

**College of Liberal Arts & Sciences
Committee on Curricula & Courses
Departmental Course Proposals for the 8 December 2009 Meeting**

I. PROPOSALS POSTPONED FROM A PREVIOUS MEETING:

2009 – 100 Proposal to Add PLSH 2XXX [revised submission]

1. Date: 3 December 2009
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing

PLSH 2XXX. Poland through Film

Either semester. Three credits. Open to Sophomores or higher. Polish film as an expression of cultural themes. Politics, society, Polish literature, European development, Jewish culture, gender studies, ethnic and religious diversity.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PLSH
2. Course Number (see Note B): 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: Poland through Film
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):
Polish film as an expression of cultural themes. Politics, society, Polish literature, European development, Jewish culture, gender studies, ethnic and religious diversity.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G): none
10. Consent of Instructor, if applicable (see Note T) none
11. Exclusions, if applicable (see Note H): none
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Pamula
14. Open to Sophomores (see Note U): open to Sophomores or higher
15. Skill Codes "W", "Q", or "C" (see Note T): none
16. S/U grading (see Note W):

Justification

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

To the instructor's knowledge, no course on Polish culture or film exists at Uconn other than the PLSH 3295 course which has been offered by the instructor. (Please note that this course should have been scheduled as 3298, an error which has been rectified going forward.) The content of the PLSH 3295 course is very similar to that of the one that is being proposed now, but the lectures of PLSH 3295 are in Polish. Because PLSH 3295 is a *special topics course*, students who want to enroll need to have passed the Polish language courses prior taking that class, so the admission to that course is very limited. There is a growing interest on Polish culture on the part of heritage and other students. Those students have been taking such courses on an Independent basis and the department would like to formalize them.

2. Academic Merit (see Note L):

HISTORY

This course will familiarize students with important historical events in Europe that influenced the creation of contemporary Poland, such as World War II, the Warsaw Uprising, communism and its fall, and admittance into the European Union. The movies introduce present-day Poland with its cultural and ethnic diversity. Some of the films are based on famous pieces of Polish literature. Students will also become familiar with socio-political and cultural aspects of contemporary Poland: economical changes as a result of the beginning of capitalism after 45 years of communism, Jewish culture, the role of Polish women, and the everyday life of Polish people from various social classes.

TECHNICAL

The course will challenge students' preconceptions of international film, and other cultural values. The course will also stimulate students to develop their critical vocabulary for the analysis of the screening, editing, mise-en-scene, acting, and so on.

MORAL DILEMMAS

The course will support the University's focus on actively engaging students in critical thinking. Many of the movies focus on moral aspects of people's behaviour, the value of life, and the distinction between good and evil. Through the guided questions that will be posted prior the class, students will have to try to find the answer to some moral dilemmas.

GENERAL SUMMARY

The course will provide students with knowledge of a world beyond their own, as they familiarize themselves with Polish history, traditions, problems, and everyday life through one of a nation's primary modes of expression, film. Students will become familiar with the best Polish film directors and actors, important facts from Polish history, and some aspects of present-day Poland. They will be encouraged to compare and contrast Polish society with their own, expanding their conversation with the rest of the world.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 50

5. Number and Size of Section: 1/50

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

7. Effects on Regional Campuses: none

8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11/2/09

Department Faculty: 11/2/09

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

Salomea Pamula

salomea.pamula@uconn.edu

486-3313

Syllabus:

**University of Connecticut
Modern and Classical Languages Department**

Poland through Film

Course description

This course will familiarize students with some important historical events in Europe that influenced the creation of contemporary Poland, such as World War II, the Warsaw Uprising, communism and its fall, and admittance into the European Union. The movies introduce present-day Poland with its cultural and ethnic diversity. Students will also become familiar with many socio-political and cultural aspects of contemporary Poland: economical changes as a result of the beginning of the capitalism after 45 years of communism, the role of Polish women, the everyday life of Polish people from different social classes (intellectuals, students, politicians, businessmen, farmers, etc.), and the coexistence of people of different religions, and cultures. Many movies focus on moral aspects of people's behaviour, the sense of life, and the distinction between good, and evil.

A variety of film genres will be considered: psychological drama, comedy, science-fiction, thriller, and so on. Two films (*Debt* and *Back and Forward*) are based on real stories, while *Decalogue* is the world's first attempt at filming the Ten Commandments. In addition, the films are directed by the most well-known Polish directors (A. Wajda, A. Holland, K. Zanussi, M. Piekorz, K. Kieslowski, S. Bareja), and star some of Poland's most famous contemporary actors (M. Żebrowski, M. Kożuchowska, J. Stuhr, J. Gajos, K. Janda, D. Stenka, Z. Zapasiewicz). Many of these films, actors, and directors have received numerous awards, including *Katyń*, which was nominated for an Oscar in 2007 as "Best Foreign Language Film".

Goals

The courses will provide students with knowledge of a world beyond their own, as they familiarize themselves with Polish history, traditions, problems, and everyday life through one of a nation's primary modes of expression, film. Some films presented in the course focus exclusively on very difficult moral situations that people can face at any time during their life. Students will need to assess them, and the discussions will make them to think what they'd do in similar situations. Students will become familiar with the best Polish film directors and actors, important facts from Polish history, and some aspects of present-day Poland. They will be encouraged to compare and contrast Polish society with their own.

Each class will be organized around one or two movies. A short introduction to the historical context of the film, its director, and its actors will be given before the film showing. After the film, students will participate in discussions designed to stimulate them to articulate their thoughts, express their opinions and ideas, develop their critical thinking, and give reasonable arguments. The course will also stimulate students to develop their critical vocabulary for the analysis of the screening, editing, mise-en-scene, acting and so on.

Course requirements and grading

Active participation in classes (20%)

Written paper, 2-3 pages (30%)

Final exam (50%)

The paper can be written in English or in Polish. Its topic will be given by the instructor during the course or can be proposed by the student. Due date for the paper is.....

Final exam will be in the form of several multiple choice questions or short essay questions, identifications, and definitions.

Schedule of the class

Week	Topics	..Date..	Movie
1	Beginning of the free market in Poland.		<i>Debt</i> , dir. Krzysztof Krauze, 1999 (97 min.) Cast: Robert Gonera, Andrzej Chyra
2	Warsaw Uprising (8/1/1944 – 10/4/1944)		<i>Canal</i> , dir. Andrzej Wajda 1956 (91 min.) Cast: Teresa Iżewska, Tadeusz Janczar
3	1940: The drama of almost 19,000 Polish officers and their families.		<i>Katyń</i> , dir. Andrzej Wajda 2007 (117 min.) Cast: Andrzej Chyra, Maja Ostaszewska, Artur Żmijewski, Danuta Stenka, Jan Englert, Magdalena Cielecka
4	The position of women in communist Poland.		<i>Lonely Woman</i> , dir. Agnieszka Holland 1981 (92 min.) Cast: Maria Chwalibóg, Bogusław Linda
5	Polish catholicism, moral values, spirituality.		<i>Decalogue</i> dir. Krzysztof Kieslowski 1988 (V) (57 min.) Cast: Mirosław Baka, Krzysztof Globisz, (VI) (58 min.) Cast: Grażyna Szapolowska, Olaf Lubaszenko
6	Communist absurdity.		<i>Teddy Bear</i> , dir. Stanisław Bareja 1980 (111 min.) Cast: Stanisław Tym, Krzysztof Kowalewski, Bronisław Pawlik
7	Moral ambiguity and hypocrisy; Polish Jews; complex identity.		<i>Polish Holydays: Wet T-shirt Miss</i> , dir. Witold Adamek 2002 (55 min.) Cast: Piotr Fronczewski, Magdalena Mazur, <i>Purim Miracle</i> dir. Janusz Morgenstern 2000 (57 min.) Cast: Danuta Stenka, Sławomir Orzechowski
8	Living in communist Poland: Was it science-fiction?		<i>Sexmission</i> , dir. Julisz Machulski 1983 (116 min.) Cast: Jerzy Stuhr, Olgierd Łukaszewicz, Beata Tyszkiewicz, Wiesław Michnikowski
9	Love, friendship, death, hatred, jealousy, and life decisions.		<i>Life as a Fatal Sexually-Transmitted Disease</i> , dir. Krzysztof Zanussi 2000 (96 min.) Cast: Zbigniew Zapasiewicz, Krystyna Janda
10	Socio-economical changes in Poland after the fall of communism.		<i>Let's Make a Grandson</i> , dir. Piotr Wereśniak 2003 (83 min.) Cast: Małgorzata Kożuchowska, Zbigniew Zapasiewicz, Andrzej Grabowski, Katarzyna Bujakiewicz
11	Censorship and espionage in the sixties in Poland.		<i>Back and Forward</i> , dir. Wojciech Wójcik 2001 (102 min.) Cast: Janusz Gajos, Jan Frycz, Olaf Lubaszenko, Edyta Olszówka
12	The Polish intellectual in contemporary Poland.		<i>A Day of Wacko</i> , dir. Marek Koterski 2002 (93 min.) Cast: Marek Kondrat, Andrzej Grabowski
13	Family, politics, religion; difficult choices.		<i>The Weather for Tomorrow</i> , dir. Jerzy Stuhr 2003 (94 min.) Cast: Jerzy Stuhr, Maciej Stuhr, Krzysztof Globisz, Andrzej Chyra
14	Is living in inertness a real life?		<i>Sleepiness</i> , dir. Magdalena Piekorz 2008 (105 min.) Cast: Małgorzata Kożuchowska, Michał Żebrowski

II. NEW DEPARTMENTAL PROPOSALS

2009 – 106 Proposal to Add prerequisite to PRLS 3271 and Add its W Variant. [revised submission]

1. Date: November 18, 2009
2. Department requesting this course: **Institute of Puerto Rican and Latino Studies**
3. Semester and year in which course will be first offered: Spring 2010

Current catalog listing:

PRLS 3271. Immigration and Transborder Politics

U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with the emphasis on Latino diasporas.

Final catalog Listing:

PRLS 3271. Immigration and Transborder Politics. Either semester. Three credits. Prerequisite: Open to Juniors or higher.

U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with the emphasis on Latino diasporas.

PRLS 3271W. Immigration and Transborder Politics. Either semester. Three credits.

Prerequisite: ENGL 1010, 1011 or 3800; open to Juniors or higher.

U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with the emphasis on Latino diasporas.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): PRLS
PRLS 3271W/POLS 2998W: Immigration and Transborder Politics

2. Course Number (see [Note B](#)): 2XXX-W

If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No

3. Course Title: Immigration and Transborder Politics

4. Semester offered (see [Note C](#)): Either

5. Number of Credits (see [Note D](#)): 3

6. Course description **U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with the emphasis on Latino diasporas.**

"Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): standard

8. Prerequisites, if applicable (see [Note F](#)): as above

9. Recommended Preparation, if applicable (see [Note G](#)): as above

10. Consent of Instructor, if applicable (see [Note T](#)): n/a

11. Exclusions, if applicable (see [Note H](#)): n/a

12. Repetition for credit, if applicable (see [Note I](#)): n/a

13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): n/a

14. Open to Sophomores (see [Note U](#)): as above

15. Skill Codes "W", "Q", or "C" (see [Note T](#)): W

16. S/U grading (see [Note W](#)): n/a

Justification

1. Reasons for adding this course: (see [Note L](#)) The PRLS 3271 that appears in the catalog currently (2009-2010) is not a W. We will now offer a valuable W as well.

2. Academic Merit (see [Note L](#)): The course expands the offering of W courses available to the Institute of Puerto Rican and Latino Studies.
3. Overlapping Courses (see [Note M](#)): POLS 2XXX-W
4. Number of Students Expected: 9 in the PRLS section
5. Number and Size of Section: In accordance with the rules of W course enrollments, enrollments cannot exceed 19 total for the whole class.
6. Effects on Other Departments (see [Note N](#)): The course expands the offerings of W courses available to the Institute of Puerto Rican and Latino Studies and the university.
7. Effects on Regional Campuses: N/A
8. Staffing (see [Note P](#)): Dr. Charles R. Venator-Santiago
9. Dates approved by (see [Note Q](#)):
 Department Curriculum Committee: 11/18/09
 Department Faculty: Diana Rios, Xae Reyes, Odette Casamayor-Cisneros, Marysol Asencio
10. Name, Phone Number, and e-mail address of principal contact person:
 Charles R. Venator-Santiago charles.venator@uconn.edu 486-9056 204 Monteith Hall, Unit 1024

**University of Connecticut-Storrs
 Institute of Puerto Rican & Latino Studies
 PRLS 3271W
 SYLLABUS
 Immigration and Trans-Border Politics**

Proposed W variant alongside the non-W on the books

This W course will not exceed 19 students.

Charles R. Venator Santiago
 Phone: (860) 486-9052

Office: Monteith 204
 Email: charles.venator@uconn.edu

Description:

U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with the emphasis on Latino diasporas.

Introduction

The trans-national mobility of subjects and citizens impacts the structural conditions of all national-societies in various ways. Subjects and citizens may bring a surplus skilled or unskilled labor power to a country and may also deplete another country of professional resources creating conditions of scarcity. Transnational subjects and citizens may exert control over public institutions, and or may be marginalized from the public realm. In the United States, the immigration and migration of Latin American subjects and citizens has given way to a host of polemical public debates, that have often regressed, to ideological statements. This course will introduce the students to the study of the relationship between Latino-American immigration/migration and politics in the United States. The course will be divided into two parts addressing the history of U.S. immigration politics and the some relevant theoretical and social polemics informing current debates. Students will be expected to grapple with complex immigration and trans-border debates by the end of the course. In order to provide you with the attention you need, this W course will not exceed 19 students.

Grading & Policies

This is a writing-intensive course and thus requires a significant amount of writing, submissions and revisions. The main goal of the course is to provide students with an opportunity to develop a publishable paper or a paper that can be developed into a broader research project. All work needs to be typed, double-spaced and legible.

F CLAUSE: Under no circumstances can a student pass this class without having received a passing grade in the writing component of the course."

*****RESEARCH TERM PAPER*******(15 pgs.) (50%):** Students are expected to write a substantive research term paper that addresses one of the topics discussed in class. The student will work on this in sections and installments, with staggered deadlines that allow for feedback and revisions of the written work. The elements described below will culminate into a term paper:

Thesis Statement: Students are expected to hand in a thesis statement that they would like to research in further detail. I expect that students enrolled in this course have a clear sense of what they are interested in studying. This is not an exploratory course or an introductory course. Please plan accordingly.

Draft 1 of thesis statement due on specified date, in class

Draft 2 of thesis statement due on specified date, in class

Draft 3 of thesis statement due on specified date, in class

Annotated Bibliography: Students are expected to identify at least 5 journal articles that address the subject that they are researching. They are expected to write a brief annotated bibliography on each article. Please remember that you are expected to do college level work, no internet sources will be accepted as legitimate unless they are reports or substantive sources of information that are not available otherwise

Draft 1 of annotated bib. due on specified date, in class

Draft 2 of annotated bib. due on specified date, in class

Draft 3 of annotated bib. due on specified date, in class

Outline: This outline, should provide a detailed description of the student's project.

Draft 1 of outline due on specified date, in class

Draft 2 of outline due on specified date, in class

Draft 3 of outline due on specified date, in class

Final Paper:

Draft 1 of paper—due on specified date, in class

Draft 2 of paper--due on specified date, in class

Draft 3 of paper--due on specified date, in class

Final draft due on last day of UConn courses, in my office in the Department of Political Science, Monteith Hall.

Journal Responses to Question (20%): Students will be expected to hand a two page response to the relevant questions (see below) in-class on selected **Friday mornings**. Students will be evaluated on their ability to answer the questions using the assigned readings. There will be a total of ten journal entries.

Short Writing Assignments: Position statements (15%): Students will be expected to write three short statements about their political position on relevant issues pertaining to the class. Each assignment will be worth 5% of your grade. The specific assignments are described below--

Op-Ed (2 pages): Write a 2 page op-ed response on any one of the topics discussed in class throughout the semester. This short essay should address an immigration issue relevant to your home community. Due on specified date, **in-class**.

SGA position paper (2 pages): This position paper should address an immigration issue that is relevant to the UConn academic community and should require the Student Government Association to take a position on your issue. Due on specified date, in-class.

State Legislature or Federal position paper (2 pages): This position paper should address either a State or Federal question pertaining to immigration. Due on specified date, in-class.

Participation (15%): Students are expected to attend all classes and participate in an active and critical manner. Students will be evaluated on their ability to contribute to class discussions in an informed manner that draws upon the assigned readings. Participation credits will be assigned on a random basis and in-class.

PLEASE NOTE THAT ALL LATE PAPERS WILL BE PENALIZED HALF A GRADE PER EACH LATE DAY. IT IS YOUR RESPONSIBILITY TO MAKE ARRANGEMENTS WITH ME IN ORDER TO GET AN EXTENSION, AND THESE ARRANGEMENTS SHOULD BE MADE WELL IN ADVANCE. IF YOU GIVE ME A PAPER AFTER IT IS DUE, DO NOT EXPECT ME TO GRADE IT RIGHT AWAY. ALL PAPERS HAVE TO DISCUSS THE ASSIGNED CLASS READINGS; OTHERWISE YOUR WORK WILL BE DOWNGRADED AS APPROPRIATE. I WILL NOT ACCEPT PAPERS SENT TO ME VIA EMAIL. PLEASE MAKE SURE THAT YOU HAND ME A HARD COPY IN CLASS.

Required Texts:

- Gloria Anzaldúa, *Borderlands/La Frontera, The New Mestiza*, Second Edition (San Francisco: Aunt Lute Books, 1999). ISBN: 1-879960-56-7
- Lisa Magaña, *Mexican Americans and the Politics of Diversity, ¡Querer es poder!* (The University of Arizona Press: Tucson, 2005). ISBN 13: 978-0-8165-2265-1
- Edward J.W. Park and John S.W. Park, *Probationary Americans: Contemporary Immigration Policies and the Shaping of Asian American Communities* (New York: Routledge, 2005). ISBN: 0-415-94751-0

All texts will be available through the COOP. The readings for the first four weeks will be available in-class. Depending on the number of enrolled students, the course packet will be available in class.

Students interested in additional discussions in Spanish can join the *Linkage Through Languages* section which will be taught by Alfonso Varona.

Course Reading Outline:

Week 1: Contextualizing the Debates

Monday, August 27, Introductions

Wednesday, August 29, U.S. Latino/as

- Rachel F. Moran, *Neither Black nor White*, 2 *Harv. Latino L. Rev.* 61 (1997).

Recommended Readings:

- Jorge J.E. Gracia & Pablo De Greiff, eds., *Hispanics/Latinos in the United States, Ethnicity, Race and Rights* (New York: Routledge, 2000).

Friday, August 31, Latino/as & Latin America

- Walter D. Mignolo, *Capitalism and Geopolitics of Knowledge: Latin American Social Thought and Latino/a American Studies* (Available in Class).

Recommended Readings:

- Jorge J.E. Gracia, *Hispanic/Latino Identity, A Philosophical Perspective* (Malden: Blackwell Publishers, 2000).
- Marcelo M. Suárez-Oroszco and Mariela M. Páez, Eds. *Latinos, Remaking America* (Berkeley: University of California Press and DRCLAS, 2002).

Journal Question # 1: *Do you think that Latino/as experience political institutions differently?*

Part I: Historical Context of Immigration in the United States

Week 2: U.S. Territorial Expansion & Imperialism

Monday, September 3

- Bartholomew H. Sparrow, Introduction & Chapter 1, *The Insular Cases and the Emergence of American Empire*. (Course Reader)

Wednesday, September 5

- The Northwest Ordinance of 1789.
- The Treaty of Guadalupe Hidalgo (1848).
- Richard Griswold del Castillo, *Symposium: Manifest Destiny: The Mexican-American War and The Treaty of Guadalupe Hidalgo*, 5 *Sw. J.L. & Trade Am.* 31 (Spring 1998): 31-42. (Course Reader)

Friday, September 7

- *U.S. v. Verdugo-Urquidez*, 494 U.S. 259 (1990). (Course Reader)

Journal Question # 2: *Is the United States an Anglo-American nation? Has it been an Anglo-American country since its inception? When do you think that it became an Anglo-American nation?*

Weeks 3 & 4: Institutional Context of U.S. Immigration Law

Monday, September 10 & Wednesday, September 12

- Aleinikoff et al., Chapter 2, §A: *The Foundations of Immigration Power*. (Course Reader)

Friday, September 14 & Monday, September 17

- Aleinikoff et al., Chapter 2, §B: *The Foundations of Immigration Power*. (Course Reader)

Journal Question # 3: *Should states have the power to develop and enforce immigration laws?*

Wednesday, September 19 & Friday, September 21

- Aleinikoff et al., Chapter 3, §A & B: *Federal Agencies and Courts*. (Course Reader)

Recommended Readings:

- Thomas A. Aleinikoff, et al., *Immigration and Citizenship, Process and Policy* Fourth Edition (St. Paul: West Group, 1998).
- Robert James McWhirter, *The Criminal Lawyer's Guide to Immigration Law, Questions and Answers*, Second Edition (Chicago: American Bar Association Publishing, 2006).

Week 5: Latino/as & U.S. Immigration

Monday, September 24, Mexicans

- Lisa Magaña, Chapter 2: *History of Mexican Americans in Politics*

Wednesday, September 26

- Jorge Duany, Chapter 7: *Following Migrant Citizens* (Course Packet)

Friday, September 28

- Jennifer Lundquist & Douglas Massey, *Politics or Economics? International Migration During the Nicaraguan Contra War*, *Journal of Latin American Studies* 37:1-25, 2005. (Available at: http://journals.cambridge.org/download.php?file=%2FLAS%2FLAS37_01%2FS0022216X04008594a.pdf&code=3a7741775c1341bfa69d566e33aeaf5e)

Journal Question # 4: *Discuss two factors that push people to migrate?*

Week 6: Immigration & U.S. National Security

Monday, October 1

- Park & Park, Chapter 2, *Governing Admission to the United States*

Wednesday, October 3

- Park & Park, Chapter 4: *Efficiency and Cost*

Friday, October 5, No Class

Monday, October 8, Immigration & the War on Terror

- Park & Park, Chapter 6, *"Temporary Workers" in American Law & Society Since 1996*

Recommended Readings:

- United States General Accounting Office, *"Immigration Reform: Employer Sanctions and the Question of Discrimination,"* Report to Congress, GAO/GGD-90-62. (Washington, DC.: 1990). (Available at <http://www.gao.gov/docsearch/repandtest.html>)

Part II: Trans-Border Politics & Immigration

Week 7: The Borderlands Debate

Wednesday, October 10

- Gloria Anzaldúa, *Borderlands/La Frontera, The New Mestiza*

Friday, October 12

- Richard Rodriguez, Chapter 1, *The Triad of Alexis de Tocqueville*; and Chapter 5, *Hispanic in Brown*. (Course Reader)
- Josefina Saldaña-Portillo, *Who's the Indian in Aztlán? Re-Writing Mestizaje, Indianism, and Chicanismo from Lacandón* (Course Reader)

Journal Question # 5: *Are Anzaldúa and Rodriguez' arguments reproducing the ideological arguments that call for a borderlands narrative?*

Monday, October 15

- Kevin R. Johnson, *Open Borders?* (Course Reader)

Week 8: Rights & Borderlands Militia

Wednesday, October 17

- Saskia Sassen, Chapter 6, *Foundational Subjects for Political Membership* (Course Reader)
- Evening 6:30pm, Film: Landon Van Soest & Jeremy Levine, *Walking the Line* (2005), Room TBA

Week 9: Social Issues, Crime & Wages

Friday, October 19

- G. Ottaviano and G. Peri, *"Rethinking the Effects of Immigration on Wages,"* NBER Working Paper 12497 (2006). (Available at: <http://papers.nber.org/papers/w12497>)

Recommended Readings:

- Rakesh Kochhar, *1995 – 2005: Foreign-Born Latinos Make Progress on Wages* (Available at: <http://pewhispanic.org/reports/report.php?ReportID=78>)

Journal Question # 6: *Should the U.S. government hold the borderland militias accountable to the same legal standards that it uses to hold undocumented migrants accountable?*

Monday, October 22

- Juan Perea et al., Chapter 13, §1, 2A, 3B & 3C, *Race and Crime* (Course Reader)

Wednesday, October 24

- Lisa Magaña, Chapter 5: *Policies & Issues Affecting the Mexican American Community*

Friday, October 26, No Class

Recommended Readings:

- Lawrence M. Friedman, ***Crime and Punishment in American History*** (New York: Basic Books, 1993).
- Kristin F. Butcher and Anne Morrison Piehl, *Why Are Immigrants' Incarceration Rates So Low? Evidence On Selective Immigration, Deterrence, And Deportation*, Working Paper 13229. (Available at: <http://www.nber.org/papers/w13229>)

Week 10: Social Issues, Education

Monday, October 29

- *Plyler v. Doe*, 457 U.S. 202 (1982). (Available at: <http://www.findlaw.com/casecode/supreme.html>)

Wednesday, October 31

- María Pabón López, *Reflections on Educating Latino and Latina Undocumented Children: Beyond Plyler v. Doe*, 35 **Seton Hall L. Rev.** 1373 (2005). (Available at: <http://www.lacrit.org/>).

Friday, November 2

- Lisa Magaña, Chapter 5: *Policies & Issues Affecting the Mexican American Community*

Recommended Readings:

- Randolph Capps et al., *The New Demography of America's Schools: Immigration and the No Child Left Behind Act* (Research Report) available at **The Urban Institute** (<http://www.urban.org/immigrants/trends.cfm?page=2>).

Week 11: Social Issues, Public Health

Monday, November 5

- Statutory Law Memo (available in class)
- *San Antonio School District v. Rodriguez*, 411 U.S. 1 (1973) (Available at: <http://www.findlaw.com/casecode/supreme.html>) (Dicta on public resources)

Wednesday, November 7

- Jeffrey T. Kullgren, *Restrictions on Undocumented Immigrant's Access to Health Services: The Public Health Implications of Welfare Reform*, 93 **American Journal of Public Health** 10: 1630-33 (2003).

Friday, November 9

- Lisa Magaña, Chapter 5: *Policies & Issues Affecting the Mexican American Community*

Recommended Readings:

- Vicente Navarro, ***The Politics of Health Policy: The U.S. Reforms, 1980-1994*** (Blackwell Publishers, 1994).

Journal Question # 7: *Should undocumented migrants be entitled to basic human rights in the U.S.?*

Week 12: Latino/as and Political Participation

Monday, November 12: Latino/as and Voting in the US

- Juan Perea et al., Chapter 8, *Race, Voting & Participation in Democracy* (Course Reader)

Wednesday, November 14: Dual Nationality and Citizenship

- Guest Lecturer, Jacqueline Polanco (TBC)
- Michael Jones-Correa, Chapter 8: *Wanting it Both Ways, The Quest for Dual Citizenship* (Course Reader)
- The Dominican American National Roundtable (DANR), <http://www.danr.org/>.

Friday, November 16

- Lisa Magaña, Chapter 3, *Elected Officials and Party Affiliations*

Recommended Readings:

- National Association of Elected and Appointed Officials (NALEO), <http://www.naleo.org/index.html>.
- PEW Hispanic Center, <http://pewhispanic.org/>.
- The Tomás Rivera Policy Institute, <http://www.trpi.org/index.html>.
- Foro político y ciudadanía No. 1, ***SISTEMA ELECTORAL Y PARTIDOS POLÍTICOS*** (Santo Domingo: FLACSO, 2003).

Journal Question # 8: *Should immigrants be allowed to vote in their home countries despite the fact that they may not be living in their home country?*

Thanksgiving Recess, November 18-24

Week 13: Anomalous Political Questions, The Case of Puerto Rico

Monday, November 26

- Juan Perea et al., Chapter 4, §2, *Puerto Rico and Puerto Ricans* (Course Reader)

Wednesday, November 28

- *Igartua De La Rosa v. United States*, 417 F.3d 145 (2005). (Available at: <http://www.findlaw.com/casecode/supreme.html>).

Recommended Readings:

- Gregorio Igartua, *U.S. Democracy for Puerto Rico, A Denial of Voting Rights in Presidential Elections to Over 3.5 Million American Citizens* (1995).

Friday, November 30

- Luis Raúl Cámara Fuertes, Chapter 1, *The Phenomenon of Puerto Rican Voting* (available in Class)

Recommended Reading:

- Fernando Byron Toro, *ELECCIONES Y PARTIDOS POLITICOS DE PUERTO RICO, 1809-1976* (Mayagüez: Editorial Isla, Inc., 1977).

Journal Question # 9: *Should U.S. citizens residing in Puerto Rico be granted the right to vote in Federal elections?*

Week 14: The Politics of Immigration Reform in the U.S.

Monday, December 3: States of Emergency?

- Executive Office of The President, Council of Economic Advisers, *Immigration's Economic Impact*, June 20, 2007 (<http://www.whitehouse.gov/cea/>) (Course Reader)
- Patrick J. Buchanan, Chapter 13: *Last Chance* (Course Reader)

Wednesday, December 5: Culture Wars?

- Lisa Magaña, Chapter 6: *Implications for the Future*
- Samuel P. Huntington, *The Hispanic Challenge*, *Foreign Policy* (March/April 2004) (Available at: <http://cyber.law.harvard.edu/blogs/gems/culturalagency1/SamuelHuntingtonTheHispanicC.pdf>).

Friday, December 7: Diversity and Immigration

- Robert D. Putnam, *E Pluribus Unum: Diversity and Community in the Twenty-first Century*, *The 2006 Johan Skytte Prize Lecture*, *Scandinavian Political Studies* 30 (2007) 2:137-174. (Available at: <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-9477.2007.00176.x>).

Journal Question # 10: *If right wing ideologues defend free-market capitalism, should they also defend open borders? How can self-proclaimed conservatives reconcile capitalism with a closed nation-state?*

END OF SYLLABUS

2009 – 107 Proposal to Change the Human Rights Minor

1. Date: November 19, 2009
2. Department requesting this change: **Human Rights (HRTS)**
3. Title of Minor: **Human Rights**
4. Nature of Change:
 - a. Move SOC/HRTS 3831 from Group B to Group A Core Course list
 - b. Drop SOC 3701 and POLS 3255 from the Group B listings
 - c. Change HRTS 3295 Special Topics to HRTS 3295 **Variable** Topics
 - d. Add English 3629, **Holocaust Literature in English** to Group B offerings
 - e. Add English/HRTS 3631, **Literature, Culture, and Humanitarianism** to Group B offerings

5. Existing catalog Description of the Minor:

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:

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](#); [SOC/HRTS 3831](#)

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](#); [ENG 3629](#); [ENG/HRTS 3631](#); [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](#); [SOCI 3503](#)

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 (semester, year -- see Note R): IMMEDIATELY

Justification

a. This course has been in the Group B category on a trial run. It has proven to be a popular and needed addition to the Minor offerings, and a topic central and fundamental enough to warrant inclusion in core course category. The move will have no impact on students except to make the course more readily available, and no impact on regional campuses.

b. The instructors for these courses have been retired for several years and the courses are no longer being taught. Department heads from both departments have approved this move to drop them from the minor. The move will have no impact on students or regional campuses.

c. When HRTS added 3295 to its offerings 2 years ago it mistakenly titled the course "Special Topics" rather than "Variable Topics." The latter is a needed change since the flexibility is needed for courses taught by visiting Gladstein professors, who are brought to campus individually on an annual basis for one semester. The move will have no impact on students or regional campuses.

d. and e. These two courses have been approved recently by the CLAS C&C Committee. In both cases (obviously for the cross listed 3631 course) the courses were designed in conjunction with HRTS for inclusion in the Minor offerings. Both courses are welcome additions that will give Minors more choices in how to complete the minor. No impact on regional campuses.

1. Why is a change required?

2. What is the impact on students?

3. What is the impact on regional campuses?

4. Attach a revised "Minor Plan of Study" form to this proposal See Below

5. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

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
- SOC/HRTS** 3831

Group B – Electives (6 credits):

- ANTH:** 3026, 3028, 3153W, 3350
- ECON:** 2126, 2127, 2198, 3473
- ENGL:** 3619, 3629, 3631
- HIST:** 3207, 3531, 3562, 3563, 3570, 3575, 3770
- HRTS:** **2170W**, 3028, 3042, 3153W, 3207, 3219, 3220, 3221, 3263, 3293, 3295, 3299, 3418, 3421, 3429, 3505, 3563, 3571, 3573, 3619, 3631, 3801, 3807, 3825, 3831
- PHIL:** 2215, 2245, 3218, 3219, **3220, 2170W**

- POLS:** 3418, 3807
- PRLS:** 3221
- SOCI:** 3221, 3222, 3421, 3429, 3503, 3505, 3701, 3801, 3825
- 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: 11/09

2009 – 108 Proposal to Change the Communication Major

1. Date: November 30, 2009
2. Department requesting this change: Communication, **Dept. of Communication Sciences**
3. Title of Major **Communication**
4. Nature of Change: Adding a new designation to accommodate students who wish to become a Communication major in their junior year.

5. Existing catalog Description of the Major:

Communication. The undergraduate concentration in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The concentration emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational and intercultural and international communication. Students who elect to take the Communication concentration must pass:

COMM 1000, 1100, 3000Q,

In addition, students must pass at least two (2) of the following Core courses:

COMM 3100, 3200, 3300

Students must pass at least five (5) more 2000-level or above courses in Communication. No more than two of the five can be applied courses: COMM 4800, 4820, 4940, 4991, and 4992. Three of the five must be theory courses, which are all other COMM courses numbered 2000 or above. As long as students have met the above requirements, they may also pass additional applied courses. We strongly recommend that everyone take at least one internship (COMM 4991).

To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 3100, 3103, 3200, 3300, 3321, 3400, 3450, 3600, 4089, 4100, 4120, 4220W, 4230, 4320, 4330, 4410W, 4420, 4450W, 4451W, 4460, 4500, 4551W, and 4620. To satisfy the writing in the major requirement, students must pass at least one course from COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4930W, 4996W, or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

Students must apply to the department to become a Communication Sciences major with a concentration in Communication. The deadline for applications during a semester is the end of the second week of classes. Applications are accepted for Fall and Spring semesters. Students must apply Spring semester of their Sophomore year. Forms can be obtained outside Room 212 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

- Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.
- Cumulative GPA, and
- Successful completion of COMM 1000.

The applicant's academic record and space availability will also be considered.

We recommend that students interested in the Communication concentration complete COMM 1100 and COMM 1300 before junior year, if possible. COMM 1300 is a prerequisite for many 2000-level or above media courses, and is advised for all students interested in media production, communication technology, marketing, public relations, or advertising.

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

6. Proposed catalog Description of the Major [revised and reorganised]:

Communication. The undergraduate concentration in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The concentration emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational and intercultural, and international communication.

Students must apply to the department to become a Communication Sciences major with a concentration in Communication. The deadline for applications during a semester is the end of the second week of classes. Applications are accepted for Fall and Spring semesters. Students typically apply Spring semester of their Sophomore year. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

- Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.
- Cumulative GPA, and
- Successful completion of [COMM 1000](#).

The applicant's academic record and space availability will also be considered.

Prior to acceptance into the Communication Sciences major, students may designate themselves as Pre-Communications ~~by notifying their advisor,~~ **by declaring the Pre-Communications major at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu).**

The Pre-Communications designation, however, will only indicate an intention to apply and will not insure acceptance into the concentration. Nor will the designation give students priority in registering for 1000-level Communication courses. In addition, Pre-Communications majors must still apply to become Communication Sciences majors with a Communication concentration at the appropriate time. Students may apply directly to the Communications major from other programs.

We recommend that students interested in the Communication concentration complete COMM 1100 and COMM 1300 before junior year, if possible. COMM 1300 is a prerequisite for many 2000-level media courses, and is advised for all students interested in media production, communication technology, marketing, public relations, or advertising.

Students who elect to **pursue** the Communication concentration must pass: COMM 1000, 1100, 3000Q

In addition, students must pass at least two (2) of the following Core courses: COMM 3100, 3200, 3300.

Students must pass at least five (5) more 200-level courses in Communication. No more than two of the five can be applied courses: COMM 4800, 4820, 4940, 4992, and, 4991. Three of the five must be theory courses, which are all other COMM courses numbered 200 or above. As long as students have met the above requirements, they may also pass additional applied courses. We strongly recommend that everyone take at least one internship (COMM 4991).

To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 4089, 3100, 41100, 4120, 3200, 4220W, 4230, 3300, 4320, 3321, 4330, 3400, 4410W, 3450, 4500, 4551W, 3103, 42620, 3600, 4450W, 4420, 4460, and 4451W. To satisfy the writing in the major requirement, students must pass at least one course from COMM 4220W, 2310W, 4410W, 4551W, 4450W, 4451W, 4930W, 4996W, or any 200-level W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

A minor in Communication is described in the “Minors” section.

7. Effective Date Fall Semester, 2010

Justification

1. Why is a change required?

The Communication Program is severely understaffed; it has 10 full-time faculty in Storrs who serve an average of 400 undergraduate majors, an MA program and a PhD program.

As a result, the incoming freshmen are not allowed to choose Communication as their major. To be considered for admission to become a Communication Major, student with a junior standing (during the semester of application) must submit a formal application, meet the course credit and prerequisite requirements, and a GPA standard.

The Pre-Communication Major was created to accommodate the large number of students who wish to receive relevant curricular advising and preference in registering for 1000-level Communication courses, prior to their application to become a Communication Major. This Pre-Communication Major designation was removed for AY2008-2009, owing to the elimination of the Pre-Communication Advisor position.

CLAS has since restored the Pre-Communication Advisor position to address this problem. The Communication program currently has nearly 200 Pre-Communication Majors (some of them are freshmen).

With the restoration of the Pre-Communication Advisor, it was decided that the Pre-Communication Major designation will also be reinstated to accommodate student needs from the time of admission. The Catalog Description provided above is the same as the description that was removed from the AY2008-2009 Undergraduate Catalog.

2. What is the impact on students? The impact on the students has been described above.

3. What is the impact on regional campuses? The impact on the main campus and the regional campuses will be the same.

4. Dates approved by (see Note Q): Department Curriculum Committee: September 15, 2009

Department Faculty: October 20, 2009. Name, Phone Number, and e-mail address of principal contact person: Carolyn Lin, 486-3984, carolyn.lin@uconn.edu

2009 – 109 Proposal to Change the English Major

1. Date: 11/18/09

2. Department requesting this change: **English**

3. Title of Major: **English**

4. Nature of Change: **Update courses counting toward various requirements**

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

2. 2) Survey and period courses after

1800: [2101](#), [2201](#), [2203](#), [2301](#), [3119](#), [3177W](#), [3801W](#), [3803W](#), [3809W](#), [3811W](#).

3. 3) Multi-period, multicultural, and ethnic literature courses:

[2274W](#), [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. 1) [2401](#), [2405](#), [2407](#), [3235W](#),

[3240](#), [3265W](#), [3318](#), [3403](#), [3406](#), [3409](#), [3420](#), [3422](#), [3601](#), [3603](#), [3609](#), [3613](#), [3617](#), [3619](#), [3621](#), [3623](#), [3625](#), [3650](#), [3651](#)

2. 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](#), [4695W](#)

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](#).

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

A minor in English is described in the [Minors](#) section.

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. 1) Survey and period courses before 1800: [2100](#), [3111](#), [3113](#), [3115](#), [3805W](#), [3807W](#)
2. 2) Survey and period courses after 1800: [2101](#), [2201](#), [2203](#), [2301](#), [3117](#), [3118](#), [3119](#), [3801W](#), [3803W](#), [3809W](#), [3811W](#).
3. 3) Multi-period, multicultural, and ethnic literature courses: [2274W](#), [3120](#), [3122](#), [3210](#), [3212](#), [3214](#), [3216W](#), [3218](#), [3320](#), [3605](#), [3607](#), [3629](#).

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

1. 1) [2401](#), [2405](#), [2407](#), [2408](#), [2409](#), [2411](#), [3235W](#), [3240](#), [3265W](#), [3318](#), [3403](#), [3420](#), [3422](#), [3601](#), [3603](#), [3609](#), [3613](#), [3617](#), [3619](#), [3621](#), [3623](#), [3625](#), [3631](#), [3650](#), [3651](#)
2. 2) [3003W](#), [3010W](#), [3701](#), [3703](#), [3705](#), [3707](#), [3709](#), [3711](#).

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](#), [4695W](#)
- 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](#), [3629](#), [4203W](#), [4301W](#), [4302W](#)
- 3) No more than three credits from the following courses may count toward the English major: [3003W](#), [3010W](#), [3011W](#), [3091](#), [3692](#), [3701](#), [3703](#), [3705](#), [3707](#), [3709](#), [3711](#).

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

A minor in English is described in the [Minors](#) section.

7. Effective Date immediately

Justification

1. Why is a change required? The individual changes are explained as follows:

Section B2: Delete 3177/W (Course split into 3117/W and 3118/W); add 3117/W, 3118/W.

Section B3: Add 3320 and 3629 (new courses added in 2008 and 2009 that belong with other ethnic/multicultural courses).

Section C1: Add 3631 (new course); delete 3406 and add 2408 (3406 became 2408); delete 3409 and add 2409 (3409 became 2409); add 2411 (new course).

Section C2: Add 3711 (new course); add 3010W (recently permitted to count toward major).

Distribution requirement 2: Add 3320 and 3629 (see note for Section B3 above).

Distribution requirement 3: Add 3711 (new course belongs here with other creative writing courses); add 3010W (recently permitted to count toward major); delete 3003WC and 3011C (inactive courses).

2. What is the impact on students? Expand range of choices for fulfilling major.

3. What is the impact on regional campuses? Same. No added resources needed.

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

Department Curriculum Committee: 11/18/09

Department Faculty: different dates for individual items: 9/3/08, 3/4/09, 4/15/09, 10/21/09, 12/2/09.

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

A. Harris Fairbanks 486-2376 albert.fairbanks@uconn.edu

2009 – 110 Proposal to Cross-List HIST 3560 with WS 3XXX [comment required]

For reference, from the Minutes of the 27 October 2009 meeting (Chair's report):
c. Correction to Minutes of 30 Sept 2008, 2008-100, WS 3XXX (Further to request) : Upon examination of the discussion record for the meeting of 30 September 2008, it is clear that the relevant minutes as subsequently reported (and subsequently approved) were incorrect. The Committee had approved a non-W variant of this course as well. Clarifying language introduced at the meeting was imperfectly recorded. The previous minutes for 30 September 2008:

2008 – 100 Proposal to Add WS 2XXXW

Approved. Final catalog Listing:

WS 3XXXW. Gender Representations in U.S. Popular Culture
Either semester. Three credits. Prerequisite: ENGL 1010, 1011, or 3800.
Forces in the U.S. that shape and reshape gender in popular culture.

Now corrected to read:

2008 – 100 Proposal to Add WS 3XXX and its W variant.

Approved. Final catalog Listings:

WS 3XXX. Gender Representations in U.S. Popular Culture

Either semester. Three credits.

Forces in the U.S. that shape and reshape gender in popular culture, and (no change):

WS 3XXXW. Gender Representations in U.S. Popular Culture

Either semester. Three credits. Prerequisite: ENGL 1010, 1011, or 3800.

Forces in the U.S. that shape and reshape gender in popular culture.

1. Date: **September 2009**
2. Department requesting this course: **History & Women's Studies**
3. Semester and year in which course will be first offered: **Spring 2011**

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

HIST 3560. WS xxx Constructions of Race, Gender, and Sexuality in U.S. History

Either semester. Three credits. McElya

(Also HIST 3XXX) Not open for credit to students who have passed History 3995: Special Topics: Constructions of Race, Gender, and Sexuality in U.S. History

Examination of historical development, interconnections, and complexities of conceptions of race, gender, and sexuality in U.S. from European conquest to the present.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **HIST**

2. Course Number (see [Note B](#)): **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?

No

3. Course Title: **Constructions of Race, Gender & Sexuality in U.S. History**

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](#)): **Examination of historical development, interconnections, and complexities of conceptions of race, gender, and sexuality in U.S. from European conquest to the present.**

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): **McElya**
14. Open to Sophomores (see Note U): **No**
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: **New material and course focus reflecting the teaching fields of new faculty person.** (see Note L)
2. Academic Merit (see Note L): **After laying historical and theoretical foundations, we will consider a series of case studies that reveal how these categories are produced and contested over time while paying particular attention to political, social, economic, and cultural mechanisms of power, oppression, and resistance. We will analyze a variety of texts and primary sources, including legal and governmental documents, memoir, documentary and feature film, literature, material culture, visual cultures, and historical and theoretical works. While other departments in CLAS offer courses that explore one or more of these categories broadly, this class is necessary within the History Department and the College for its methodological and disciplinary specificity. Historians analyze, discuss, and write about these subjects and their intersections in particular ways. A fundamental goal of this course is for students to understand that conceptions of race, gender, and sexuality *have* histories, are historically constituted and change over time and in different contexts; and then to put this into methodological and analytical practice.**
3. Overlapping Courses (see Note M): **None. However, this course is not open for credit to students who have passed History 3995:Special Topics: Constructions of Race, Gender, and Sexuality in U.S. History.**
4. Number of Students Expected: **40**
5. Number and Size of Section: **1**
6. Effects on Other Departments (see Note N): **This course will be cross-listed with Women's Studies. Manisha Desai, Director of the Women's Studies Program, fully supports this plan.**
7. Effects on Regional Campuses: **n/a**
8. Staffing (see Note P): **McElya, Micki**
9. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Gouwens, 6-3750, kenneth.gouwens@uconn.edu