticism*), [3623](#) (when offered as *Literature of the Holocaust*), [3627](#) (when offered as *The Satanic in Literature* or *Literature Goes to Hell*); [HEB/JUDS 3201](#); [HEB 3298](#); [HDFS 3252](#); [HIST 3704](#); [INTD 3999](#); [JUDS 3202](#); [JUDS /SOC 3511](#); [PHIL 3261, 3263](#)

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-0067 or e-mail Jocelyn.Linnekin@uconn.edu

7. Effective Date: immediate

Justification

1. Why is a change required? Relevant courses are added to the Minor as they are introduced by departments and after permissions have been secured.
2. What is the impact on students? A greater selection of courses benefits the students who wish to fulfill this Minor.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal: Attached.
5. Dates approved by (see [Note Q](#)):

Department (Minor) Curriculum Committee Chair: 10/23/2008
Dept Faculty: History 3/26/2007; English 10/26/2007 and 10/1/2008; Anthropology 10/23/2008

6. Name, Phone Number, and e-mail address of principal contact person:
Jocelyn Linnekin (Anthropology), Coordinator for the Religion Minor
486 2137 messages / Internet <Jocelyn.Linnekin@uconn.edu>

UNIVERSITY OF CONNECTICUT
DEPARTMENT OF ANTHROPOLOGY
MINOR IN RELIGION
PLAN OF STUDY

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Consult with your advisor and the Coordinator of the Religion Minor when completing this plan. An approved Final Plan of Study must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate. Once filed, changes can only be made with the consent of the major advisor.

2. New Departmental Proposals

2008 – 168 Proposal to Add SOCY 2XXX & its W Variant

1. Date: **October 25, 2008**
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: **Fall 2009**

Final catalog Listing

SOCI 2XXX. Sociology of Anti-Semitism

Either semester. Three credits. Two or three class periods. Prerequisite: None. *Dashefsky* Sources and consequences of anti-Semitism in society.

SOCI 2XXXW. Sociology of Anti-Semitism

Either semester. Three credits. Two or three class periods. Prerequisite: ENGL 110 or 111 or 250. *Dashefsky* Sources and consequences of anti-Semitism in society.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **SOCI**
2. Course Number (see Note B): **2XXX and 2XXXW**
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: **Sociology of Anti-Semitism**
4. Semester offered (see Note C): **Either Semester**
5. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K):
Sources and consequences of anti-Semitism in society.

Optional Items

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

Justification

1. Reasons for adding this course: (see Note L)
2. Academic Merit (see Note L): **This course will be submitted to GEOC to fulfill the General Educational requirements of Group Two (Social Sciences) and Group Four (Diversity Multiculturalism) with an international focus. Following are the objectives of the course for Groups Two and Four:**

Course Objectives:

A. Social Sciences (Group Two)

1. **Introduce students to a social scientific understanding of the evolution of anti-Semitism and its connection to the existence of prejudice, discrimination, and racism in society.**
2. **Illustrate how the concepts and theories of sociology expand our understanding of anti-Semitism and the changing society in which such bigotry resides.**

3. **Highlight the interplay between theoretical conceptions and the methods employed by social scientists to study prejudice, discrimination, racism, and anti-Semitism as they bear on social policies.**
4. **Expose students to the diversity of anti-Semitism at the levels of the individual, culture, and social structure.**
- B. Diversity and Multiculturalism (Group Four)**
 1. **Introduce students to an understanding of the evolution of Jewish civilization, both within the context of the internal dynamics of the Jews and the external forces of anti-Semitism.**
 2. **Develop an understanding of anti-Semitism as a violation of human rights and that the promulgation of the Universal Declaration of Human Rights in 1948 emerged after the recognition of the consequences of the Holocaust.**
 3. **Provide knowledge of the Jews as a victimized minority religious and ethnic group so as to better appreciate the experience of other victimized religious and ethnic minorities, as well as to more fully illuminate the issues of diversity and multiculturalism in the larger society in which they reside.**

3. Overlapping Courses (see Note M): **None**
4. Number of Students Expected: **19 for W version; 70 for non-W version**
5. Number and Size of Section: **1 W section, 19 students; for non-W sections, 70 students**
6. Effects on Other Departments (see Note N): **None**
7. Effects on Regional Campuses: **None**
8. Staffing (see Note P): **Arnold Dashefsky is committed to teaching this course on an annual basis for several years as a W course.**
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: **October 29, 2008**
 - Department Faculty: **November 10, 2008**
10. Name, Phone Number, and e-mail address of principal contact person: **Arnold Dashefsky, 486-2271, arnold.dashefsky@uconn.edu**

**DRAFT OF COURSE OUTLINE FOR
GENERAL EDUCATION COURSE DEVELOPMENT GRANT IN
2008 COMPETITION SPONSORED BY THE PROVOST: COMMENTS INVITED**

**THE UNIVERSITY OF CONNECTICUT
FALL 2009**

**DEPARTMENT OF SOCIOLOGY
ARNOLD DASHEFSKY**

**SOCIOLOGY 2XXXW AND 2XXX
SOCIOLOGY OF ANTI-SEMITISM**

OFFICE HOURS:

Tuesday and Thursday, 1:00-2:00 p.m.
Manchester Hall, Room 222; Tel: 486-4289 or 486-4423; E-Mail: Arnold.Dashefsky@uconn.edu

COURSE DESCRIPTION: In 1898, Mark Twain wrote an article about "a remarkable scene in the Imperial Parliament in Vienna," entitled "Stirring Times in Austria," which revealed the openness of anti-Semitism. He received a number of letters in response to his article and one came from a lawyer, which contained several questions:

"Now will you kindly tell me why, in your judgment, the Jews have thus ever been and are even now, in these days of supposed intelligence, the butt of baseless, vicious animosities? I dare say that for centuries there have been no more quiet, undisturbing, and well-behaving citizens, as a class, than that same Jew. It seems to me that ignorance and fanaticism cannot alone account for these horrible and unjust persecutions. Tell me, therefore, from your vantage point of cold view, what in your mind is the cause. Can American Jews do anything to correct it either in America or abroad? Will it ever come to an end? Will a Jew be permitted to live honestly, decently, and peaceably like the rest of mankind? What has become of the Golden Rule?"

(Twain, Mark. *Concerning the Jews*. Philadelphia: Running Press, 1985:12)

More than a century later, after the destruction of the Holocaust, we are still confronting these questions. Thus, this course will apply several perspectives of sociological analysis to the understanding and explanation of anti-Semitism within diverse societies. Theoretical and empirical materials bearing on this topic will be examined and analyzed. In addition, a trip to the U.S. Holocaust Memorial Museum or similar institutions may be arranged (contingent on funding). This course will be useful to students interested in such topics as religion, ethnicity, intergroup relations, prejudice, discrimination, and racism.

COURSE OBJECTIVES: In teaching this course, I seek to provide a general education experience appropriate to both the Social Sciences (Group Two) and Diversity and Multiculturalism (Group Four).

- A. Social Sciences
 1. Introduce students to a social scientific understanding of the evolution of anti-Semitism and its connection to the existence of prejudice, discrimination, and racism in society.
 2. Illustrate how the concepts and theories of sociology expand our understanding of anti-Semitism and the changing society in which such bigotry resides.
 3. Highlight the interplay between theoretical conceptions and the methods employed by social scientists to study prejudice, discrimination, racism, and anti-Semitism as they bear on social policies.
 4. Expose students to the diversity of anti-Semitism at the levels of the individual, culture, and social structure.
- B. Diversity and Multiculturalism
 4. Introduce students to an understanding of the evolution of Jewish civilization, both within the context of the internal dynamics of the Jews and the external forces of anti-Semitism.
 5. Develop an understanding of anti-Semitism as a violation of human rights and that the promulgation of the Universal Declaration of Human Rights in 1948 emerged after the recognition of the consequences of the Holocaust.
 6. Provide knowledge of the Jews as a victimized minority religious and ethnic group so as to better appreciate the experience of other victimized religious and ethnic minorities, as well as to more fully illuminate the issues of diversity and multiculturalism in the larger society in which they reside.

PURPOSE OF GENERAL EDUCATION: This course fulfills one of the requirements of the general education curriculum, whose purpose "is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge."

REQUIRED READINGS: Most are in paperback* or available online.

ADL	American Attitudes Towards Jews in America (ADL/Martilla Communications: 2007).
Allport, Gordon	The Nature of Prejudice (1979/1954)
Heinemann, Joseph et al.	"Antisemitism." Encyclopedia Judaica , Second Edition, Volume 2 (2007:206-246)
Helmreich, William B.	Against All Odds: Holocaust Survivors and the Successful Lives They Made in America (Transaction: 1995)
Sartre, Jean-Paul (with an Introduction by Michael Walzer)	Anti-Semite and Jew (Schocken: 1995/1965/1948)
Wirth, Louis (with Ronald Bayor, Editor, and Hasia Diner, Introduction)	The Ghetto (University of Chicago: 1997/1956/1928)
Wiesel, Elie	Convocation Address (University of Connecticut: September 7, 1988)

*All are on reserve in the Babbidge Library.

SCHEDULE OF REQUIRED EXAMINATIONS AND PAPER:

1. **Midterm Exam (25%):** Thursday, October 11, 2009
2. **Term Paper (50%) is required for all students in the W section (and optional for non-W students) with successive drafts to be submitted for editorial advice on substance and writing style according to the following schedule:**
 - a. Proposal Thursday, September 17, 2009
 - b. Partial Rough Draft Thursday, October 29, 2009
 - b. Final Draft (15-20 pp.) Thursday, December 10, 2009
3. **Final Exam (25%):** December ?, 2009

Notes on Paper: **A minimum of 15 (20 for Honors students) double-spaced finished pages of writing is required. Please keep a file, and submit all previous excerpts and drafts with each succeeding draft. The term paper assignments count 50% of the grade: The proposal and rough draft each count one grade and the final draft counts two grades (one for content and one for writing).** All assignments should be presented as hard copies. Students must pass the writing component in order to pass the course.

On Academic Misconduct: The Dean has asked us to refer students to the rules of academic misconduct. **Cheating or plagiarism will not be tolerated in this course.** The relevant sections (Part VI - A and B) of the Student Code are applicable. They may be found at <http://vm.uconn.edu/~dosa8/code2.html>.

On Special Needs: Any student who has special needs should see me ASAP.

Useful phone numbers:

Counseling and Mental Health Services: 486-4705 (24 hours) www.cmhs.uconn.edu

Alcohol and Other Drugs Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

TERM PAPER: is required of all W students.

Writing is an essential skill to develop while at the University and it will serve you well when you leave UConn. The required paper in this course must be a minimum of 15 pages (20 pages for honors students) and is accomplished in at least three stages: a) three-page proposal, which forms the basis of the first three pages of your final draft, b) ten-page partial draft, and a final draft of 15 (or 20) pages.

Two options are available to meet the term paper requirement: 1) research design or 2) literature review. They are described below.

THE PAPER OPTIONS

- I. **RESEARCH DESIGN: The object of this paper is to design all the steps of your own study. You need not, however, carry out the research; merely design it. Following are some suggested steps for carrying out the research design and a suggested outline for your paper. The articles should be drawn from the scholarly literature utilizing Sociological Abstracts or PsychInfo databases.**
 - A. **PROBLEM and HYPOTHESIS**
 1. **General area of interest.**
 2. **Restatement of problem: narrowly defined in terms of a specific "Effect" you are trying to explain in terms of a specific "Cause(s)."**
 3. **Reason for suggesting this area of study.**
 4. **Topic of postscript: Interview? Memoir?**
 - B. **LITERATURE REVIEW AND BACKGROUND RESEARCH**
 1. **Survey relevant journal articles from databases of the scholarly literature, e.g., Sociological Abstracts or PsychInfo databases.**
 2. **Summarize at least five journal articles in a one-page abstract for each.** Define **concepts** important to your study.
 4. **State at least one hypothesis.**
 5. **State your theoretical rationale, based on the review of the literature. Why does your hypothesis seem plausible? Does your hypothesis grow out of some larger theoretical framework or body of work?**
 6. **Indicate which are the independent and the dependent variables. Remember that a variable has at least two categories (female/male) or values (high status/low status).**
 7. **Indicate any other variables that might be relevant and why.**
 - C. **EMPIRICAL RESEARCH (You do NOT have to carry out the research).**
 1. Research strategy.
 2. Sample selection.
 3. Procedures in data collection. Indicate how key variables are operationalized.
 4. Projected analysis: Dummy tables may be constructed.
 - D. **SUMMARY AND CONCLUSIONS**
 1. Brief summary.
 2. Limitations of your research design.
 3. Suggestions for further research.
 - E. **POSTSCRIPT (See following: III)**
 - F. **REFERENCES:** Whenever you use an idea or a quote that is not your own, add a parenthetical reference in this form (**Pettigrew 2005: 212**), i.e., including author, date of publication and page or pages. At the end of your paper, include a complete list of references in alphabetical order according to the style of the *American Sociological Review*: **Smith, Ann and C.D. Jones. 2000. "The Effects of Socioeconomic Status on Mental Disorders." *American Sociological Review* 65: 101-24.**

NOTE ON PROPOSAL: The three-page proposal (which when revised, becomes the first three pages of your paper) should include A. and B. above but needs to include only **two article summaries or abstracts.**

- II. **LITERATURE REVIEW:** The object of this paper is to become an expert on ONE SPECIFIC SUB-TOPIC in an area related to the course. To do this, one has to present an organized review of the sociological and social psychological literature available and tell the reader what we already know and what we need to know. It is best to develop a set of three analytic research questions which will guide you in your review of the literature. The paper should be organized with meaningful sub-headings within which various aspects of the literature are reviewed, reflecting those central questions. The paper should begin with "Introduction," go on with three sub-sections mentioned above, and should follow with a

section on "Summary and Implications for Further Research." A minimum of **ten journal articles** from the **scholarly** literature drawn from **Sociological Abstracts** or **PsychInfo Databases**, should be summarized in a one-page abstract for each. Following is a possible outline of your paper.

- A. INTRODUCTION**
 - 1. What is your topic of interest?
 - 2. Why are you interested in it?
 - 3. What are the three central, analytic, research questions you will be examining?
 - 4. What will be the topic of your postscript? Interview? Memoir?
- B. REVIEW** of literature for Question 1 (Give a short title, e.g., "Parental Influences.")
- C. REVIEW** of literature for Question 2 (Give a short title, e.g., "Sibling Influences.")
- D. REVIEW** of literature for Question 3 (Give a short title, e.g., "Peer Influences.")
- E. SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH**
 - 1. Summary
 - 2. What related questions remain unanswered?
 - 3. What might be one or two hypotheses to be subsequently tested and why?
- F. POSTSCRIPT** (See following: III)
- G. REFERENCES:** Whenever you use an idea or a quote that is not your own, add a parenthetical reference in this form (**Pettigrew 2005: 212**), i.e., including author, date of publication and page or pages. At the end of your paper, include a complete list of references in alphabetical order according to the style of the *American Sociological Review*: **Smith, Ann and C.D. Jones. 2000. "The Effects of Socioeconomic Status on Mental Disorders." *American Sociological Review* 65: 101-24.**
- H. NOTE ON PROPOSAL:** The three-page proposal (which when revised, becomes the first three pages of your paper) should include A. above and **two article summaries or abstracts.**

- III. The Postscript to Your Paper:** Since this course is structured to meet the general education requirements for "Group Four – Diversity and Multiculturalism," students are required to gain a more in-depth understanding of the experience of anti-Semitism in society. This can be accomplished by including a minimum of three pages of a Postscript to the term paper, which counts toward the 15 (or 20) required pages. The Postscript may take the form of 1) an interview with a survivor of the Holocaust or other victim of anti-Semitism (names of local contacts are available from your instructor); or 2) a book review of a personal memoir written by a Holocaust survivor or other victim of anti-Semitism (e.g., Elie Wiesel's *Night*, UConn sociology Professor Nechama Tec's *Dry Tears*, or Primo Levi's *The Drowned and the Saved*.)

In writing the Postscript, students will be expected to treat the interview they conduct or the memoir they read as a case study which documents the life of the victim(s) before, during, and/or after their victimization. The documentation and description of the interview or memoir may then be related to the theoretical/conceptual or empirical materials written in the prior sections of the paper and/or discussed in class.

IV. GENERAL NOTES FOR BOTH PAPER OPTIONS:

- A.** Please give your paper a **TITLE** that describes the specific topic and use appropriate **sub-headings** in the text. It will be much more interesting for both you and me. Be creative! **Also label your proposal either Literature Review or Research Design.**
- B.** Sample copies of similar papers are available in my office for your review.
- C.** In order to find appropriate articles, you should rely, as noted above, on **SOCIOLOGICAL ABSTRACTS** or **PSYCHINFO**. These are available in the Reference Section of the Library or may be accessed via the Library's Web Page. When reviewing articles, be sure to include a statement on:
 - 1. Central research questions or hypothesis
 - 2. Theoretical approach
 - 3. Sample selection and size
 - 4. Methods of data collection
 - 5. Methods of data analysis
 - 6. Important findings and conclusion

COURSE OUTLINE AND SCHEDULE – SOCI 2XXXW and 2XXX

Since this course is a writing course, it is relatively small. Therefore, I will be using a format of an organizing lecture followed by discussion in small groups. In addition, weekly discussions will be held for all of the readings. The purpose of these discussions is to encourage the students to interact with each other as well as the instructor in order to create a sense of engagement with the topics and texts at hand. These discussions help to foster an awareness of the dynamics of social, political, and in economic power differences

which may contribute to the abridgement of human rights as well as to highlight the ways in which both dominant and minority groups are similar as well as different.

Week of:	Lecture and Discussion Topic	Discussion of Readings
Sept. 1	I. Introduction to Sociological Study of Anti-Semitism: A. How does the sociological approach apply to the study of the Semitism?	Heinemann et al.: pp. 206-216
Sept. 8	B. Who are the Jews? C. What is anti-Semitism?	Wirth: Intro & Chapters I-VI
Sept. 15	II. Socio-Historical Evolution of Anti-Semitism A. What has sustained anti-Semitism in pre-modern societies?	Wirth: Chapters VII-X
Sept. 22	B. How did anti-Semitism evolve in modern societies?	Wirth: Chapters XI-XIV
Sept. 29	III. Sources of Anti-Semitism:	ADL
Oct. 6	A. What are the social sources?	Allport: Parts I-II
Oct. 13	B. What are the cultural sources?	Allport: Parts III-IV
Oct. 20	C. What are the personality sources?	Allport: Parts V-VII
Oct. 27	IV. Consequences of Anti-Semitism:	Helmreich: Intro & Chapters 1-4
Nov. 3	A. What are the consequences for the dominant group?	Helmreich: Chapters 5-8
Nov. 10	B. What are the consequences for the victimized minority?	Sartre: Preface & Chapters 1-2
Nov. 17	V. Variations in Anti-Semitism: A. What are the characteristics of anti-Semitism in Christian countries?	Sartre: Chapters 3-4
Nov. 24	FALL RECESS	
Dec. 1	B. What are the characteristics of anti-Semitism in Muslim countries?	Heinemann et al.: pp. 216-246
Dec. 8	VI. The End of Anti-Semitism? A. What are strategies for combating prejudice, discrimination, and racism? B. What social and political policies can lessen anti-Semitism?	Wiesel
Dec. ?	FINAL EXAM	

**APPENDIX 1: OUTLINE OF
GENERAL EDUCATION COURSE DEVELOPMENT GRANT:
SOCI 2XXXW, "SOCIOLOGY OF ANTI-SEMITISM"**

1. **Principal Investigator:** Arnold Dashefsky, Doris and Simon Konover Chair of Judaic Studies, Professor of Sociology and Director, Center for Judaic Studies and Contemporary Jewish Life, and Director, Berman Institute – North American Jewish Data Bank.
2. **Course Objectives:** This course seeks to expose students to an understanding as to how existing cultural assumptions, which may be grounded in economic, political, and/or religious institutions, may lead to adverse consequences for members of a minority group, including the abrogation of their human rights through forced migration, expulsion, and even extermination.
3. **Work to be done During Grant Period:** During fiscal year 2009, I will review similar courses on anti-Semitism at other universities around the world and establish contacts with the U.S. Holocaust Memorial Museum to gain access to resources that will aid me in writing the lectures, which I will begin to do in FY 2009 and complete in FY 2010.
4. **Evaluation of Major Learning Outcomes and Proposed Assessment:**

- a) Students should be able to understand how in various societies and cultures a particular ethnic or religious group may become the victim of prejudice, discrimination, and racism.
- b) Students should be able to recognize and understand strategies designed to overcome such forms of prejudice, discrimination, and racism. Assessment will be consistent with the strategy being developed by the GEOC subcommittee on Diversity and Multiculturalism, on which I served as co-chair (2004-07), and continue to serve as a member this semester. Thus far, our committee is working on an assessment strategy that would be based on written reflection as part of the course. In this case, students would be expected to demonstrate an understanding, based on relevant theory, methods, and empirical research, of the ways in which existing cultural assumptions lead to prejudice, discrimination, and racism in the form of anti-Semitism and to recognize strategies that can overcome these forces.

5. Relationship to General Education: This course is designed for CA4, Diversity and Multiculturalism, and as a writing course open to sophomores. Students will have an opportunity to understand both in historical and contemporary terms how a minority group can be stigmatized in the process of competition and conflict, stretching across two millennia, and to learn of the consequences of such stigmatization.

6. Enhancement of Current Course Offerings: The proposed course will be offered as a 2000 level W course open to all majors. (There are only three other 2000 level courses in Sociology under the new numbering system: 2210, 2301, and 2827.) While the Sociology Department offers courses on "Prejudice and Discrimination" (a proposal I developed in the 1970's), "White Racism," and "Ethnicity and Race," there is no course that focuses on anti-Semitism. The course will draw on a variety of theoretical perspectives and empirical studies to examine the phenomenon of anti-Semitism, as a powerful – and sadly – enduring form of prejudice, discrimination, and racism. Anti-Semitism has been described as the "oldest hatred," originating during the period of the Roman Empire two millennia ago, and achieving its most lethal results in the twentieth century in the form of the Holocaust, perpetrated by the Nazi regime during World War Two.

7. Course Innovations: I will seek to include a variety of creative techniques to enhance the learning experience of the students, which may include the following: maintaining a journal and sharing their entries periodically with other students; exploring ways of connecting the students in correspondence with relevant institutions (e.g., U.S. Holocaust Memorial Museum) or students taking a similar course at another college or university in the U.S. or abroad; organizing a field trip to an appropriate institution; and screening relevant films to further document the phenomenon of anti-Semitism.

2008 – 169 Proposal to Change the PSYC Minor

1. Date: November 10, 2008
2. Department requesting this change: **Psychology**
3. Title of Minor: **Psychology**
4. Nature of Change: We want to limit the number of transfer credits that a student can use on the Minor in Psychology Plan of Study to three. Currently, there is no limit, and, in theory, as student could earn a Minor in Psychology at UConn without having taken any UConn Psychology course.
5. Existing catalog Description of the Minor:

Psychology

All Psychology Minors are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300/W, 2301, 2400, 2600, 2700,

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501,

Area III. Cross Area (I and II): 2201, 3100/W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFAM 3106/W), 3200/W, 3300/W, 3301, 3370, 3401, 3402W, 3470/W, 3502, 3503, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885

Laboratory Courses: 3250/W, 3251/W, 3252, 3350/W, 3450W, 3550W, 3551W, 3552, 3750/W

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
 - One Area II course
 - Any three additional 2000-level and above Psychology courses listed above.
- No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department.

6. Proposed catalog Description of the Minor:

(Note: Change is in red)

Psychology

All Psychology Minors are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300/W, 2301, 2400, 2600, 2700,

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501,

Area III. Cross Area (I and II): 2201, 3100/W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFAM 3106/W), 3200/W, 3300/W, 3301, 3370, 3401, 3402W, 3470/W, 3502, 3503, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885

Laboratory Courses: 3250/W, 3251/W, 3252, 3350/W, 3450W, 3550W, 3551W, 3552, 3750/W

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. **A maximum of 3 credits toward the Minor may be transfer credits of courses equivalent to University of Connecticut courses.** The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives. The minor is offered by the Psychology Department.

7. Effective Date immediately

Justification

1. Why is a change required?

Currently, there is no limit to the number of transfer credits that can be applied toward the Minor in Psychology. Thus, students could earn a Minor in Psychology without having taken any, or a few, University of Connecticut Psychology courses.

2. What is the impact on students?

Students will be able to apply up to three transfer credits toward the Minor, but the remaining 12 credits will have to have been taken at the University of Connecticut.

3. What is the impact on regional campuses?

None.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

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

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: November 10, 2008

Department Faculty: November 10, 2008

CLAS Curriculum Committee:

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

David B. Miller
3516 or 4301
David.B.Miller@uconn.edu

Minor in Psychology

Requirements:

襪 A minimum of 15 PSYC credits, including:

- » One Area I course
 - » One Area II course
 - » Three other 2000-3000-level PSYC courses (any area)
- No more than 3 credits of PSYC 3889 or 3999 can be used; 3880 cannot be used.
No more than 3 PSYC transfer credits can be used.
Student must earn a "C" (2.0) or better in each course.
Substitutions are not possible for required courses in the Minor.

Name: _____
PeopleSoft No.: _____
UConn Email: _____@huskymail.uconn.edu
Phone Where You Can Be Reached: _____
Your Major(s): _____

Foundation (**RECOMMENDED**)

___ 2100 (Principles of Research in Psychology)

Area I. Social, Developmental, Clinical,
& Industrial/Organizational

ONE COURSE

- ___ 2300 (Abnormal)
- ___ 2301 (Personality)
- ___ 2400 (Developmental)
- ___ 2600 (Industrial/Organizational)
- ___ 2700 (Social)

Area II. Experimental & Behavioral
Neuroscience

ONE COURSE

- ___ 2200 (Physiological)
- ___ 2500 (Learning)
- ___ 2501 (Cognition)
- ___ 3201 (Animal Behavior)
- ___ 3500 (Language)
- ___ 3501 (Sensation & Perception)

Area III. Cross Area

- ___ 2201 (Drugs & Behavior)
- ___ 3100 (History & Systems)
- ___ 3102 (Psychology of Women)
- ___ 3105 (Health Psychology)
- ___ 3400 (Theories of Development)
- ___ 3601 (Human Factors Design)

Area IV. Advanced & Specialty

Laboratory Courses

- ___ 3250 (*An. Beh. & Learning*)
- ___ 3251 (*Physiological*)
- ___ 3252 (*Drugs & Behavior*)
- ___ 3350 (*Personality*)
- ___ 3450 (*Developmental*)
- ___ 3550 (*Cognition*)
- ___ 3551 (*Psycholinguistics*)
- ___ 3552 (*Sensation & Perception*)
- ___ 3750 (*Social*)

Research

- ___ 3889 (*Undergraduate Research*)
- ___ 3899 (*Independent Study*)
- ___ 4197W (*Senior Thesis*)

Lecture Courses

- ___ 2101 (*Introd. to Multicultural*)
- ___ 2701 (*Social Psyc. Multicultural*)
- ___ 3101 (*Psychological Testing*)
- ___ 3103 (*Motivation & Emotion*)
- ___ 3104 (*Environmental*)
- ___ 3106 (*Black Psychology*)
- ___ 3200 (*Behavior Genetics*)

- ___ 3300 (Emot. Dis. Childhood)
- ___ 3301 (Introd. to Clinical)
- ___ 3370 (Curr. Topics–Clinical)
- ___ 3401 (Psychology of Aging)
- ___ 3402 (Child Dev. Sociopol. Context)
- ___ 3470 (Curr. Topics–Devel.)
- ___ 3502 (Consciousness)
- ___ 3503 (Computer Modeling)
- ___ 3600 (Social-Organizational)
- ___ 3670 (Curr. Topics–I/O)
- ___ 3770 (Curr. Topics–Social)
- ___ 3883 (Foreign Study)
- ___ 3884 (Seminar)
- ___ 3885 (Special Topics)

David B. Miller, Assoc. Department Head Date

I approve the above program for the B.A. Minor in Psychology:

2008 – 170 Proposal to Add WS 2XXXW

1. Date: October 18, 2008
2. Department requesting this course: **Women's Studies**
3. Semester and year in which course will be first offered: **Spring 2009**

Final catalog Listing

WS 2XXXW. Sexualities, Activism, and Globalization

Either semester. Three credits.

Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media; analytical and writing skills.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): WS
2. Course Number (see Note B): 2XXXW
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: Sexualities, Activism, and Community in the Digital Age
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): Three credits
6. Course description
Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media; analytical and writing skills.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): No Prerequisites
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T): W; CA4 Diversity and Multiculturalism
16. S/U grading (see Note W):

Justification

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

This course will elaborate an area of knowledge and scholarship not covered in other classes in the major or college. This course contributes to current course offerings in a significant way by offering an interdisciplinary and global interrogation of contemporary cultural and movement trends. This new general education course will contribute to the Women's Studies Program emphasis on globalization, building knowledge about gender around the world, and increasing offerings in sexualities. It will also offer a W course in WS for majors and non-majors alike. It will complement existing courses including WS 1124, "Gender in a Global Perspective," WS3255W, "Sexual Citizenship," and WS 3252, "Genders and Sexualities."

2. Academic Merit (see Note L):

New digital technologies and globalization are changing the social and activist landscapes for lesbians, gay men, bisexuals, and transgender persons. In this class we will investigate global Lesbian/Gay/Bisexual/ Transgender (LGBT) social movements and communities in the technologically rich 21st century. Focusing on the mid 20th century forward, we will examine how sexuality movements and communities have been shaped by the emergence of digital technologies including internet, film and video, and global communications. In the process we will pay particular attention to the globalization of

LGBT identities, social movements, and cultures, and engage contemporary debates about LGBT organizing from a transnational perspective.

There are three substantive goals for this course: 1) for all of us to develop an understanding of how real-life and virtual communities are generated and how they contribute to identity construction; 2) to examine transnational GLBT communities and activism in the new millennium; to collaboratively develop and teach case studies exploring the use, role, and impact of digital media on this community formation and organizing; and 3) in line with W course goals, for each of us to improve our writing skills.

How Meets Goals of Gen Ed.: This course contributes to the broad goals of general education by expanding students' "intellectual breadth and versatility, critical judgment" and "moral sensitivity," and developing skills for lifelong learning (GEOC Guidelines, pg 1).

Specific Criteria Diversity and Multiculturalism: This course fulfills the Diversity and Multiculturalism (Group Four) competency area through its focus on global variations in GLBT identities, communities, and social norms; attention to sexual freedom as a human right; and "awareness of the dynamics of social, political, and economic power" in the digitally informed 21st century. (GEOC Guidelines, pg 12). The class will work to help students situate themselves as global citizens who are "aware of their era and society" and "conscious of the diversity of human culture and experience" (GEOC Guidelines, pg 1) by reading, writing, and conducting research about global GLBT communities and be evaluated through in-class and on-line discussion and course activities and papers.

W Criteria: This course meets Writing Competency (W course) criteria with its focus on writing skill development and revision processes, collaboration with the Writing Center, and integration of knowledge creation, writing, and learning through collaborative projects and student-directed case study development.

1. By the end of the course students will write a 15-page paper that engages with course material at a higher skill level than when they entered. Writing assignments will account for at least fifty per cent of the course grade.
2. Students will each contribute 5 pages on a group curriculum development and teaching project and the related class wiki site.
3. Students will spend the semester working on a term paper that will go through several developmental and revision stages. Paper stages will be reviewed and revised repeatedly with feedback from both peers in the classroom and the professor.
4. Students will receive formal guidance from the instructor, members of the Writing Center staff, and university librarians about the research and writing process.
5. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course.

3. Overlapping Courses (see [Note M](#)):

There are no courses on the books in any department that address the theme that is the focus for this course. There are several courses that focus on sexuality OR activism OR internet communications (e.g. *SEXUALITY*: ENG269 Introduction to LGBT Literature; ENG290W Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature; SOC/WS245 Sociology of Sexualities; WS252 Genders and Sexualities; WS255W Sexual Citizenship; ARTH290/ WS290 Ethnicities, Sexualities, Modernisms; *ACTIVISM*: SOCI 290. Social Movements and Social Change; COMM 4422 (243) - Protest and Communication; COMM 4420 (271) - Communication and Change. *DIGITAL MEDIA*: COMM 3600 (262) - New Communication Technologies, *COMM 4450W (270W) - Global Communication), COMM 4630 (265) – Communication Technology and Social Change). However, none of these courses explore the intersection of sexuality, activism, & digital media from an interdisciplinary feminist perspective.

We have contacted relevant departments. We have received affirmative response from English Dept. Head Robert S. Tilton who reports that his dept. sees no problem with our proposing this course. Sociology Dept. Head Davita Glasberg reported that on Oct. 15 that "the Sociology Dept. voted yesterday at our faculty meeting that the proposed new WS course does not overlap significantly with our curriculum and therefore support the proposal." Response from Communications Dept. received on Oct. 8 also reported that there was little overlap with communications in that "there isn't any communication

technology theory, mediated communication theory” and limited coverage of communication technology in the course outline.

4. Number of Students Expected: 19

5. Number and Size of Section: 19

6. Effects on Other Departments (see Note N):

7. Effects on Regional Campuses: None anticipated.

8. Staffing (see Note P): Eve Shapiro, Nancy Naples

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/15/2008

Department Faculty: 9/15/2008

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

Eve Shapiro
860-486-1129
Eve.shapiro@uconn.edu

Nancy Naples
860-468-3049
Nancy.Naples@uconn.edu

WS 2XXX & WS2XXXW
Sexualities, Activism, and Globalization

Instructor: Eve Shapiro, Ph.D.
Phone: 860-486-1129

Office Hours:

Office: Beach Hall 410

Globalization and new digital technologies are changing the community and activist landscapes for lesbians, gay men, bisexuals, and transgender persons. In this class we will investigate global Lesbian/Gay/Bisexual/ Transgender (LGBT) social movements and communities in the technologically rich 21st century. Focusing on the mid 20th century forward, we will examine how sexuality movements and communities have been shaped by the emergence of digital technologies including internet, film and video, and global communications. In the process we will pay particular attention to the globalization of L.G.B.T identities, social movements, and cultures, and engage contemporary debates about L.G.B.T organizing from a transnational perspective.

There are three substantive goals for this course: 1) for all of us to develop an understanding of how real-life and virtual communities are generated and how they contribute to identity construction; 2) to examine transnational GLBT communities and activism in the new millennium; to collaboratively develop and teach case studies exploring the use, role, and impact of digital media on this community formation and organizing; and 3) in line with W course goals, for each of us to improve our writing skills.

E-mail: eve.shapiro@uconn.edu

Course Texts: There are four books required for this course. These texts are available for purchase at the bookstore, and are on reserve at the library. We will be reading all of each of these books. You will not be able to do well in this course unless you do the reading. In addition, readings will be posted on our class WebCT site.

Exams: There will be two in-class exams. The exams will be a combination of multiple-choice, short answer, and essay questions about both in-class material and readings.

Group Teaching Project: Throughout the semester you will work in groups of five preparing and teaching (during the second half of our class) a case study about global sexuality movements. Groups and topics will be established during the second week of the course. Based on your selected topic you will develop and teach a curriculum to cover one hour of class time. See pages 8 - 9 for the detailed assignment.

Extra Credit: Throughout the course there will be opportunities for you to gain extra points by attending campus or community events. Each event will be worth **one point** and you may earn up to 6 extra credit points. To earn the points, you need to attend an approved event and turn in a one-page reaction **at the next class meeting**. There will be a number of events throughout the semester that will qualify for extra credit; the requirement is that the event address a topic or theme from this class. I will try to mention these opportunities weekly. If you have a suggestion for an event, please come talk to me.

A Note About the Course: There will be times during this course that sensitive issues will be raised about race, gender, sexuality, religion, etc. Passion is welcome, disrespect is not. With this in mind, it is *absolutely essential* that we each **show respect to all others**, regardless of their views. There is no doubt that the material and discussion in this course can and will arouse strong feelings.

Weekly Schedule

Week 1: Making Sense Of Gender, and Sexual Diversity

Herd: "Introduction: Gays and Lesbians Across Cultures"
Chapter 2, "Cultural Myths About Homosexuality"
Chapter 4, "Coming of Age and Coming Out Ceremonies Across Cultures"
Altman: "Introduction: Thinking about Sex and Politics"
Adam: "Introduction" by the Editors

Week 2: Making Sense Of Sexual Communities

WebCT: "Global Identities: Theorizing Transnational Studies of Sexuality" by Inderpal Grewal and Caren Kaplan. 2001. *GLQ*. 7(4) 663-679.

"Virtual Communities as Communities: Net Surfers Don't Ride Alone," by Barry Wellman and Milena Gulia. *Communities in Cyberspace*. Smith and Kollock. 1999.

"Nostalgia, Desire, Diaspora: South Asian Sexualities in Motion" by Gayatri Gopinath. *Queer Studies*. Corber and Valocchi. 2007.

"Global metaphors and local strategies in the construction of Taiwan's lesbian identities" by Antonia Chao. *Culture, Health & Sexuality*. 2(4) 377-390. 2000.

"The idea of a *sexual community*" by Jeffrey Weeks. *Making Sexual History*. Oxford: Polity Press: 181-193. 1996.

Week 3: Technology, Sexuality, and Globalization

Paper Idea Generation Due

Altman: Chapter 2, "The Many Faces of Globalization"
Chapter 3, "Sex and Political Economy"
Chapter 7, "The New Commercialization of Sex: From Forced Prostitution to Cybersex"

WebCT: "Communities in Cyberspace" by Peter Kollock and Marc Smith. *Communities in Cyberspace*. Smith and Kollock. 1999.

"Writing in the Body: Gender (Re)Production in Online Interaction," by Jodi O'Brien. *Communities in Cyberspace*. Smith and Kollock. 1999.

"The Social Shaping of Technology" by Donald MacKenzie and Judy Wajcman. *The Social Shaping of Technology*. MacKenzie and Wajcman. 2002.

Week 4: Histories, and Identities

Herd: Chapter 3, "Same-Gender Relations in Nonwestern Cultures"

Adam: "Gay and Lesbian Movements in the United States: Dilemmas of Identity, Diversity, and Political Strategy" by Steven Epstein

Altman: Chapter 6, "The Globalization of Sexual Identities"

Week 5: Emergence Of Large-Scale Sexualities Movements

Adam: "More Love and More Desire: The Building of a Brazilian Movement" by James N. Green

"The Dutch Lesbian and Gay Movement: The Politics of Accommodation" by Judith Schuyf and André Krouwel

"Gay and Lesbian Activism in France: Between Integration and Community-Oriented Movements" by Olivier Fillieule and Jan Willem Duyvendak

Week 6: Modern Identities, and Movements

Herd: Chapter 5, "Sexual Lifeways and Homosexuality in Developing Countries"
Chapter 6, "Lesbians, Gays, and Bisexuals in Contemporary Society"

Adam: "Passion for Life: A History of the Lesbian and Gay Movement in Spain" by Ricardo Llamas and Fefa Vila

WebCT: "Re-Orienting Desire: The Gay International and the Arab World" by Joseph Massad. 2002. *Public Culture* 14(2): pp. 361-385.

Week 7: Modern Identities, and Movements Continued

Adam: "Gay and Lesbian Movements in Eastern Europe: Romania, Hungary, and the Czech Republic" by Scott Long
"The Largest Street Party in the World: The Gay and Lesbian Movement in Australia" by Geoffrey Woolcock
and Dennis Altman

WebCT: "Under the Rainbow Flag: Webbing Global Gay Identities" by Heinz, Gu, Inuzuka, and Zender. 2002. *International Journal of Sexuality and Gender Studies*, 7(2-3), 107-123.

Week 8: Midterm Exam

Altman: Chapter 4, "The (Re)Discovery of Sex"

Week 9: Science, the State, and Sexuality

Adam: "Moral Regulation and the Disintegrating Canadian State" by Barry D Adam
"Democracy and Sexual Difference: The Lesbian and Gay Movement in Argentina" by Stephen Brown

Altman: Chapter 8, "Sexual Politics and International Relations"
Chapter 9, "Squaring the Circle: The Battle for 'Traditional' Morality"

WebCT: "State Violence and Lesbian, Gay, Bisexual and Transgender Rights" by M. Ungar. 2000. *New Political Science*. 22(1).

Week 10: AIDS, and Sexuality Worldwide

Research Paper Draft Due

Altman: Chapter 5, "Imagining AIDS: And the New Surveillance"

WebCT: "Activist Media in Native AIDS Organizing: Theorizing the Colonial Conditions of AIDS" by Scott Morgensen. 2008. *American Indian Culture and Research Journal* 32(1).

"Ushikwapo Shikamana" (If Assisted, Assist Yourself)" Kenyan Comic Strip

"AIDS: Keywords" by Jan Zita Grover in Douglas Crimp (ed.), *AIDS: Cultural Analysis/Cultural Activism*, Cambridge: MIT Press, 1988, pp.17-30.

Week 11: Case Study: Historical Specificity and Two-Spirit Mythology

Excerpts from *Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality*, by Sue-Ellen Jacobs, Wesley Thomas, and Sabine Lang, as well as group-selected readings.

Week 12: Case Studies: Globalization, Gender and Sexual Identity in Central and South America and Globalization and Contemporary African Same-Sex Sexualities

Peer Paper Feedback Due

Excerpts from *Tropics of Desire: Interventions from Queer Latino America*, by Jose Quiroga, and *Tommy Boys, Lesbian Men, and Ancestral Wives*, by Morgan and Wieringa, as well as group-selected readings.

Week 13: Case Study: Japan, Popular Culture, and Same-Sex Sexualities and the Internet and Same-Sex Activism in the Middle East

Excerpts from *Unspeakable Love: Gay and Lesbian Life in the Middle East*, by Brian Whitaker, *Queer Japan: Personal Stories of Japanese Lesbians, Gays, Transsexuals and Bisexuals*, by Barbara Summerhawk, Cheiron McMahill, and Darren McDonald, as well as group-selected readings.

Week 14: The State Of Same-Sex Sexuality In The 21st Century

Final Paper Due

Herd: Chapter 7, "Conclusion: Culture and Empowerment of Sexual Minorities"

Adam: "Gay and Lesbian Movements Beyond Borders? National Imprints of a Worldwide Movement" by the Editors

Altman: Chapter 10, "Conclusion: A Global Sexual Politics?"

* Fourteen weeks of coursework has been schedule to account for Thanksgiving or Spring break.

Check the final exam schedule for our scheduled exam time

Group Teaching Project

In groups of five you will spend the semester researching a particular case study that profiles unique aspects of global sexuality movements and technology. Based on your selected topic or issue, you will develop and teach a curriculum to cover one class meeting (1 hour of class time).

Your group will pick from an established list of case studies including: the role of the Internet in GLBT movements in the Middle East; globalization and contemporary African same-sex sexualities; Japan, popular culture, and GLBT sexualities; Historical specificity and Two-Spirit mythology; globalization, gender and sexual identity in Central and South America.

Much of your work will be done through course wiki pages, so that we can share work among and between groups. During the first few weeks of class we will receive training on how to create wiki pages. Each group will develop wiki pages associated with your teaching project, and all work will be posted there instead of turned in hard copy.

There are four components to the project:

1. Project Declaration: During **Week 4** you will complete a project declaration sheet on your group wiki. On this page you will provide a brief description of what your teaching topic is, who is in the group, what readings you plan to assign for your week, and what preliminary research you have conducted. In addition to the assigned book, you must find and read at least ONE additional reading about your chosen topic/organization/ place. A good place to start is by looking over the extensive bibliography posted on our class wiki.

1.2. Curriculum Development: (In final form on your group wiki two weeks before your presentation date)

a. **Overview:** Give an overview of the issue and how it relates to class. Make sure you provide any necessary background information, a description of how the topic has been studied, and whether and how people are responding or resisting to the phenomenon.

a.b. **Learning Objectives:** Case studies allow us to examine actual events/phenomena in order to understand broader abstract processes. Your learning objectives should reflect the abstract processes you hope students will understand from having studied your chosen case. Two to four learning objectives is a good number. Three is ideal. Be realistic about what you can accomplish.

a.c. **Lesson plan:** Your lesson plan is the strategy, or road map, you will follow to accomplish the learning objectives. The lesson plan should be tied to the actual time spent in class. Your approach could include lecturing on the assigned readings, guided discussion, small group discussion, a video followed by discussion, role playing, or any other activity. The idea is to plan activities that have specific outcomes in mind.

a.d. **Assigned Readings:** Think carefully about how your readings can help you achieve your learning objectives. In some cases, you might settle on a topic and begin finding readings before you have any learning objectives in mind. In this case, think about the readings you want to assign and figure out what the learning objectives should be based on the readings. Alternatively, your group may go from selecting a topic directly to identifying learning objectives. In this instance you'll need to try to find readings that can help convey the information students will need to accomplish your already-identified learning objectives. You do not need to have readings tied to each of your learning objectives.

a.e. **Assignments:** Assignments are another tool for accomplishing learning objectives. The assignment could be a fun task (like exploring websites or organizational materials), or something serious like a brief essay in response to a prompt related to your group's case. Regardless, don't assign something just for the sake of giving everybody work. There should be a link between an assignment and your learning objectives.

3. Class Presentation: On your selected day between Week 11 and Week 14 your group will lead class for one hour. In addition to teaching about your topic, you should develop a set of activities and/or discussion questions that capture the main points of the readings but which also move your classmates beyond a simple summary of the material and toward a critical analysis of the readings and their relationship to prior readings, current events, cultural debates, campus activities, everyday life, etc. Part of your objective here is to get your classmates involved and intellectually engaged.

3.4. Evaluation: Within a week of your group's class meeting, you should return to me, graded, any assignments you might have collected. In addition, each group member should write up an evaluation of the group process. Your 500-word-or-less evaluations should emphasize what, if anything, you learned from the experience. The types of learning you should discuss are

(a) class-related things like information, perspectives, theories, or types of analyses relative to environments and societies; and
(b) "personal-growth-related" things like how you managed to overcome the challenges—logistical, personal, or otherwise—of working in a group, lessons about leadership or communication, or other types of learning valuable to you. You should also discuss how well you think your group accomplished its learning objectives.

2008 – 171 Proposal to Add POLS 3214 & 3214W

1. Date: 10/16/2008
2. Department requesting this course: **POLS**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

POLS 3214. Comparative Social Policy

Either semester. Three credits. Prerequisite: POLS 1202 or 1207 or consent of instructor. Open to sophomores.

Examination of institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for the growth of, and cross-national differences in these different structures.

POLS 3214W. Comparative Social Policy

Either semester. Three credits. Prerequisite: POLS 1202 or 1207 or consent of instructor; ENGL 1010 or 1011 or 3800. Open to sophomores.

Examination of institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for the growth of, and cross-national differences in these different structures.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 3214 and 3214W
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: Comparative Social Policy
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Examination of institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for the growth of, and cross-national differences in, these different structures.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): POLS 1202 or 1207 or consent of instructor (ENGL 1010 or 1011 or 3800 for W variant).
9. Recommended Preparation, if applicable (see Note G): coursework in economics or sociology is desirable, but not required.
10. Consent of Instructor, if applicable (see Note T) YES
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): YES
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course:
No other courses in POLS, or in the CLAS catalog, examine social policies across regions, or provide coherent theoretical frameworks for understanding those differences. Existing courses in the catalog focus exclusively on American social policy, which limits students' perspectives regarding advantages and limits of those approaches.

2. Academic Merit:

Efforts to directly enhance social welfare via income or public services constitute the majority of government resources in all industrial countries of the world. For this reason alone, a better understanding of the structure of social programs, and how they have come to play such a large role in modern government, is essential for students of contemporary political science.

The course is designed to integrate descriptive and analytical elements of the study of social policy. Students learn about the diverse organizational details of the government's role in several major social policies—e.g., health care, social insurance, education and employment—in a selected group of countries. Along side learning about these institutions, the course outlines the major explanations for why social policies have come to play large, yet diverse, roles around the world.

The W variant of the course will utilize the core thematic material of the course in combination with an analytical research paper. This will include an abbreviated amount of substantive material (e.g., fewer social policies examples or fewer countries investigated) combined with explicit instruction during class time (approximately one-third of the total) in the design and writing of an academic research paper.

3. Overlapping Courses (see [Note M](#)):

4. Number of Students Expected: 45 (19 for W)

5. Number and Size of Section: 1, 45 (19 for W)

6. Effects on Other Departments (see [Note N](#)):

Examination of the course catalog indicates that no other departments provide undergraduate courses that explicitly compare the structure and causes of social policy across countries. Existing courses focus on the United States. The Department of Sociology, the department most likely to offer similar material or courses, reviewed the syllabus and supports my submission. (Email attached.)

7. Effects on Regional Campuses:

8. Staffing (see [Note P](#)):

9. Dates approved by (see [Note Q](#)):

Department subfield: 10/17/08

Department Curriculum Committee: 10/22/08

Department Faculty: 10/27/08

10. Name, Phone Number, and e-mail address of principal contact person: Oksan Bayulgen, 486-2231, oksan.bayulgen@uconn.edu

2008 – 172 Proposal to Change the Human Rights Minor

1. Date: November 7, 2008
2. Department requesting this change: **Human Rights; Philosophy**
3. Title of Minor: **Human Rights**
4. Nature of Change: **Add two Philosophy courses to the Minor, Category B:**

PHIL 3220. Philosophical Foundations of Human Rights. Either semester. Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107. Bloomfield, Parekh.

Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

PHIL/HRTS 2170W. Bioethics and Human Rights in Cross-Cultural Perspective. Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to sophomores or higher.

Philosophical examination of the ethical and human rights implications of recent advances in the life and biomedical sciences from multiple religious and cultural perspectives.

BOTH COURSES HAVE ALREADY BEEN APPROVED BY THE PHILOSOPHY DEPARTMENT (NOV. 6, 2008) AND BY CLAS C & C COMMITTEE; THIS WILL ADD THEM TO HRTS MINOR.

5. Existing catalog Description of the Minor:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required. Six credits from Group A, Core Courses, six credits from Group A or B, Electives; and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).

*** Group A. Core Courses.**

HRTS/POLS 3042; POLS/HRTS 3212; HIST/HRTS 3201, 3202

*** Group B. Electives.**

AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026; ANTH/WS 3350; ANTH/HRTS 3028; AASI 3215; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; ECON 2127, 2198, 3473; HIST/WS 3562; HIST3770/AFAM 3224; HIST 3570, 3995; HIST 3575/HRTS 3221/ PRLS 3221; HRTS 3293, 3295, 3299; HRTS/POLS 3418; HRTS/SOCI 3421, 3429, 3801; HRTS/WS 3263; PHIL 2215, 3218; PHIL 2245/ECON 2126; POLS 3255; SOCI/HRTS 3831; SOCI 3503, 3701

*** Group C. Internship: HRTS 3245**

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science department.

6. Proposed catalog Description of the Minor:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required. Six credits from Group A, Core Courses, six credits from Group A or B, Electives; and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).

*** Group A. Core Courses.**

HRTS/POLS 3042; POLS/HRTS 3212; HIST/HRTS 3201, 3202

*** Group B. Electives.**

AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026; ANTH/WS 3350; ANTH/HRTS 3028; AASI 3215; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; ECON 2127, 2198, 3473; HIST/WS 3562; HIST3770/AFAM 3224; HIST 3570, 3995; HIST 3575/HRTS 3221/ PRLS 3221; HRTS 3293, 3295, 3299; HRTS/POLS 3418; HRTS/SOCI 3421,

3429, 3801; HRTS/WS 3263; PHIL 2215, 3218; PHIL 2245/ECON 2126; PHIL 3220; PHIL/HRTS 2170W; POLS 3255; SOCI/HRTS 3831; SOCI 3503, 3701
*** Group C. Internship: HRTS 3245**

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science department.

7. Effective Date Spring, 2009.

Justification

1. Why is a change required? Both courses have been developed in conjunction with the HRTS minor and offer important educational opportunities to HRTS minor students.
2. What is the impact on students? More course availability.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

5. Dates approved by

Department Curriculum Committee: 6 November 2008

Department Faculty: 6 November 2008

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

Richard P. Hiskes, 486-2536 Richard.hiskes@uconn.edu

PLAN OF STUDY: Human Rights Minor

Name of Student: _____

The Human Rights Minor:

Fifteen (15) credits at the 2000 or 3000 level are required. Students take six credits from Core Courses (Group A); six credits from Electives (Group B); and three credits of Internship (Group C). More than six credits may not be taken in one department.

Cross-listed courses appear under both the primary department and HRTS, but they may only count once toward the minor requirement.

Group A – Core Courses (6 credits):

HIST: 3201, 3202

POLS: 3042, 3212

HRTS: 3042, 3201, 3202, 3212

Group B – Electives (6 credits):

ANTH: 3026, 3028, 3153W, 3350

ECON: 2126, 2127, 2198, 3473

ENGL: 3619

HIST: 3207, 3531, 3562, 3563, 3570, 3575, 3770

HRTS: **2170W**, 3028, 3042, 3153W, 3207, 3219, 3221, 3263, 3293, 3295, 3299, 3418, 3421, 3429, 3505, 3571, 3573, 3619, 3801, 3807, 3825, 3831

PHIL: 2215, 2245, 3218, 3219, **3220, 2170W**

POLS: 3255, 3418, 3807

PRLS: 3221

SOCI: 3221, 3222, 3421, 3429, 3503, 3505, 3701, 3801, 3825, 3831

WS: 3263

Group C – Internship (3 credits): **HRTS: 3245**

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

Consult your advisor while completing this plan. **An approved final plan of study must be filed with the registrar during the first four weeks of classes of the semester in which a student expects to graduate.**

SID#: _____

Expected date of graduation: _____

This plan is for the requirements of the _____ catalogue.

Student Signature

Date

I approve the above program for the Minor in Human Rights.

(signed) _____
Richard P. Hiskes, Professor,
Dept. of Political Science
Director of Human Rights Minor

Date _____

Revised: 11/08

2008 – 173 Proposal to Add SPAN 3295 Special Topics: Modern Spanish for Green Industry (Approved by Chair)

Proposal to offer a 3295 "Special Topics" Course

1. Date of this proposal: **November 14, 2008**
2. Semester and year 3295 will be offered: **Spring 2009**
3. Department: **Modern and Classical Languages (Spanish section)**
4. Title of course: **Spanish for the Green Industry**
5. Number of Credits: **4**
6. Instructor: **Eduardo Urios Aparisi**
7. Instructor's position: **Tenure-track faculty in Spanish**
(**Note:** if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).
8. Has this topic been offered before? **NO**
9. If so, how many times? (maximum = 3)
10. Short description: **This course focuses on listening, speaking, writing and reading Spanish within the context of the Green Industry (including Landscaping and Agriculture industry).**
11. Please attach a sample/draft syllabus to first-time proposals: **attached.**
12. Comments, if comment is called for:
13. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
14. Name, Phone Number, and e-mail address of principal contact person: Norma Bouchard
Norma.bouchard@uconn.edu, normabouchard60@hotmail.com Tel: 486-3313

SYLLABUS

**Español para la Industrias del Campo / Spanish for the Green Industry
ESPAÑOL 3295 (Sec 01) - Español elemental I
Primavera 2009**

*Department of Modern & Classical Languages
University of Connecticut*

Curso: Español 3295

Hora: M, W 5:00 – 6:40; 4 cr.

Instructor: Eduardo Urios-Aparisi

Teléfono:

Horas de oficina:

Sección: 01

Clase:

Oficina:

Correo electrónico:

General Overview:

- This course intends to develop communicative skills at a basic level and focuses on listening, speaking, writing and reading. The course is designed to provide a cultural context that emphasizes the vocabulary and use of Spanish within the context of the Green Industry (including Landscaping and Agriculture industry).
- It also establishes the basic grammatical structure to allow for written communication.

Course goals:

1. To demonstrate the ability to communicate in Spanish including progress in ability to comprehend and form simple questions, form and execute simple commands, make simple statements pertaining to job at hand and describe various jobs.
2. To use in Spanish, basic vocabulary related to the Horticulture field. The student will use the vocabulary in appropriate sentence structure as related to jobs in the greenhouse, planting and harvesting, equipment care, health and safety, landscaping, and small business.
3. To demonstrate the ability to use Spanish for basic high frequency language functions such as introducing oneself, welcoming a new employee, expressing thanks and asking a person to repeat or clarify for effective communication.
4. To increase your knowledge of the Spanish grammar through basic writing
5. To exhibit increased awareness of and appreciation for the social and cultural context of Latino workforce. The student will gain increased knowledge of the nuances of working with the Latino workforce.

Course Description: Two class periods and a minimum of one hour of practice beyond the class meetings are required per week.

Texts and materials:

- Knorre, M., T. Dorwick, A. Mª Pérez-Gironés, W. R. Glass, H. Villarreal: **Puntos de Partida 8ª edición** – web edition.
- Spinella, Emily **English Grammar for Students of Spanish**. Olivia & Hill Press (optional).

Evaluation Criteria: An individual's performance will be evaluated according to the following criteria and percentages.

Class participation	15%	15%
Pruebas (Quizzes)	15%	20%
Projects		
Homework	15%	
1 written unit exams	15%	
Comprehensive written final exam	20%	
	100%	













Grading scale:

A	95-100%
A-	90-94
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
F	0-59

Students are required to take all scheduled exams, both oral and written, in order to pass the course. Any exam or other work missed due to illness or other **excused** absence must be made up within one week of the scheduled date. It is the student's responsibility to make the necessary arrangements. In the event that arrangements are not made, the student shall receive a grade of "F" for the exam or assignment missed.

If a student should deem it advisable to drop the course, s/he must take care of the paperwork. If the student's name appears on the final grade list, s/he will receive the grade which reflects the work done during the semester, even if s/he had decided to drop the course. Last day to drop a course is February 4.

THIS COURSE DESCRIPTION AND SYLLABUS ARE SUBJECT TO CHANGE WITH PRIOR NOTIFICATION OF THE INSTRUCTOR

Símbolos			
	Pronunciación		Verbos
	Gramática		Composición
	Vocabulario		Repaso
			Exámenes escritos
			Exámenes orales
			Temas y actividades culturales
			Película
			Nota comunicativa
			Diario

Semana	Capítulo	Activiades <i>Temas comunicativos Vocabulario Gramática</i>	Exámenes Proyectos	Topics for the Green Industry
20 -24 enero	Capítulo Preliminar	<ul style="list-style-type: none"> }] Saludos y presentaciones pp. 4-5 🗨️ Alfabeto y pronunciación pp. 7-8, 12-13 🔗 Números 0-30 p. 14 📖 Hay p. 15 		Greetings and First meetings
25 -31 enero		<ul style="list-style-type: none"> 📖 Expresar gustos y preferencias p. 16 }] La hora p.17-18 🔗 Los cognados p. 8 🗨️ El género y los artículos pp. 32-34 (<i>cap.1</i>) 	<ul style="list-style-type: none"> 📅 Diario n° 1 🔗 Prueba 	Work schedules. Starting times, quitting times and lunch hours
1-7 febrero	Feb. 4 ÚLTIMO DÍA PARA DEJAR EL CURSO SIN NOTA "W"			
	1	<ul style="list-style-type: none"> }] Palabras interrogativas p. 29 🔗 En la clase p. 26 y las materias p. 29 📖 Presente: verbos en -ar pp. 38-42 📖 Presente: <i>ser</i> pp. 71-74 🗨️ Perspectivas culturales: Los hispanos en EE.UU. pp. 50-1 	<ul style="list-style-type: none"> 🔗 Prueba 	Discussion of book 1: <i>The Devil's Highway</i>
8-14 febrero	1 (cont.) Capítulo 2	<ul style="list-style-type: none"> }] Hacer preguntas (Asking Yes/No questions) p. 45 Entonación / Inversión 🔗 <i>Estar</i> p. 43 🗨️ Formas de singular y plural p.35-36 Un paso más 1: Las universidades hispánicas: p. 55 🔗 Familia y parientes pp. 60-61 🗨️ México Conozca México p. 87 	<ul style="list-style-type: none"> 📅 Diario n°2 🔗 Prueba 	Vocabulary in hiring and firing situations

15-21 febrero	2 (cont.)	<ul style="list-style-type: none"> 📖 Los verbos <i>-er, -ir</i> p. 79-81 🔗 Adjetivos pp. 64, 66-68 🔗 Los números 31-100 p. 62 🔗 Posesivos pp. 76-77 👁 México La unidad familiar: ¿Perspectivas culturales válidas o estereotipadas? pp. 91-2 	Diario n°3: diario web 🔗 Pruebita	Weather. Conversations about going or not to work
22-28 febrero		Repaso para el examen 1 ☺	🔗 EXAMEN 1 Cap. Preliminar- Cap. 1 y 2 📺 Película 1:	Small Garden Tools: Tools and its uses
1 - 7 marzo	Capítulo 3	<ul style="list-style-type: none"> 🔗 Ropa y colores pp. 96-97, 99. 🔗 Más allá del número cien p. 101 🔗 Demostrativos pp. 105-106 📖 Verbos <i>tener, venir, preferir, querer, poder.</i> 109 	📺 Película 2: 🔗 Pruebita	Large Equipment from blowers to bulldozers

Semana	Capítulo	Activiades <i>Temas comunicativos Vocabulario Gramática</i>	Exámenes Proyectos	Topics for the Green Industry
8-14 marzo	Vacaciones de primavera ☺			
15 -21 marzo	Capítulo 4	<ul style="list-style-type: none"> 📖 Verbo <i>ir</i> p. 114 👁 Nicaragua p. 119 y "La psicología de los colores" p. 122-124 🔗 ¿Qué día es hoy? p.128 🔗 Los muebles, los cuartos... p.130 🔗 Expresiones con <i>tener</i> (cap.3) p. 110 🔗 Describir mi casa p. 130 📖 Verbos: <i>hacer, oír, poner, salir, traer, ver.</i> p.133-134 	🔗 Pruebita	Discussion of book 2: <i>The Devil's Highway</i>
22 -28 marzo	4 (cont.)	<ul style="list-style-type: none"> 🔗 Explicar mi vida cotidiana p. 129 y 131-2 y 144-5 🔗 Pronombres y verbos reflexivos p. 142-143 📖 Verbos con cambio de raíz p. 137-139 👁 Costa Rica: Carmen Naranjo p. 152 Los anuncios en un periódico puertorriqueño pp. 152-155 	📖 Proyecto (1ª versión)	Greenhouse Plants, Flowers
29 marzo - 4 abril	Capítulo 5	<ul style="list-style-type: none"> 🔗 Describir lo que está pasando 🔗 ¿Qué tiempo hace hoy? Las estaciones p.158 y p.160 🔗 Preposiciones p.162 📖 Estar + gerundio pp.165-166 	🔗 Pruebita	Watering and Spraying. Insects
5 -11 abril	5 (cont.)	<ul style="list-style-type: none"> 🔗 Comparar los miembros de la familia p. 180. 📖 <i>Ser /estar</i> pp.171-172 🔗 Comparaciones pp.177-17 👁 Guatemala: p. 183 y Lectura pp. 186-188 	📖 Proyecto (versión final) 🔗 EXAMEN ORAL 1	Health and Safety
12-18 abril.	Capítulo 6	<ul style="list-style-type: none"> 🔗 La comida pp.192-193 📖 <i>Saber/ conocer</i> 195-196 🔗 Ir a comer a un restaurante o en casa 195, 197, 199, 204 🔗 Objeto directo pp. 199-200 	🔗 EXAMEN ORAL 2	Around Town: Names of boudlings and places of interests and Directions
19 – 25 abril	6 (cont.)	<ul style="list-style-type: none"> 🔗 Expresar negaciones pp. 203-204 📖 Mandatos formales pp. 206-207 👁 Panamá "La cocina de Palomino" pp. 218-20 	📖 Diario web n° 5	Discussion of book 3: <i>The Devil's Highway</i>
26 abril -2 mayo		REPASO	Entregar carpeta final con todos los diarios y la composición	Golf Courses: Day-to-day golf course maintenance
3 -9 mayo		<ul style="list-style-type: none"> 🔗 EXAMEN FINAL COMPRENSIVO (con preguntas sobre la película) Para la fecha y hora del examen final, mira el horario de la universidad en <i>Registrar</i> Devolución de la carpeta 		

2008 – 174 Proposal to Change the India Studies Minor

1. Date: 11/13/08
2. Department requesting this change: **India Studies Program/Office of international Affairs**
3. Title of Minor: **India Studies**
4. Nature of Changes:
 - a. Eliminate required credits in Group B; increase required credits for Group A, core courses
 - b. An additional thesis option
 - c. An additional study abroad option
 - d. Changed number for an existing approved course
 - e. Eliminate example of a course that no longer exists

5. Existing catalog Description of the Minor:

Completion of a minimum of fifteen credits at the 2000-level or above is required, including at least 2 courses from Group A and at least two courses from Group B. In addition the India Studies minor requires the completion of [INDS 4296](#) or participation in an approved, credit-bearing Study Abroad program in India. Any remaining credits can be completed in INDS courses or an additional course from Group A or B, or any independent study that focuses on India (approved by coordinator of India Studies). Also recommended are appropriate 2000-level and above courses that provide an introduction to the advanced courses. These might include PHIL 1106 and ARTH 1140. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.

Group A: Core courses

[AASI/HIST 3812](#); [INDS 3210](#); [PHIL 3263](#); [POLS 3472/W](#); [AASI 3222/HRTS 3573/SOCI 3222](#); [ENGL 3318](#) (when taught as “India”); [ART 3375](#)

Group B: Related courses

[SOC 3701/W](#); [POLS/WS 3216](#); [ECON 3473/W](#); [ARE 3255](#); [ENGL 2301/W](#); [AASI 3216](#)

6. Proposed catalog Description of the Minor:

Completion of a minimum of fifteen credits at the 2000-level or above is required, including at least 3 courses from Group A. Any remaining credits can be completed in Group B courses, INDS courses, or any independent study that focuses on India (approved by coordinator of India Studies). In addition the India Studies minor requires one of the following:

1. **The completion of INDS 4296 (thesis) or**
 2. **The completion of any thesis focusing on India and approved by coordinator of India Studies or**
 3. **Participation in an approved, credit-bearing Study Abroad program in India or**
 4. **An approved independent study which is completed in India**
- Also recommended are appropriate courses that provide an introduction to the advanced courses, such as PHIL 1106. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.**

Group A: Core courses

[AASI/HIST 3812](#); [INDS 3210](#); [PHIL 3263](#); [POLS 3472/W](#); [AASI 3222/HRTS 3573/SOCI 3222](#); [ENGL 3320](#); [ART 3375](#)

Group B: Related courses

[SOC 3701/W](#); [POLS/WS 3216](#); [ECON 3473/W](#); [ARE 3255](#); [ENGL 2301/W](#); [AASI 3216](#)

7. Effective Date (immediately)

Justification

1. Why are changes required? These changes, collectively, are designed to maximize both flexibility and rigor in the India Studies Minor
 - a. Requirement of at least 3 courses makes 3/5 of the required courses those that have more substantive focus on India.
 - b. Allowing any thesis that focuses on India to count for the thesis requirement

- allows the student to write a thesis in another department but still meet the minor requirement. This is especially important for Honors students.
- c. Allowing an independent study completed in India to meet the study abroad requirement will allow research projects in India to count for that requirement
 - d. ENGL 3318, Literature and Culture of the Third World, (when taught as "India"), has now become a separate course with a separate number. It is the same course but is now ENGL 3320.
 - e. ARTH 1140 has been dropped from the Art History department and, therefore, should not be offered as a recommended course
2. What is the impact on students?
These changes will allow students more flexibility and more depth in their focus on India Studies and will allow faculty members to get credit in their departments for the independent studies and theses that they supervise.
 3. What is the impact on regional campuses?
It provides the same opportunities at regional campuses
 4. Attach a revised "Minor Plan of Study" form to this proposal
See attached.
 5. Dates approved by
Department Curriculum Committee: Nov 13 2008
Department Faculty: Nov 14 2008
 6. Contact person: Betty Hanson, betty.hanson@uconn.edu, 486-2534

INDIA STUDIES MINOR
College of Liberal Arts and Sciences
Plan of Study Revised 11/08

Completion of a minimum of fifteen credits at the 2000-level or above is required, including at least 3 courses from Group A. Any remaining credits can be completed in Group B courses, INDS courses, or any independent study that focuses on India (approved by coordinator of India Studies). In addition the India Studies minor requires one of the following:

1. The completion of INDS 4296 (thesis) or
2. The completion of any thesis focusing on India and approved by coordinator of India Studies or
3. Participation in an approved, credit-bearing Study Abroad program in India or
4. An approved independent study which is completed in India

Also recommended are appropriate 2000-level and above courses that provide an introduction to the advanced courses, such as PHIL 1106. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.

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

- Group A: Core Courses (3 required)
- HIST 3812 (also AASI 3812). Modern India
 - POLS 3472/3472W. South Asia in World Politics
 - SOCI 3222/ (also AASI 3222). Asian Indian Women: Activism and Social Change in India and the United States
 - PHIL 3263 - Oriental Philosophy and religion
 - ENGL 3318. Literature and Culture in the Third World (When regional focus is India)
 - INDS 3210. Ancient and Classical Indian literature in Translation
 - ART 3375 Contemporary Indian Art and Popular Culture
- Group B
- SOCI 3701/3701W. The Developing World
 - POLS 3216/3216W. Women and Development
 - ECON 3473/3473W. Economic Development
 - ARE 3255. Role of Agriculture in Development
 - ENG 2301/2301W. World Literature in English
 - INDS 3298 Variable Topics
 - INDS 3295 Special Topics

INDS 3299 Independent Study
Independent Study in another Department
India Studies Coordinator Approval _____

Thesis: INDS 4296 OR

Thesis supervised in another department

India Studies Coordinator approval _____ OR

Study Abroad: INDS 3293 or completion of a credit-bearing (at least 3) study abroad program in India OR

Completion of an independent study in India (at least 3 credits)

India Studies Coordinator approval _____

For information contact Betty Hanson: betty.hanson@uconn.edu, 486-2534

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)

(signed) _____ Dept. of (insert name)

Minor Advisor

2008 – 175 Proposal to Change ANTH 3030

1. Date: 13-Nov-08
2. Department: **Anthropology**
3. Nature of Proposed Change: **Add prerequisites; shorten course description.**
4. Current Catalog Copy:

3030. Peoples of the Pacific Islands

(230) Either semester. Three credits.

Survey of the indigenous societies and cultures of the Pacific Islands, from the first settlement to the postcolonial period. Topics include prehistoric canoe voyaging, modes of subsistence, political forms, ritual and religion, ceremonial exchange, gender ideologies, European colonization, and modern indigenous nationalism. Ethnographic examples will be drawn from Polynesia, Melanesia, and Micronesia. CA 4-INT.

5. Proposed Catalog Copy:

3030. Peoples of the Pacific Islands

(230) Either semester. Three credits. Prerequisite: ANTH 1000 or 1006 or 2000.

Survey of the indigenous societies and cultures of the Pacific Islands, from first settlement to the postcolonial period. Prehistoric canoe voyaging, subsistence modes, political forms, ritual and religion, gender ideologies, colonization, indigenous nationalism. Ethnographic examples drawn from Polynesia, Melanesia, and Micronesia. CA 4-INT.

6. Effective Date : immediately

Justification

1. Reasons for changing this course: Since this was added to a GenEd category it has attracted many students who have never taken anthropology. The complexity of the material requires knowledge of the basic terms and concepts covered in an introductory cultural anthropology course. Also, we need to make sure that there are enough seats for our Majors, for whom this fulfills our 'ethnographic area course' requirement.
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: No effect; Prof. J. Linnekin is the only instructor for this course.
7. Dates approved by (see Note Q):
Department Curriculum Committee: 11/6/08
Department Faculty: 11/6/08
8. Name, Phone Number, and e-mail address of principal contact person:
Jocelyn Linnekin Jocelyn.Linnekin@uconn.edu
486-2137 messages/486-0067 office

2008 – 176 Proposal to Add HDFS 5021

1. Date: **November 12, 2008**
2. Department requesting this course: **HDFS**
3. Semester and year in which course will be first offered: **Spring 2009**

Final catalog Listing (see Note A):

HDFS 5021 Current Research in Culture, Health and Human Development

1 credit. Seminar. This course may be repeated to a maximum of three credits.

Discussions with invited speakers on current research, focusing on how to combine disciplinary perspectives and methods in order to build a new integrative science of health and development across and within cultures.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **HDFS**
2. Course Number (see Note B): **5021**
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 **Not required**
3. Course Title: **Current Research in Culture, Health and Human Development**
4. Course description (if appropriate -- see Note K): **Discussions with invited speakers on current research, focusing on how to combine disciplinary perspectives and methods in order to build a new integrative science of health and development across and within cultures.**
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D):**1**
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.")
 Lecture; Laboratory; **Seminar**; Practicum.

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): NA
10. Exclusions, if applicable (see Note H): NA
11. Repetition for credit, if applicable (see Note I): **may be repeated to a maximum of three credits**
12. S/U grading, if applicable (see Note X): NA

Justification

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

To provide exposure to current interdisciplinary research, either supplementary (for students who have taken HDFS 5020, the full seminar), or exploratory (for students who want to consider this area of research).

2. Academic Merit (see Note L):

Students will attend the research colloquia presented as part of the 3-credit HDFS 5020, having read the assigned material, and will have the opportunity to interact with the presenters (most of whom are usually from other institutions).

3. Overlapping Courses (see Note M):

No overlap (complementary to HDFS 5020)

4. Number of Students Expected:

5

5. Number and Size of Section:

one section only

6. Effects on Other Departments (see Note N):

This only adds to the value of the existing CHHD program and its basic seminar, for students of all departments; no overlap or competition.

7. Staffing (see Note P):

Staffed by whoever is teaching HDFS 5020 (currently: Harkness)

8. Dates approved by (see Note Q):

Department Curriculum Committee: May 15, 2008

Department Faculty: Graduate faculty **May 15, 2008**

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

Jane Goldman , 6-4728, jane.goldman@uconn.edu