

Committee on Curricula & Courses
Departmental Course Proposals for the 2 November 2010 Meeting
[Revised through 31 October]

Some of the following proposals await further information or revision, and are docketed here as placeholders, inviting discussion but not action at this meeting. Their texts are given in italics.

I. Proposals Postponed from an Earlier Meeting:

2010 – 55 through 2010—64 Note: Revisions of the WS Proposals docketed 2010 – 55 through 2010—64 were submitted too late for inclusion in the docket for the 19 October meeting. They have been re-docketed below at 2010 --117 through –127.

2010 – 70 Proposal to DROP the Aquaculture Minor [further dept approval info pending]

1. Date: 12 March 2010
2. Department requesting this change: *EEB*
3. Title of Minor: **Aquaculture**
4. Nature of Change: **Elimination**
5. Existing catalog Description of the Minor:
This minor provides students with a basic understanding of aquaculture, especially in closed circulation systems. Students will be required to complete 18 credits which include a common core for all students and a selection of courses based on a specific area of interest. The requirements for the minor are:
[NRE 3315](#), [EEB 4200](#), [PNB 3235](#), one 2-credit internship (as approved by advisor), and two courses from the following: [NRE 4335](#), [ARE 3215](#), [PVS 4351](#), [ANSC 3343](#), [NUSC 3235](#), [EEB 3230/MARN 3014](#)
The minor is offered jointly by the [College of Agriculture and Natural Resources](#) and the [College of Liberal Arts and Sciences](#). For more information, contact Dr. Eric Schultz at Eric.Schultz@uconn.edu.
6. Proposed catalog Description of the Minor:
7. Effective Date *immediately*

Justification

1. Why is a change required?
For more than 10 years, this minor has failed to enroll students and one of the core courses (PNB 3235) has only been taught once. The situation is not likely to change given present and prospective staffing.
2. What is the impact on students?
A small benefit is expected, as upon occasion a student is disappointed to discover that the minor is not available.
3. What is the impact on regional campuses?
Negligible. Core and elective courses were taught on main campus.
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 (see [Note Q](#)):
Department Curriculum Committee: ARE: xx/xx/2010; EEB: 4/7/2010; MARN: xx/xx/2010; NRE: 3/26/2010(?); NUSC: xx/xx/2010; PNB: 3/15/2010; PVS: xx/xx/2010
Department Faculty: ARE: xx/xx/2010; EEB: 4/7/2010; MARN: xx/xx/2010; NRE: xx/xx/2010; NUSC: xx/xx/2010; PNB: 3/15/2010; PVS: xx/xx/2010
6. Name, Phone Number, and e-mail address of principal contact person:

2010 – 80 Proposal to Change the Graduate Programs in Modern & Classical Languages

Note: The original text of the proposal here immediately following is retained at this docket number for reference only. As it has been significantly altered after broad consultation, a revised version has been re-docketed at 2010–110, *below*.

Current Catalog Copy:

MODERN AND CLASSICAL LANGUAGES

Department Head: Associate Professor Norma Bouchard

Professors: Berthelot, Celestin, DalMolin, Gomes, Gordon, Guénoun, Masciandaro, Miller, and von Hammerstein

Associate Professors: Caner, Chinchilla, Finger, Johnson, Irizarry, Loss, McNeece, Pardo, Seda, Travis, , and Weidauer

Assistant Professors: Balma, Casamayor-Cisneros, Diaz-Marcos, Nanclares, Urios-Aparisi, Van Alst, Wagner, and Wogenstein

The Department offers courses in literature and philology leading to the degrees of Master of Arts and Doctor of Philosophy in French, German, Italian, and Spanish. Programs are available in Comparative Literary and Cultural Studies in cooperation with the Department of English and in Medieval Studies in cooperation with the Departments of Art, English, History, and Philosophy (see Comparative Literary and Cultural Studies and Medieval Studies). There also is supporting work in Greek and Latin. Seminars numbered in the 6000's are designed chiefly for doctoral students, but master's students occasionally are admitted.

Admission. *All applicants are urged, and some may be required, to submit results of the Graduate Record Examinations for both the General Test and the Subject Test in their field. In the modern languages, applicants are expected to be able to participate in seminars at the graduate level conducted in the foreign languages.*

The M.A. Program. *Applicants normally are expected to have a bachelor's degree or its equivalent in the language. Students with insufficient undergraduate preparation may be accepted provisionally, but they are required to make up deficiencies before being admitted to regular graduate status. A research methodology course and a minimum of one semester of teaching experience are required of all M.A. candidates in German. M.A. students in German who emphasize philology are required to take at least two literature courses; students emphasizing literature or German studies are required to take at least one philology course. Candidates in Spanish are required to take the course in concepts of literary criticism. All master's candidates must pass a written and/or oral final examination.*

Special Requirements for the Ph.D. *Doctoral candidates are expected to demonstrate competence*

in reading scholarly material in two additional languages other than English, as designated by their advisory committees. For candidates in French, these normally are Latin and German.

Students in Spanish are required to present or to take a course in concepts of literary criticism.

In German, a research methodology course and a minimum of one semester of teaching experience at the college level are required of all doctoral candidates.

Library Facilities. *The Homer Babbidge Library contains outstanding collections of texts and commentaries in the literature of the French Renaissance and a fine collection of texts in the MODERN AND CLASSICAL LANGUAGES literature of the Spanish Golden Age. The Latin American Collection is particularly strong in the Mexican, Chilean, and Argentine areas. There is a fine collection of German literature of the eighteenth, nineteenth, and twentieth centuries, and the collection of modern drama is outstanding. In addition, the Library houses an extensive collection of videotapes of German literary and cultural materials, and facilities for viewing them. Holdings in Italian literature and in intellectual history are extensive, especially in the modern period. The Risorgimento pamphlet collection stands out as one of the best available outside of Italy. Other holdings in modern and classical languages are sufficient for the pursuit of scholarly research in all languages and literatures offered.*

Proposed Catalog Copy:

New Copy for Catalog Submitted by the Department of Modern and Classical Languages

Contact person: Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 486-3313

Approved by the department on 9/8/10, will be ratified electronically next week.

University of Connecticut

College of Liberal Arts and Sciences

Committee on Curricula and Courses

Proposed Changes to MCL Graduate Catalogue Copy, Draft August 2010

New Name: Department of Literatures Cultures and Languages (LCL)

Department Head: Associate Professor Rosa Helena Chinchilla

Professors: Aschkenazy, Berthelot, Celestin, DaMolin, Guénoun, Gomes, Masciandaro, Miller, and von Hammerstein.

Associate Professors: Bouchard, Caner, Finger, Irizarry, Johnson, Loss, Pardo, Seda, Travis, Urios-Aparisi, Wagner and Weidauer

Assistant Professors: Balma, Casamayor-Cisneros, Diaz-Marcos, Nanclares, Saugera, Terni, and Wogenstein

The Department of Literatures, Cultures and Languages offers the degrees of Master of Arts and Doctor of Philosophy. The department offers courses of study leading to the Ph.D. in Literatures, Cultures and Languages, the M.A. in any of five language fields and in Comparative Literary and Cultural Studies, as set forth below.

The M.A. programs

M.A. programs typically require two years of full-time study, and are offered in French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, Comparative Literary

and Cultural Studies, and Classics and Ancient Mediterranean Studies. The Master's degree in any of these fields may serve as the initial, two-year segment of Ph.D. study in the department, or as a terminal degree. The MA degree can also provide the academic foundation for teaching at the secondary or primary school levels.

Master's degrees may be earned under either of two plans, as determined by the advisory committee. Either Plan A or Plan B may be used for completing the M.A. to enter the Ph.D. Plan A requires not fewer than fifteen credits of advanced course work and for students entering Fall 1998 or later, not fewer than nine additional credits of Master's Thesis Research (GRAD 5950 or GRAD 5960), as well as the writing of a thesis. Plan B requires not fewer than twenty-four credits of advanced course work, a final examination, but no thesis. In either case, advisory committees may require more than the minimum number of credits.

Students following either M.A. plan must complete the required number of course credits—including a course in Literary Theory and in Foreign Language Teaching Methodology, as approved by the student's committee. The Film Theory and History (LCL 5XXB) course may substitute for the Introduction to Literary Theory course (LCL 5XXX). Students intending to seek state teaching certification should elect the Teaching Methodology course, and consult with the NEAG School of Education concerning other relevant inclusions; further courses in Education will ordinarily be required.

Admission to the M.A. Programs Prospective applications for admission to M.A. study, together with letters of recommendation, a personal statement, and a critical and analytical original paper should reach Storrs by January 15 received to be competitive for assistantships and fellowships for the Fall semester. Applications at other times may be considered for funding. There is no separate application for teaching assistantships. Information for Ph.D. applicants appears below.

The Ph.D. in Literatures, Cultures and Languages

The department offers a program of Ph.D. study that permits concentration in one of five primary fields: French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, or Comparative Literary and Cultural Studies. Such Ph.D. study may also permit, with approval, incorporation of one of the following secondary departmental fields of study: Applied Linguistics, Classics and Ancient Mediterranean Studies, Digital Culture and Media Studies, or History and Theory of World Cinema; or a secondary field devised in collaboration with another university department or program such as Medieval Studies, Human Rights, Women's Studies and Judaic Studies. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

The department prepares Ph.D. students to engage in the interdisciplinary study of literatures, cultures and languages by integrating various regional cultures, periods, and methodologies essential to literary and cultural scholarship. The areas of research of the department's faculty are complementary and interconnected in a broad range of research fields and allow for a design that simultaneously focuses on particular literatures, cultures and languages and interdisciplinary areas of study in the context of emerging global communities.

The PhD program encourages students to develop scholarly perspectives through a diversity of interdisciplinary lenses by the close scholarly and professional mentoring of clusters of faculty experts. Students should be able to examine present and past cultural, literary, and artistic expressions that transcend national, regional, historical, cultural and disciplinary boundaries. Relevant coursework emphasizes the theoretical basis and practical application of current teaching pedagogies, including emerging digital methods of language and literature teaching.

Formal acceptance into the Ph.D. program ordinarily assumes completion of M.A. requirements in this department or the achievement elsewhere of qualifications judged appropriate by the Ph.D. admissions committee. Students with an earned Master's degree in a relevant field (inter alia Classics, French, German, Italian, Spanish, Media Studies, Philosophy, Anthropology, History, English, another modern language, etc.), or making substantial progress toward such a degree, and whose graduate record shows sufficient promise in analytical work, may apply for admission to the doctoral program.

Students in the Ph.D. program must complete, in one of the five primary fields listed below, at least 12 credits of graduate coursework, and at least six credits in a secondary field defined and approved by the candidate's advisory committee. Some required courses may be completed in the M.A. program. The secondary field may be formally identified as early as possible in the student's program; it can consist of one of the department's areas of primary or secondary expertise summarized briefly below, or another field devised and approved in collaboration with another university department or program such as Medieval Studies, Human Rights, or Judaic Studies.

Students anticipating formal acceptance as Ph.D. candidates should complete during the first year of M.A. study one 3-credit seminar course in Literary Theory (5XXX), one 3-credit course in Language Teaching Methodology (6XXY), and two one-credit courses in Fields and Research (5xxy). Students who come to the university with an earned M.A. will need advisory committee approval of equivalent satisfaction, if any, of these requirements. Courses in Film Theory and History (5xxb), and Issues in Applied Linguistics: Methods and Approaches to Second Language Acquisition (5xxz) may be required during the second year, depending upon the nature of the primary field of study to be pursued.

All Ph. D. students must take the 3-credit Interdisciplinary Seminar LCL 6xxz, and are strongly encouraged to register for additional interdisciplinary seminars. Every plan of study is individually structured and monitored by a committee chosen by the student in consultation with his or her main advisor.

Advanced knowledge in one language, culture and literature other than English and reading knowledge of a second are required for the Ph.D. Students anticipating study in the Middle Ages or the Renaissance are required to demonstrate reading competence in Latin and in one modern language. The requirement for students who opt for the specialization in Comparative Literary and Cultural Studies is advanced knowledge in two languages other than English and reading knowledge in a third. Other requirements regarding the areas for the general examination as well as requirements particular to a specific primary or secondary specialization are described in the handbook Graduate Programs in the Department of Literatures, Cultures and Languages, which may be obtained from the Graduate Director, and in the Graduate Catalog and other publications of the Graduate School. Additional information about the department and its graduate programs is available on the departmental website: <http://languages.uconn.edu/>

Primary Fields of Departmental Scholarly Expertise: These permit the development of graduate-level research programs that reflect substantial departmental groupings of both course offerings and faculty expertise and research interest in a variety of constituent areas.

French and Francophone Studies reflects the diversity of French literary and cultural production within the contexts of European and world cultures. There is an interdisciplinary focus, involving faculty with specializations in literary theory, psychoanalysis, philosophy, feminism, cultural anthropology, Francophonie and discourse analysis, as well as related fields such as film, media and the visual arts, and gender and cultural studies. **The faculty** also support a vigorous language and pedagogy program leading to certification for secondary school teaching.

German Studies offers seminars in German literature, culture, and linguistics leading to the Ph.D. degree. Interdisciplinary studies in Comparative Literature, Linguistics, Women's Studies (WS Certificate), and Human Rights (HR Certificate), among others, are available in cooperation with other sections and departments. The graduate program strongly supports an interdisciplinary, intercultural, and transnational approach to German Literary and Cultural Studies, including trans-disciplinary literary and cultural theory, "interkulturelle Germanistik," applied linguistics, literature and other arts, and anthropological and philosophical inquiries into literary studies, beginning with the 18th century. Additional expertise: Black-German Studies, Gender Studies, Film and Media Studies, German-Jewish Studies, Literature/Culture and Philosophy, and Interarts Studies.

Italian Cultural and Literary Studies offers graduate courses in all periods from the Middle Ages and Renaissance to the present. Their interdisciplinary, intercultural, and transnational approach encompasses the Italian Diaspora to the Americas, Mediterranean Studies, Ethnic and Gender Studies, and Film and Media Studies. Students are strongly encouraged to draw upon the resources associated with the Emiliana Pasca Noether Chair for Modern Italian History and interdisciplinary programs such as Medieval Studies, Women Studies, and the program in Comparative Literary and Cultural Studies.

Spanish Studies reflects the importance of Spanish culture and literature in the world including Latin America, the United States and Spain. The faculty members' specializations demonstrate reveal an interdisciplinary and trans-regional approach to all the fields, epochs and genres of the Latin American and Peninsular world. The fields of study comprise Spanish Literary and Cultural Studies, Golden Age, Colonial, 18th-21st -century Peninsular, 19th-21st -century Latin American, Latino Studies in U.S. and Caribbean Literary and Cultural Studies. The students are encouraged to approach these topics from a diversity of theoretical fields such as Gender Studies, Film and Media Studies, Theater and Performance Studies and Applied Linguistics.

Comparative Literary and Cultural Studies, while in many of its aspects prominently represented in this department as a field of expertise and research interest of internal graduate curricular significance, is also an interdisciplinary graduate program in its own right, leading to the M.A. and Ph.D. degrees in Comparative Literary and Cultural Studies. To avoid confusion, the graduate student in Literature, Cultures and Languages who proposes to devise a plan of study in this department emphasizing comparative literature is referred for information to the current Graduate Catalog, pp. 35, 85-5.

Secondary Fields:

Applied Linguistics. Areas of pedagogical, interpretive and quantitative approaches to language, literature, media and cultural studies. Among others, the specialty areas are Second Language Acquisition; Applied Cognitive Linguistics; Humor studies; Language Contact; Bilingualism; Language Acquisition; Pragmatics and Semiotics.

Classics and Ancient Mediterranean Studies. This specialization provides students with the knowledge and skills necessary to study and teach the languages and cultures of the Ancient Mediterranean. Areas of faculty specialization include the Greek, Hellenistic and Roman worlds, Second Temple and Rabbinic Judaism, and the world of Late Antiquity. In addition to courses in the relevant ancient languages and literatures, topics seminars focus on the history, philosophy, art, and archeology of the ancient world.

Other secondary areas may include: History and Theory of World Cinema, Digital Culture and Media Studies and others to be designed in consultation with programs outside the department such as, such as Caribbean and Latin American Cultural Studies, Studies, Gender Studies, Human Rights, Judaic Studies, Medieval Studies. Students may design additional secondary fields in consultation with their adviser and Ph.D. committee.

Admission to the Ph.D. Program.

All applications for admission, together with letters, a critical and analytical original paper, and a personal statement and should reach the admissions committee by January 15. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

New Courses in LCL [Note: a completed proposal to add each of the following courses will be forthcoming. JJM]

LCL 5XXX Introduction to Literary Theory

3 credits. Seminar. Introduction to the most important issues of modern and contemporary literary theory structured as a historical survey of different theoretical paradigms or schools. Topics may include literary representation, the relationship between literature and society; interpretation and meaning, ideology among others. Special emphasis on the aims of theory, its object, and its status vis à vis other disciplines of the human sciences.

LCL 5xxb Film Theory and History.

3 credits. Seminar. Advanced study of world cinema through film history and theory in an interdisciplinary context. Discussion on all national cinemas, for example: French Cinema, German Cinema; and film genres: for example: Film Noir, The Western, Political Film, Documentary, among others.

LCL 6 xxy Fields and Research in Language, Culture and Literature Studies.

1 credits. Lecture. Open to graduate students in LCL, others with permission.

Theory and practice of research methods in the fields of literature, language and culture. (May be repeated for credit).

LCL 6xxx Advanced Theory for the Study of Literatures, Cultures and Languages

3 credits. Seminar. Open to graduate students in MCL, others with permission.

Historical interdisciplinary and contemporary theoretical parameters and models in literary, visual and cultural studies at the advanced level.

LCL 6XXX: Issues in Applied Linguistics: Methods and Approaches to Second Language Acquisition

3 credits. Seminar. Open to graduate students in LCL, others with permission.

Approaches to Foreign Language teaching and learning. Focus on the nature of language learning and methods and approaches to teaching.

LCL 6xxz Interdisciplinary Seminar:

Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor (undergraduates may be admitted to the course with special permission). An interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on the interests of the faculty. Offered once a year (Fall or Spring) with change of topic. Although the course will be taught in English in order to facilitate working across different languages, students will be expected to do research and and/or write seminar papers in the language(s) of their specialization, as appropriate. Candidates for the PhD in Literatures, Cultures and Languages will be required to complete at least one such interdisciplinary seminar before advancing to candidacy.

The Graduate Program in Comparative Literary and Cultural Studies approaches the study of literatures and visual culture from interdisciplinary perspectives and across national and regional boundaries. Students are expected to design their own plan of study in consultation with a group of faculty experts. The flexible curriculum allows students to pursue their interests in areas of traditional comparative study as well as in a wide range of emerging fields of research. Advanced proficiency in at least two languages besides English is required for the Ph.D.

A prospective student should be able to pursue graduate study in at least two different fields when applying for admission to the master's program and in three fields when applying to the doctoral program. An undergraduate major in one of these fields is not required. In special cases students may be required to make up limitations in their background by taking additional courses. Also, the student's committee may require changes in the student's program in view of his or her particular needs.

Affiliated members:

English – Professors Benson, Higonnet, Hogan, R. Miller, Peterson; Associate Professors Coundouriotos, Phillips and Sanchez

II. New Departmental Proposals:

2010 – 92 Proposal to Change MATH 2143Q – 2144Q [revised version, 20 October]

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Unlink paired courses.**

4. Current Catalog Copy:

Math 2143Q-2144Q. Advanced Calculus III, IV

(245Q-246Q) Both semesters. 4 credits each semester.

May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143 may be used in place of MATH 2110 to fulfill any requirement satisfied by MATH 2110. MATH 2144 may be used in place of MATH 2410 to fulfill any requirement satisfied by MATH 2410.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

5. Proposed Catalog Copy:

Math 2143Q. Advanced Calculus III

(245Q) First semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q.

Rigorous treatment of advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

Math 2144Q. Advanced Calculus IV

(246Q) Second semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2143Q or consent of instructor. MATH 2144Q may be used in place of MATH 2410Q to fulfill any requirement satisfied by MATH 2410Q.

Rigorous treatment of further advanced topics, continuing MATH 2143Q.

6. Effective Date (semester, year -- [see Note R](#)):

(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course:

Description changes: The catalog copy describes two different courses (2143 and 2144) in one entry. Each should each have its own catalog entry.

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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 104 Proposal to Add POLS 3625 & 3625W

1. Date: 10/8/2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

POLS 3625. Polling and Public Opinion

Either semester. Three credits. Prerequisite: open to juniors or higher.

This course examines how public opinion is measured, what it reveals about mass preferences, and how it is used by players in the political system.

POLS 3625W. Polling and Public Opinion

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.

This course examines how public opinion is measured, what it reveals about mass preferences, and how it is used by players in the political system.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B: 3625/ 3625W
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: Polling and Public Opinion
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description : This course examines how public opinion is measured, what it reveals about mass preferences, and how it is used by players in the political system.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Open to juniors or higher (ENGL 1010 or 1011 or 3800 for W variant)
9. Recommended Preparation, if applicable:
10. Consent of Instructor:
11. Exclusions, if applicable:
12. Repetition for credit, if applicable:
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: N/A

Justification

1. Reasons for adding this course: (see Note L) Other upper level courses covering the role of citizens in the political process focus almost exclusively on political participation and how voting shapes political outcome. This course will allow students to explore, in depth, other ways in which popular preferences can influence politics. By explaining how public opinion is measured, interpreted, and used, students cannot understand more fully the functioning of democracy in the United States, but become more sophisticated consumers of public opinion polls.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): Polling has become pervasive on the American political scene. This course will teach students how survey organizations measure public opinion, from how citizens are sampled to ways in which their preferences are assessed. It will provide an overview of mass preferences on a range of economic, social, and racial issues. And, it will discuss the how political actors and institutions react and respond to public opinion both while running for office and crafting public policy.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 45
5. Number and Size of Section: 1, 45
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: 10/12/2010
 Department Faculty: 10/13/2010
10. Name, Phone Number, and e-mail address of principal contact person:
 Oksan Bayulgen, 6-2231. oksan.bayulgen@uconn.edu

POLLING AND PUBLIC OPINION

Instructor: Sam Best
 Office: Montieth 226

Class Hours: M, W 4:00 – 5:15
 Office Hours: M, W 2:00 – 3:15

Phone: (860) 486-2451
 E-mail: sam.best@uconn.edu

Course Objectives: Public opinion is the currency of a representative democracy. It is the expression of what people expect, desire, and think of their government. And it is what politicians follow, influence, and are held accountable to. Throughout the course, we will consider the structure and dynamics of public opinion, analyzing both what influences it, as well as how it shapes other aspects of politics and public life.

Requirements: Midterm Exam (40%); Final Exam (40%); Written Assignment (2x10%).

Texts: *The Opinion Makers* by David Moore (Beacon Press, 2008)
Polling and the Public, 7th Edition by Herbert Asher (CQ Press, 2007)
American Public Opinion, 7th Edition by Robert Erikson & Kent Tedin (Pearson, 2007)
Culture War? 2nd Edition by Morris Fiorina (Pearson, 2006)

Course Outline

Date: Topic and Readings:
Measuring Public Opinion

Sept. 1	Overview of the Course
Sept. 3	History of Polling
Sept. 8	The Proliferation of Polls Readings: Moore, Ch. 1-2
Sept. 11	The Problem of Non Attitudes Readings: Moore, Ch 3-4
Sept. 15	Planning a Survey Readings: Moore, Ch. 5-6
Sept. 17	Question Wording Readings: Moore, Ch.7-8
Sept. 22	Question Context Readings: Asher, Ch. 1-2
Sept. 24	Data Collection Procedures Readings: Asher, Ch. 3
Sept. 29	Sampling Readings: Asher, Ch. 4
Oct. 1	Nonresponse Readings: Asher, Ch. 5
Oct. 6	The Interviewing Process Readings: Asher, Ch. 6
Oct. 8	Analyzing Survey Results Readings: Asher, Ch. 7
Oct. 13	Reporting Survey Results Readings: Asher, Ch. 8

Oct. 15 *MIDTERM EXAM & FIRST PAPER DUE*

Acquisition of Public Opinion

Oct. 20 *Socialization*
Readings: Erikson & Tedin, Ch. 1

Oct. 22 *Self Interest*
Readings: Erikson & Tedin, Ch. 2

Oct. 27 *Values and Ideology*
Readings: Erikson & Tedin, Ch. 3

Oct. 29 *Mass Media*
Readings: Erikson & Tedin, Ch. 4

Nov. 3 *Aggregated Opinion and Opinion Dynamics: Is there a national mood?*
Readings: Erikson & Tedin, Ch. 5

Expressions of Public Opinion

Nov. 5 *Democratic Values and Tolerance*
Readings: Erikson & Tedin, Ch. 6

Nov. 10 *Racial Preferences*
Readings: Fiorina, Ch 7

Nov. 12 *Domestic and Foreign Policy Preferences*
Readings: Fiorina, Ch 8

Nov. 17 *Trust in Government*

Nov. 19 *Institutional Support and Presidential Approval*

Nov. 24 *NO CLASS – THANKSGIVING RECESS*

Nov. 26 *NO CLASS – THANKSGIVING RECESS*

Consequences of Public Opinion

Dec. 1 *Political Participation*
Readings: Erikson & Tedin, Ch. 9

Dec. 3 *Media Effects*
Readings: Erikson & Tedin, Ch. 10

Dec. 8 *Legislative Responsiveness*
Readings: Erikson & Tedin, Ch. 11

Dec. 10 *Performance of Democracy*
Readings: Erikson & Tedin, Ch. 12

Dec. 15 *FINAL EXAM (3:30 – 5:30) & SECOND PAPER DUE*

2010 – 105 Proposal to Add POLS 3476 & 3476W

1. Date: 9/3/2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing:

POLS 3476. World Political Leaders

First semester. Three credits.

Theory and practice of political leadership. Leadership in comparative political systems. Personality effects on leadership actions. Leadership in foreign and domestic politics. Case studies of great leaders.

POLS 3476W. World Political Leaders

First semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Theory and practice of political leadership. Leadership in comparative political systems. Personality effects on leadership actions. Leadership in foreign and domestic politics. Case studies of great leaders.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 3476/ 3476W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes No
3. Course Title: World Political Leaders
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Theory and practice of political leadership. Leadership in comparative political systems. Personality effects on leadership actions. Leadership in foreign and domestic politics. Case studies of great leaders.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800 for W variant
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
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) Course fills need for study of political leaders. Engages questions of agency in causation, balancing the tilt toward structural explanations in contemporary political science. Exposes students to similarities and differences in the structure of leadership situations in different political systems, while compelling reflection on the commonalities of leadership across situations.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): Accounts of political events in the popular press commonly identify leaders and leadership as crucial to outcomes. Thus we are told that George W. Bush and Tony Blair were 'steadfast', John Kerry 'flip-flopped', Barack Obama is 'analytical but cold', Bill Clinton was 'smart but flawed', and so forth. But is there any basis for these labels? Can we really know what a political leader is like? And do individual differences matter anyway? Seeking to answer these questions, this class provides a comprehensive introduction to the literature on leaders and leadership. We will examine the variety of approaches used to understand leaders and to identify the impact leaders have on political

outcomes. We will consider the personality of leaders, the impact of their beliefs about how the world works, psychological disorders of tyrants and dictators, the leader within the decision making group, and the impact of an individuals' previous experiences upon current decisions. We will acquire a 'toolbox' of different approaches to studying leaders, which can be applied to a multitude of past, present, and future cases of important leadership. Throughout we will be presented with a variety of methodological problems and solutions inherent in providing evidence for the statement, which lies at the core of the class, that "who leads matters".

3. *Overlapping Courses (see Note M):* Professor Moscardelli has occasionally offered an excellent special-topics class on American political leadership. From our consultations, it is evident that this class does not engage questions of leader personality and psychology (the core of my proposal), and is focused upon domestic policy leadership in the American congress, where I address executive level leadership in both domestic and foreign policy in a variety of international political systems.

4. *Number of Students Expected:* 30

5. *Number and Size of Section:* 1, 30

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

7. *Effects on Regional Campuses:*

8. *Staffing (see Note P):*

9. *Dates approved by (see Note Q):*

Department Curriculum Committee: 10/12/2010

Department Faculty: 10/13/2010

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

Oksan Bayulgen, 6-2231. oksan.bayulgen@uconn.edu

Political Science XXXX: World Political Leaders

Professor Stephen Dyson

Office: Monteith 202

Class Time and Room: TuTh 2-3.15

Office Hours: TuTh 3.15-4

E-mail: Stephen.Dyson@uconn.edu

Course Description and Objectives

Accounts of events in the popular press commonly focus on the individual characteristics of political leaders. Thus we are told that George W. Bush was stubborn, Hillary Clinton is calculating, and Barak Obama is smart. But is there any basis for these labels? Can we really know what a political leader is like? And do differences between leaders matter anyway? Seeking to answer these questions, this class provides a comprehensive introduction to the literature on leaders and leadership. Together, we will examine the variety of approaches used to understand leaders and to identify the impact leaders have on political outcomes. We will consider the personality of leaders, the impact of their beliefs about how the world works, and various psychological disorders and maladies that can condition leader performance. We will acquire a 'toolbox' of different approaches to studying leaders that can be applied to a multitude of past, present, and future cases of important leadership. Throughout we will be presented with a variety of challenges and solutions inherent in making the case, which lies at the core of the class, that "who leads matters".

Books

Three books are required and available in the co-op:

James MacGregor Burns, "Leadership"

Richard Wolffe, "Renegade"

Niccolo Machiavelli, "The Prince"

Assessment

Your final grade will be comprised of:

Class participation: 10%

Midterm: 45% DISTRIBUTED 10/1, DUE 10/13.

Final: 45%

Class Participation

Active participation in every class session is requested and required of all class members. Come to class having completed the readings and prepared to discuss and analyze them in a professional manner. Each day I will assess a participation grade, based upon evidence of class members having completed and reflected upon the readings as shown through quality contributions to our discussions. Quality contributions are defined not by their frequency, but by the depth of thinking they reflect and the degree to which they engage with and encourage the contributions of other class members. The average of these daily grades will form your final participation grade for the class, worth 10% of your overall grade.

Policies

Expectations in this class are very high. In order to avoid any confusion or questions later on, let me outline some basic policies which we should consider as a 'contract' between us. I state these policies not for the sake of it, but because they represent basic tenets of proper scholarly conduct and lay the foundation for a good, enjoyable and valuable class:

- Due dates for all assignments are absolute and non-negotiable. In the case of a 'late' assignment, a 10% deduction for each day late, including weekends, will be made, and after one week a grade of zero will be recorded. In the very rare,

extreme case of a documented emergency that causes a deadline of any sort to be missed, accommodations may be possible after review of the circumstances by university administration.

- Attendance: As every session is significant and there is a substantial participation component to the grade, please plan on attending every single class session.
- Reading: Completion of the reading prior to the class is an absolute must. Please plan ahead and make sure you have sufficient time to do a good job with the reading.
- Academic Misconduct: Academic misconduct of any kind, including but not limited to plagiarism, is entirely inconsistent with the values of the university. Accordingly, academic misconduct will result in automatic failure of the class and will be automatically reported to university administration.
- For my part, and in return, I will make every effort to make each class session as valuable, productive, and interesting as possible, to be available during office hours, via email, or by appointment, to return grades as quickly as circumstances allow, and to help each class member have a good academic experience.

Class Schedule

All readings are either from books required for the class, or are available in journals through the library's online collections. The exception are those denoted*, which I will provide.

PART ONE: The Study of Leaders and Leadership

9/1: INTRO

9/3: What is leadership?

Reading: Burns, p. 1-28

9/8: When do individuals matter?

Reading: Robert Dallek, 'JFK's Second Term', Atlantic Monthly, June 2003, <http://www.theatlantic.com/doc/200306/dallek>

9/10: The psychological core of leadership

Reading: Burns, p. 49-80

9/15: Being a prince

Reading: Machiavelli, *The Prince*.

9/17: Leaders and followers

Reading: Burns, p. 129-137.

9/22: The Leader in the times

Reading: Stephen Skowronek, 'Presidential Leadership in Political Time'

9/24: Charismatic leadership

Reading: Burns, p. 241-248

9/29: Revolutionary leadership

Reading: Burns, p. 201-240.

Movie: 10/1, 10/6, 10/8: Nixon

MIDTERM DISTRIBUTED 10/1, DUE 10/13.

10/13: Dictators

Reading: Robert C. Tucker, 'The Dictator and Totalitarianism', *World Politics*, Vol. 17, No. 4 (Jul., 1965), pp. 555-583. Available on JSTOR.

10/15: Leaders and their health

Reading: Robert Dallek, 'The Medical Ordeals of JFK', *Atlantic Monthly*, December 2002, <http://www.theatlantic.com/issues/2002/12/dallek.htm>

10/20: How leaders use History

Reading: Jeffrey Record, 'Retiring Hitler and "Appeasement" from the National Security Debate', <http://www.carlisle.army.mil/usawc/parameters/08summer/record.pdf>

PART TWO: Leadership in the American Presidency

10/22: Presidential power and success

Reading: Fred I. Greenstein, 'Plumbing the Presidential Psyche: Building on Neustadt and Barber'; Meena Bose, 'What Makes a Great President? An Analysis of Leadership Qualities in Fred I. Greenstein of the Presidential Difference'.

10/27: Presidential personality

Reading: Burns, p. 101-104

10/29: Advising the president

Reading: Alexander L. George, 'Presidential Management Style and Models'

11/3: Running for president I

Movie: *Journeys with George*

11/5: Running for president II

Reading: Richard Wolffe, *Renegade*

PART THREE: Case Studies

11/10: Lyndon Johnson

Reading: Doris Kearns, 'Lyndon Johnson and the American Dream'

11/12: Richard Nixon

Reading: Fred I. Greenstein, 'The Paradox of Richard Nixon'

11/17: Ronald Reagan

Reading: Fred I. Greenstein, 'Ronald Reagan: The Innocent as Agent of Change'

11/19: Mikhail Gorbachev

Reading: Archie Brown, 'Mikhail Gorbachev'

NO CLASS 11/24, 11/26: THANKSGIVING

12/1: Margaret Thatcher

Reading: Peter Hennessy, 'A Tigress Surrounded by Hamsters: Margaret Thatcher, 1979-90'

12/3: Tony Blair

Reading: Stephen Dyson, 'What Difference Did He Make? Tony Blair and British foreign policy from 1997-2007'

12/8: George W. Bush

Reading: Ron Suskind, 'Without a Doubt', <http://www.nytimes.com/2004/10/17/magazine/17BUSH.html>; Thomas Donnelly, 'Lincoln, Churchill, Bush?' <http://www.aei.org/article/29071>

12/10: Review

2010 – 110 Proposal to Rename MCL and Restructure its Graduate Programs & Requirements
This revised proposal replaces the original found at 2010–80, above. It is one of several revisions, and was received by CLAS C&C 8:23am 28 October 2010. Other revisions pending.

New Copy for Catalog Submitted by the Department of Modern and Classical Languages
Contact person: Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 486-3313

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses
Proposed Changes to MCL Graduate Catalogue Copy

Department of Literatures, Cultures and Languages (LCL)

Department Head: Associate Professor Rosa Helena Chinchilla

Professors: Aschkenazy, Berthelot, Celestin, DalMolin, Guénoun, Gomes, Masciandaro, Miller, and von Hammerstein.

Associate Professors: Bouchard, Caner, Finger, Irizarry, Johnson, Loss, Pardo, Seda, Travis, Urios-Aparisi, Wagner and Weidauer

Assistant Professors: Balma, Casamayor-Cisneros, Diaz-Marcos, Nanclares, Saugera, Terni, and Wogenstein

The Department of Literatures, Cultures and Languages offers the degrees of Master of Arts and Doctor of Philosophy. The department offers courses of study leading to the Ph.D. in Literatures, Cultures and Languages, the M.A. in any of five language fields and in Comparative Literary and Cultural Studies, as set forth below.

The M.A. programs

M.A. programs typically require two years of full-time study, and are offered in French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, Comparative Literary and Cultural Studies, and Classics and Ancient Mediterranean Studies. The Master's degree in any of these fields may serve as the initial, two-year segment of Ph.D. study in the department, or as a terminal degree. The M.A. degree can also provide the academic foundation for teaching at the secondary or primary school levels.

Master's degrees may be earned under either of two plans, as determined by the advisory committee. Either Plan A or Plan B may be used for completing the M.A. to enter the Ph.D. Plan A requires not fewer than fifteen credits of advanced course work and for students entering Fall 1998 or later, not fewer than nine additional credits of Master's Thesis Research (GRAD 5950 or GRAD 5960), and the writing of a thesis. Plan B requires not fewer than twenty-four credits of advanced course work, a final examination, but no thesis. In either case, advisory committees may require more than the minimum number of credits.

Students following either M.A. plan must complete the required number of course credits—including a course in Literary Theory and in Foreign Language Teaching Methodology, as approved by the student's committee. The Film Theory and History (LCL 5XXB) course may substitute for the Introduction to Literary Theory course (LCL 5XXX). Students who seek state teaching certification should elect the Teaching Methodology course, and consult with the NEAG School of Education concerning other inclusions; further courses in Education are ordinarily required.

Admission to the M.A. and Ph.D. Programs Prospective applications for admission to M.A. or Ph.D. study, together with letters of recommendation, a personal statement, and a critical and analytical original paper should reach Storrs by January 15 to be competitive for assistantships and fellowships for the Fall semester. Applications at other times may be considered for funding. There is no separate application for teaching assistantships. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

The Ph.D. in Literatures, Cultures and Languages

The department offers a program of Ph.D. study that permits concentration in one of five primary fields: French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, or Comparative Literary and Cultural Studies. Such Ph.D. study also permits, with approval, the incorporation of one of the following secondary departmental fields of study: Applied Linguistics, Classics and Ancient Mediterranean Studies, Digital Culture and Media Studies, or History and Theory of World Cinema; or a secondary field devised in collaboration with another university department or program such as Medieval Studies, Human Rights, Women's Studies and Judaic Studies.

The department prepares Ph.D. students to engage in the interdisciplinary study of literatures, cultures and languages by integrating various regional cultures, historical periods, and methodologies essential to literary and cultural scholarship. The areas of research of the department's faculty are complementary and interconnected in a broad range of research fields and allow for a design that simultaneously focuses on particular literatures, cultures and languages and interdisciplinary areas of study in the context of emerging global communities.

Formal acceptance into the Ph.D. program ordinarily assumes completion of M.A. requirements in this department or the achievement elsewhere of qualifications judged appropriate by the Ph.D. admissions committee. Students with an earned Master's degree in a relevant field, or making substantial progress toward such a degree, and whose graduate record shows sufficient promise in analytical work, may apply for admission to the doctoral program.

Students in the Ph.D. program must complete, in one of the five primary fields listed below, at least 12 credits of graduate coursework, and at least six credits in a secondary field defined and approved by the candidate's advisory committee. Some requirements may be completed in the M.A. program. The secondary field should be formally identified early in the course of study. It can consist of one of the department's areas of expertise summarized below or another field approved in collaboration with another university department or program. Every plan of study is individually structured and monitored by a committee chosen by the student in consultation with his or her main advisor.

M.A. students anticipating formal acceptance as Ph.D. candidates should complete during the first year of graduate study one 3-credit seminar course in Literary Theory (5XXX), one 3-credit course in Language Teaching Methodology (6XXY), and two one-credit courses in Fields and Research (5xxy). Students who are accepted with an earned M.A. will need advisory committee approval of equivalent satisfaction, if any, of these requirements. Courses in Film Theory and History (5xxb), and Issues in Applied Linguistics: Methods and Approaches to Second Language Acquisition (5xxz) may be required during the second year, depending upon the nature of the primary field of study to be pursued. All Ph. D. students must take the 3-credit Interdisciplinary Seminar LCL 6xxz, and are strongly encouraged to register for additional interdisciplinary seminars.

Advanced knowledge in one language, culture and literature other than English and reading knowledge of a second are required for the Ph.D. Students anticipating study in the Middle Ages or the Renaissance should demonstrate reading competence in Latin and in one modern language. For Comparative Literary and Cultural Studies special requirements see section below.

Further details on requirements for a specific field of specialization can be found in the Graduate Handbook of the Department of Literatures, Cultures and Languages, which can be obtained from the Graduate Catalog and other publications of the Graduate School. Additional information about the department is available on the departmental website: <http://languages.uconn.edu/>.

Primary Fields of Departmental Scholarly Expertise: These permit the development of graduate-level research programs that reflect substantial departmental groupings of both course offerings and faculty expertise and research interest in a variety of constituent areas.

French and Francophone Studies reflects the diversity of French literary and cultural production within the contexts of European and world cultures. There is an interdisciplinary focus, involving faculty with specializations in literary theory, psychoanalysis, philosophy, feminism, cultural anthropology,

Francophonie and discourse analysis, as well as related fields such as film, media and the visual arts, and gender and cultural studies. The faculty also supports a vigorous language and pedagogy program leading to certification for secondary school teaching.

German Studies offers seminars in German literature, culture, and linguistics leading to the Ph.D. degree. Interdisciplinary studies in Comparative Literature, Linguistics, Women's Studies (WS Certificate), and Human Rights (HR Certificate), among others, are available in cooperation with other sections and departments. The graduate program strongly supports an interdisciplinary, intercultural, and transnational approach to German Literary and Cultural Studies, including trans-disciplinary literary and cultural theory, "interkulturelle Germanistik," applied linguistics, literature and other arts, and anthropological, historical and philosophical inquiries into literary studies, beginning with the 18th century. Additional expertise: Black-German Studies, Gender Studies, Film and Media Studies, German-Jewish Studies, Literature/Culture and Philosophy, and Interarts Studies.

Italian Cultural and Literary Studies offers graduate courses in all periods from the Middle Ages and Renaissance to the present. Their interdisciplinary, intercultural, and transnational approach encompasses the Italian Diaspora to the Americas, Mediterranean Studies, Ethnic and Gender Studies, and Film and Media Studies. Students are strongly encouraged to draw upon the resources associated with the Emiliana Pasca Noether Chair for Modern Italian History and interdisciplinary programs such as Medieval Studies, Women Studies, and the program in Comparative Literary and Cultural Studies.

Spanish Studies reflects the importance of Spanish culture and literature in the world including Latin America, Spain and other Spanish speaking regions of the world. The faculty members' specializations demonstrate reveal an interdisciplinary and trans-regional approach to all the fields, epochs and genres of the Latin American and Peninsular world. The fields of study comprise Spanish Literary and Cultural Studies, Golden Age, Colonial, 18th-21st -century Peninsular, 19th-21st -century Latin American, and Caribbean Literary and Cultural Studies. The students are encouraged to approach these topics from a diversity of theoretical fields such as Gender Studies, Film and Media Studies, Theater and Performance Studies and Applied Linguistics.

Comparative Literary and Cultural Studies, The Graduate Program approaches the study of literatures and visual culture from interdisciplinary perspectives and across national and regional boundaries. Students are expected to design their own plan of study in consultation with a group of faculty experts. The flexible curriculum allows students to pursue their interests in areas of traditional comparative study as well as in a wide range of emerging fields of research. Advanced proficiency in at least two languages besides English is required for the Ph.D.

A prospective student should be able to pursue graduate study in at least two different fields for admission to the M.A. program and in three fields for the Ph.D. program. An undergraduate major in one of these fields is not required. In special cases students may be required to make up limitations in their background by taking additional courses. Also, the student's committee may require changes in the student's program in view of his or her particular needs.

Affiliated members:

English – Professors Benson, Higonnet, Hogan, Peterson; Associate Professors: Coundouriotis, , Phillips and Sanchez

Philosophy- Professors Kupperman.

Secondary Fields:

Applied Linguistics. Areas of pedagogical, interpretive and quantitative approaches to language, literature, media and cultural studies. Among others, the specialty areas are Second Language Acquisition; Applied Cognitive Linguistics; Humor studies; Language Contact; Bilingualism; Language Acquisition; Pragmatics and Semiotics.

Classics and Ancient Mediterranean Studies. This specialization provides students with the knowledge and skills necessary to study and teach the languages and cultures of the Ancient Mediterranean. Areas

of faculty specialization include the Greek, Hellenistic and Roman worlds, Second Temple and Rabbinic Judaism, and the world of Late Antiquity.

Other secondary areas may include: World Cinema, Digital Culture and Media Studies and others to be designed in consultation with programs outside the department such as, Gender Studies, Human Rights, Judaic Studies, Medieval Studies. Students may design additional secondary fields in consultation with their advisor and Ph.D. committee.

New Courses in LCL

LCL 5XXX Introduction to Literary Theory

3 credits. Seminar. Introduction to the most important issues of modern and contemporary literary theory structured as a historical survey of different theoretical paradigms or schools. Topics may include literary representation, the relationship between literature and society; interpretation and meaning, ideology among others. Special emphasis on the aims of theory, its object, and its status *vis à vis* other disciplines of the human sciences.

LCL 5xxb Film Theory and History.

3 credits. Seminar. Advanced study of world cinema through film history and theory in an interdisciplinary context. Discussion on all national cinemas, for example: French Cinema, German Cinema; and film genres: for example: Film Noir, The Western, Political Film, Documentary, among others.

LCL 6 xxy Fields and Research in Language, Culture and Literature Studies.

1 credits. Lecture. Open to graduate students in LCL, others with permission.
Theory and practice of research methods in the fields of literature, language and culture. (May be repeated for credit).

LCL 6xxx Advanced Theory for the Study of Literatures, Cultures and Languages

3 credits. Seminar. Open to graduate students in MCL, others with permission.
Historical interdisciplinary and contemporary theoretical parameters and models in literary, visual and cultural studies at the advanced level.

LCL 6XXX: Methods and Approaches to Second Language Acquisition

3 credits. Seminar. Open to graduate students in LCL, others with permission.
Approaches to Foreign Language teaching and learning. Focus on the nature of language learning and methods and approaches to teaching.

LCL 6xxz Interdisciplinary Seminar:

Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor (undergraduates may be admitted to the course with special permission). An interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on the interests of the faculty. Offered once a year (Fall or Spring) with change of topic. Although the course will be taught in English in order to facilitate working across different languages, students will be expected to do research and and/or write seminar papers in the language(s) of their specialization, as appropriate. Candidates for the PhD in Literatures, Cultures and Languages will be required to complete at least one such interdisciplinary seminar before advancing to candidacy.

Approved by the department on 9/8/10, ratified electronically 9/20/2010, Circulated with English Affiliated faculty and discussed in an English departmental meeting.

2010 – 114 Proposal to Change CLCS 5302

1. Date: August 13, 2010
2. Department: Modern and Classical Languages Department
3. Nature of Proposed Change: *The description reflects an older paradigm, and it needs to be updated.*

4. Current Catalog Copy:

CLCS 5302. Critical Theory

(CLCS 302) 3 credits. Seminar.

Modern literary theories and critical approaches, such as structuralism, semiotics, archetypal, or Marxist criticism.

5. Proposed Catalog Copy:

CLCS 5302 Introduction to Literary Theory

Introduction to the most important issues at the core of modern and contemporary literary theory structured as a historical survey of different theoretical paradigms or schools. Topics may include literary representation, the relationship between literature and society; interpretation and meaning, ideology, etc. Special emphasis on the aims of theory, its object, and its status vis à vis other disciplines of the human sciences. 3 credits. Seminar.

6. Effective Date *immediately*

Justification

1. Reasons for changing this course: *The course description reflects an outmoded approach to Literary Theory. We want to make the course an introduction to literary theory.*
2. Effect on Department's Curriculum: *It will be beneficial for M.A. students in particular who have never had literary theory.*
3. Other Departments Consulted (see [Note N](#)): *CLCS and English.*
4. Effects on Other Departments: *none*
5. Effects on Regional Campuses: *none*
6. Staffing:

Current staff already covers this course from Modern and Classical Languages: Loss, Pardo, Bouchard, Travis, Weidauer, Nanclares, and Wogenstein have taught this class.

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

Department Curriculum Committee: Sept. 16, 2010

Department Faculty: September 14, 2010

8. Name, Phone Number, and e-mail address of principal contact person:
Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 6-3313

2010 – 116 Proposal to Add LCL 6XYZ

- 1..Date: Sept 8, 2010
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing

LCL 6XYZ Interdisciplinary Topics in Literatures, Cultures and Languages

Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor. Repeatable with change of topic. Interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on faculty. Offered once per year (Fall or Spring). Although the course is taught in English in order to facilitate working across different languages, students are expected to conduct research and/or write seminar papers in their major field language(s), as appropriate. Candidates for the PhD in Literatures, Cultures and Languages are required to complete LCL 5xyz.

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): LCL
2. Course Number (see [Note B](#)): 6xyz
3. Course Title: Interdisciplinary Topics in Literatures, Cultures and Languages
4. Course description, if appropriate (see [Note K](#)):
Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor (undergraduates may be admitted to the course with special permission). Repeatable with change of topic. Interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on faculty. Offered once per year (Fall or Spring). Although the course is taught in English in order to facilitate working across different languages, students are expected to conduct research and/or write seminar papers in the language(s) of their specialization, as appropriate. Candidates for the PhD in Literatures, Cultures and Languages are required to complete LCL 6xyz at least once before advancing to candidacy.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): 3
6. Course type (choose one or more 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; _x_ Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): LCL 5xyz or equivalent. Admission to a graduate program in LCL, or consent of instructor
8. Recommended Preparation, if applicable (see [Note G](#)): n/a
9. Consent of Instructor, if applicable (see [Note T](#)): Yes, if not a graduate student in LCL
10. Exclusions, if applicable (see [Note H](#)): n/a
11. Repetition for credit, if applicable (see [Note I](#)): Yes, with change of topic
12. S/U grading, if applicable (see [Note X](#)): n/a

Justification

1. Reasons for adding this course: (see [Note L](#))
In the present job market, it has become increasingly important that job candidates be able to demonstrate not only excellence in their primary area of specialization, but the ability to work in more than one language and cross disciplinary (language) boundaries. While research in different areas of language specialization may not appear to be as broadly interdisciplinary as, say, ethics and biology, it presents unique challenges which PhD candidates in the modern and ancient languages must be prepared to confront.

As part of the restructuring of the integrated PhD with primary and secondary fields of specialization, we propose to add a requirement that all students take at least one seminar team-taught by two members of the department from different sections. (A seminar team-taught with a faculty member from another department might also be appropriate.)

Unlike most graduate courses currently offered in LCL, this course would be taught in English to facilitate communication across disciplinary and language boundaries. However, students would be expected to make full use of their primary language specialty (or specialties) in their research, employing primary language resources for their research and (if appropriate) writing a final paper in their language of specialization.

The topic will vary depending on the research interests of the faculty teaching the course. The possibilities for interdisciplinary work are broad. A course could be organized around a genre (e.g., a course on the premodern novel comparing novels from the ancient Mediterranean, Heian Japan, and Renaissance Spain), a period (Renaissance Travel Narratives; Comparative Modernisms; International Avant-Garde Movements), a multilingual region (e.g., Islamic Spain, Francophone North Africa, modern Europe), a multilingual ethnic/religious group (e.g., midrashic narratives in Hellenistic and Rabbinic Judaism; the Convivencia movement in medieval Spain), or around disciplinary approaches (e.g., classical civilization and game design; Aesthetics and Literature; Literature and Media Theory; Literature and Other Arts/Interart Studies).

The department emphasizes that the topics and/or titles suggested above are by no means exhaustive, but are meant to serve merely as possible examples. The suggested topics are taken or adapted from courses which are already being planned for submission in the near future.

2. Academic Merit (see [Note L](#)):

As noted above, it is increasingly common in the academic study of modern and classical languages to expect that students have the ability to work across areas of traditional language. Such a course would therefore enable PhD candidates to be better prepared to enter to the job market.

In addition, such a course would take advantage of the interdisciplinary research in which many of the faculty of LCL are already engaged. Faculty will have greater opportunities to refine their interdisciplinary research in the graduate classroom, and students will have greater opportunities to be exposed to the innovative approaches to research which are one of the department's greatest strengths.

The offering of team-taught courses in English would increase opportunities for students from different language specialties to enroll in courses together and to communicate with one another about their work. Students would have greater opportunities to work with faculty outside their immediate discipline.

Courses of this type would better enable both faculty and students to engage directly with conference panels and research colloquia organized along similarly interdisciplinary lines. To take only one example, "Interart Studies/Literature and Other Arts" is currently recognized as a formal division at the MLA (Modern Languages Association) annual conference.

3. Overlapping Courses (see [Note M](#)): No such team-taught courses currently exist, but there is widespread interest in developing new courses along these lines.

4. Number of Students Expected: 10-15

5. Number and Size of Section: 1 section, limited to 15 students

6. Effects on Other Departments (see [Note N](#)): none, except to the degree that faculty from other departments might express interest in team-teaching a course

7. Staffing (see [Note P](#)): The course will be team-taught by at least two faculty from LCL or a related discipline (History, English, Art History, etc.)

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

Department Curriculum Committee: Sept. 16, 2010

Department Faculty: September 14, 2010

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

Rosa Helena Chinchilla, rosa.chinchilla@uconn.edu 860-486-3313

2010 – 117 Proposal to Change the WS Major

1. Date: 22 September 2010
2. Department requesting this change: **Women's Studies**
3. Title of Major: Women's Studies
4. Nature of Change: Name Change to **Women's, Gender, and Sexuality Studies**

5. Existing catalog Description of the Major:

The Women's Studies Program is a flexible interdisciplinary academic program devoted to the critical analysis of gender and the pursuit of knowledge about women. Combining the methods and insights of traditional academic disciplines with the special insights of Women's Studies scholarship, our courses yield fresh perspectives which help us to understand the origins of and changes in diverse cultural and social arrangements. The Women's Studies major is broad as well as flexible, and the student's program can readily reflect individual interests or complement a second major. Gender is a common thread in our offerings, but it always interweaves with race, class, and other factors which contribute to the diversity of women's lives. The Women's Studies Program is committed to a vision of women and gender that is truly transnational and cross-cultural. Without this perspective, our view of the world is profoundly impoverished and stereotypes will continue to distort our understanding.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to work with and for women to create a more humane society. Women's Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Women's Studies students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's Studies education.

Core Courses

Students are required to pass the following Core Courses: One 1000-level WS Introductory Course; [WS 3265W](#) (Women's Studies Research Methodology); PHIL 3218 (Feminist Theory) or [WS 32250 \(Feminism\)](#); [WS 3891 \(Women's Studies Internship Program\)](#)/[3894 \(Women's Studies Internship Seminar\)](#); [WS 4994 \(Senior Seminar in Women's Studies\)](#)

Supporting Courses

Students are required to pass five 2000-level or above Supporting Courses (15 credits). At least three of these courses will be Women's Studies or cross-listed courses. Two of the five supporting courses may include cross-referenced courses that cover special topics relevant to feminist scholarship in various departments. Such cross-referenced courses will be applied to the major with approval of the Program Director or Academic Advisor.

Related Courses

Students must pass an additional 12 credits at the 2000 level or above in fields closely related to the major. No required course in the major or in the related area may be taken pass/fail.

General Education Competencies

Information Literacy and Writing in the Major: Passing the core courses [WS 3265W](#) (Women's Studies Research Methodology) and [WS 4994W](#) (Senior Seminar in Women's Studies) will fulfill these competencies.

6. Proposed catalog Description of the Major:

The Women's, Gender, and Sexuality Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements. The Women's, Gender, and Sexuality Studies major is broad as well as flexible. Students may focus their studies on one or more concentrations: Gender and Globalization/Transnational Feminisms; Sexuality; or Gender,

Science, and Technology. These areas of concentration can readily reflect individual interests or complement a course of study in a second major.

The Women's, Gender, and Sexuality Studies Program is committed to a vision of people of diverse sexualities and genders that is truly transnational and cross-cultural and that recognizes the diversity of sexual and gender desires, practices, and identifications, as well as racial, ethnic, class and religious differences.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to advocate for gender and sexual justice. Women's, Gender, and Sexuality Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Our students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's, Gender, and Sexuality Studies education.

Core Courses

Students are required to pass the following Core Courses: One 1000-level WS Introductory Course; [WS 3265W \(Women's Studies Research Methodology\)](#); [WS 2250 \(Feminisms\) or PHIL 3218 Feminist Theory](#); [WS 3891 \(Women's Studies Internship Program\)/3894 \(Women's Studies Internship Seminar\)](#); [WS 4994 \(Senior Seminar in Women's Studies\)](#)

Supporting Courses

Students are required to pass five 2000-level or above Supporting Courses (15 credits). At least three of these courses will be Women's Studies or cross-listed courses. Two of the five supporting courses may include cross-referenced courses that cover special topics relevant to feminist scholarship in various departments. Such cross-referenced courses will be applied to the major with approval of the Program Director or Academic Advisor.

Related Courses

Students must pass an additional 12 credits at the 2000 level or above in fields closely related to the major. No required course in the major or in the related area may be taken pass/fail.

General Education Competencies

Information Literacy and Writing in the Major: Passing the core courses [WS 3265W \(Women's Studies Research Methodology\)](#) and [WS 4994W \(Senior Seminar in Women's Studies\)](#) will fulfill these competencies.

7. Effective Date **Fall 2011**

Justification

1. Why is a change required?

Since Women's Studies emergence as an interdisciplinary field in the late 1960s and early 1970s, it has undergone many theoretical and analytical changes. Recent scholarship emphasizes the need to recognize 1) that sexual and gender desires and practices vary across cultural and historical contexts; 2) that there are multiple genders and sexualities in societies and 3) that the cultural production of sexualities and genders shapes identity category formation and determines the status of women, men, and other people, including sexual and gender minorities. In order to incorporate these changes and reflect the broader focus of the field, many universities and colleges have changed the names of their women's studies programs. Some have become Women and Gender Studies, e.g., University of Vermont, Rutgers University, Smith College, and MIT, but a majority of Women's Studies programs, departments, and research centers have been renamed Women, Gender and Sexuality Studies, e.g., UMass Amherst, Yale, University of Minnesota, American University, University of Pennsylvania, University of North Carolina, Johns Hopkins, Northeastern, University of Cincinnati, Central Connecticut State University, Kansas University, Harvard and liberal arts colleges such as Macalaster, St. Mary's, Trinity, Rice, Grinnell and Wesleyan.

The Women's Studies program faculty voted to rename the Women's Studies Program Women, Gender, and Sexuality Studies to signal that the program incorporates contemporary perspectives on gender and

sexuality studies while retaining the historical significance of Women's Studies in our course offerings and general approach. Our decision was also influenced by the student demand for sexuality studies, echoed by the Rainbow Center [see letter of support from Rainbow Center director]. The decision to change the program dates back to the external review of our program in 2003, therefore we have had a long time to consider the renaming of WS to Women's, Gender and Sexuality Studies. We are now formally applying to change our name due to the move of our unit into CLAS. Prior to this time we were housed in the Office of Multicultural and International Affairs and then the Provost's office and neither location provided the institutional structure for us to propose a name change. In July 2010, however, Women' Studies moved into CLAS and we see this as an opportune time to change the program name to reflect the contemporary trends in our interdisciplinary field. Most of the universities and colleges mentioned above began renaming their programs almost a decade ago and U Conn has lagged behind in reflecting the changes in the field in our name.

The advantage of the long period we have had to consider the name change is that we have already institutionalized a number of courses that will anchor the sexuality aspect of the program. It is important to emphasize that we do not envision giving students separate degrees under the rubric of WGS Studies. However, the redesigned degree in Women's, Gender, and Sexuality Studies will offer students an opportunity to develop a concentration in one of three foci: gender and globalization/transnational feminisms; gender, science and technology; and sexuality (a fourth concentration on Feminisms and the Arts is currently being considered as well). Because the field is quite broad and we are a small program, we felt it important to identify the strengths of the current faculty in the program and expertise in the College and University to determine the direction we would like to grow in the future.

2. What is the impact on students?

Courses on women, gender, and sexuality are taught in several departments in CLAS, e.g., Anthropology, Communications, English, History, Human Development and Family Studies, Philosophy, Political Science, Psychology. Several of these courses are cross-listed with women's studies and others are recommended to our students as related courses. These discipline-based courses serve to broaden the interdisciplinary reach of our program and complement the interdisciplinary focus of our courses. Our majors will continue to draw upon the courses in other departments, whether they are cross-listed or not, as related courses. Our students will not be required to have a concentration, but we will encourage students with a clear interest in one or more concentrations and those who plan on pursuing graduate studies in women's studies or a field related to one of the concentrations, to take courses from several departments to enhance their training within a particular concentration.

WS faculty have already discussed how to help guide students through the different discipline based courses that relate to the interdisciplinary field of gender and globalization/transnational feminisms; gender, science, and technology, and sexuality studies; and, even if they are not cross-listed with WS. One way to ensure this is to make students aware in advance of which courses will be considered "related" when they complete their plan of study. We have listed below courses that would be considered for the three concentrations. We have identified courses that our students have already utilized for their related courses. However, the lists are not exhaustive and we welcome including new courses as they are developed by other departments. For example, Pyschology recented added a new course on sexuality that will further complement our recommended courses in the area.

Non-Comprehensive List of Courses for Gender and Globalization/Transnational Feminisms

Women's Studies Courses:

Gender in Global Perspectives (WS 1124)
Feminisms and the Arts (WS 1104)
Women and Body Art (WS 3251)
Women and Violence (WS 3263/HRTS 3263)
Women and Poverty (WS 3267)
Feminisms (WS 3250)
Women's Movements (WS 3269)

Cross-Listed Courses (Most are taught by faculty affiliated with WS)
Women in Political Development (WS 3216W/POLS 3216W)
Gender and Sexualities in Modern Europe (WS 3416/HIST 3416)
Latina Narratives (WS 3258/PRLS 3230)

Other Related Courses

Black Experience in the Americas (AFAM 3206)
Asian Indian Women: Activism and Social Change in India and the United States (AASI 3222 Taught by Faculty Affiliated with WS).
Women and Minorities in the Labor Market (Econ 2444)
Latino/nas and Human Rights (3221 HRM taught by Faculty Affiliated with WS)

Non-Comprehensive List of Courses for Gender, Science, and Technology

Women's Studies Courses:

Gender and Science (WS 2105)
Sexualities, Activism, and Globalization (WS 2255)
Women and Body Art (WS 3251)

Cross-Listed Courses (most taught by faculty affiliated with WS)

Psychology of Women (WS3102/Psych 3102)
Women and Health (WS 2453/Soci)
Sociology of Sexualities (SOC 3621/W)
Latinos: Sexuality and Gender (HDFS 3268)
Issues in Human Sexuality (HDFS 3277)

Other Related Courses:

Nutrition and Human Development (NUSC 2200)
Science and Social Issues in the Modern World (Hist 3204)
Asian Medical Systems (AASI 3216)

Non-Comprehensive List of Courses for Sexuality

Women's Studies Courses

Gender and Sexualities (WS 3252)
Sexualities, Activism, and Globalization (WS 2255)
Gender and Science (WS 2105)
Introduction to LGBT Literature (ENGL 3613, taught by WS faculty)
Advanced Study: LGBT Literature (ENGL 4613W taught by WS faculty)
Women and Body Art (WS 3251)
Women and Violence (WS3263)
Seminar on Rape Education and Awareness I (WS 3271)
Seminar on Rape Education and Awareness II (WS 3272)

Cross-Listed Courses(most taught by faculty affiliated with WS)

Sociology of Sexualities (WS 3621/W/ SOCI 3621/W)
Latinos: Sexuality and Gender (HDFS 3268)
Issues in Human Sexuality (HDFS 3277)
Gender and Sexuality in Modern Europe (HIST/WS 3416)
Women and Health (WS 2453/Soci)
Psychology of Women (WS3102/Psych 3102)

Other Related Courses:

Latinos: Sexuality and Gender (HDFS 3268)

Issues in Human Sexuality (HDFS 3277)
History of the Family (Hist 3203)
Gender and Sexuality in Modern Europe (Hist 3416)
Construction of Race, Gender, and Sexuality in US History (Hist 3560)
Sex and Gender (Anth 3351)
Renaissance and Reformation (ENGL 3231)

As the description of the major and the above list of courses illustrate, our name change, therefore, is not meant to suggest the renamed Women's, Gender and Sexuality Studies Program is or should be the exclusive domain for courses in the broad field of women's, gender, and sexuality studies. In fact, our program is designed to help frame the interdisciplinary field by identifying and therefore helping to foreground discipline-based courses that can contribute to the interdisciplinary training of our students. The breadth of disciplinary and interdisciplinary courses in the area of women, gender, and sexuality, will ensure a robust and rigorous option for our students.

The proposal for the name change was circulated to departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Linnekin of Anthropology noted "As I said at the committee meeting, I'm fine with the new name using singular terms; ... I know that a lot of formerly "women's" studies depts/pgms have changed to similar formulae."
- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change to reflect contemp interests is a good thing."
- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change...I think your proposed name change will have a very positive impact on your program."
- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."
- Prof. Chinchilla of MCL said "...you have our support."
- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."
- Prof. Boyer of Political Science also had "no problems with the changes you propose."
- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."
- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

October 13, 2010

To the Committee on Curricula and Courses,

This is a letter of support to change the departmental name of Women's Studies to Women, Gender and Sexuality Studies. As the Director of the Rainbow Center, the Gay, Lesbian, Bisexual and Transgender Educational Resource/Cultural Center on campus, the name change is appropriate because it describes and reflects the academic needs and actions of the department. At this time, instead of creating a new department as Queer Studies or LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) Studies, the expansion in the name will serve as the academic interdisciplinary foundation.

Many students, regardless of their personal sexual orientation and gender identity and expression are increasingly interested in academic opportunities based in the field of women, gender and sexualities studies. For example, the Rainbow Center staff often assists students with finding courses that accommodate the desire for an academic learning experience. In addition, we've experienced growth and interest in all of our educational outreach initiatives. The following is from a recent alumnus who was very involved on campus, including as a Rainbow Center educator:

As a queer speaker who has presented to HDFS, Women's Studies and Sociology classes, I believe it would be beneficial or students to receive more education about queer issues. I find that I spend a lot of time during presentations explaining basic terminology and definitions that students should already be aware of. If there was at least a baseline education around the topic, we would be able to expand our discussion to deeper issues and current events.

As a UConn student, I always appreciated it when professors pushed me to expand my boundaries. We should encourage this spirit of growth as a university by offering curriculum that will support students in becoming well-rounded individuals. ~Vu Tran, Alumnus

I fully support the name change for the Women's Studies Department. The suggested change is accommodating and reflective of the academic work that is offered and the desire for the students to see more in the future. At the Rainbow Center, there is consideration for a similar change in our tagline for the Rainbow Center to reflect contemporary times and the diversity of sexual orientation and gender identities and expressions. We are looking at similar options to match the academic department.

Should you have any questions please do not hesitate to contact me at 860.486.1214 or fleurette.king@uconn.edu. If you decide to support the change, I am looking forward to the new name.

Sincerely,

Fleurette King
Director

3. What is the impact on regional campuses?

We do not anticipate that the name change will impact the course offerings at regional campuses. Only the Stamford Campus has a WS minor which is coordinated by Prof. Semaan there. She is in favor of this name change

4. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

5. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1181,
manisha.desai@uconn.edu

2020 – 118 Proposal to Change the WS Minor

1. Date: September 2010
2. Department requesting this change: **Women's Studies**
3. Title of Minor: **Women's Studies**
4. Nature of Change: Name change from Women's Studies to **Women, Gender and Sexuality Studies**
5. Existing catalog Description of the Minor: Fifteen hours of course work in Women's Studies courses or cross referenced courses, of which one course may be at the1000-level.
6. **Proposed catalog Description of the Minor: Fifteen hours of course work in Women's, Gender, and Sexuality Studies courses or cross referenced courses, of which one course may be at the1000-level.**
7. Effective Date **Fall 2011**

Justification

1. Why is a change required? To reflect the name change in the major.
2. What is the impact on students? Based on our conversation with students, the name change will appeal to a broader range of students and will thus positively impact the number of students taking courses and minoring in our program
3. What is the impact on regional campuses? Women's Studies Stamford program is the only campus with a minor and they support this change
4. Attach a revised "Minor Plan of Study" form to this proposal -- see below
5. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2010
Department Faculty: April 15, 2010
6. Name, Phone Number, and e-mail address of principal contact person: manisha desai, 6-1181, manisha.desai@uconn.edu

University of Connecticut
College of Liberal Arts and Sciences
Women's, Gender, and Sexuality Studies Minor Plan of Study

Name: _____ ID# _____

During the first four weeks of your graduating semester, you must file a copy of this form with Degree Auditing in the Registrar's Office and a copy with the Women's Studies Minor Advisor. Keep an additional copy for yourself.

The Women's, Gender, and Sexuality Studies Minor requirements:

- 15 credit hours in Women's, Gender, and Sexuality Studies courses or cross-referenced courses
- Not more than one course at the 1000-level may be counted among the 15 credits
- Not more than two courses may be counted for both the Minor and the Major
- A maximum of six credits may be counted for The Women's, Gender, and Sexuality Studies Internship (WS 3891/3894)
- Only courses with a grade of C or better can be counted toward the Minor
- A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

Course Number	Course Title	Semester/ Year	Credits
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total Credits			_____

Student's Signature _____

Women's Gender, and Sexuality Studies Minor Advisor
Signature _____
Date: _____

2010 – 119 Proposal to Change WS 1105

1. Date: 22 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Update Description of **WS 1105 / 105 - Gender in Everyday Life to better reflect the changes in the field, what is being taught in it , and to meet the needs of the program**

4. Current Catalog Copy:

WS 1105 / 105 - Gender in Everyday Life

Either semester. Three credits. Explores how the biological fact of sex is transformed into a system of gender stratification in our everyday lives. Examines the social position of women in the family, work, and politics while maintaining sensitivity to the diversity of women's experiences across class, racial-ethnic groups, cultures, and regions. Experience in introductory research methods to analyze the social construction and structural organization of gender. CA 2. CA 4.

5. Proposed Catalog Copy:

WS 1105 / 105 – Gender in Everyday Life Either semester. Three credits. Explores how sex, sexuality, and gender are separate yet intersecting features of social life that are woven into systems of difference and stratification that shape everyday life. Examines these processes in the family, education, work, and politics while maintaining sensitivity to the diversity of individual experiences across class, racial-ethnic groups, cultures, and regions. Experience in introductory research methods to analyze the social construction and structural organization of genders and sexualities. CA 2. CA 4.

(see information in the "add a course" form if you have any questions regarding specific items.)

6. Effective Date (semester, year -- see Note R):

(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Reasons for changing this course:

Scholarship in the area of gender and sexuality has changed rapidly over this decade. The goal of the proposed revision in the course description is to adequately reflect these changes which include the insights that: 1) sex can be considered not only a biological fact, but is also socially constructed; 2) there are multiple genders and sexual identities that shape the experiences of different people in different cultural contexts which include, but are not limited to intersex, two-spirit, transgender, transsexuals, tommy boys, female husbands. Most instructors have already incorporated these changes in their courses. The revision also better fits the curricular needs of the program.

2. Effect on Department's Curriculum:

This course will provide students with cutting edge scholarship in the field and better fit the curricular needs of the program.

3. Other Departments Consulted (see Note N): Departments with which we have cross listed courses, e.g., Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, Institute of African American Studies, Asian American Studies Institute, and the Institute of Puerto Rican and Latino Studies. Most of these departments have responded in support of the change.

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or the other changes as they do not affect the cross-listed courses."
- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."
- Prof. Chinchilla of MCL said "...you have our support."
- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."
- Prof. Boyer of Political Science also had "no problems with the changes you propose."
- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments:

We do not anticipate that other departments will be affected by the revisions.

5. Effects on Regional Campuses:

Prof. Semaan of the WS Program at Stamford does not anticipate any impact on their ability to offer the course. Adjunct faculty at other regional campuses will have to revise the course.

6. Staffing: same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 120 Proposal to Change WS 1124

1. Date: 22 September 2010
2. Department: **Women's Studies**
3. Nature of Proposed Change: Update Description of WS 1124 to better reflect what is being taught in the course and the changes in the field

4. Current Catalog Copy:

WS 1124 Women and Gender in Global Perspective

(124) Either Semester. Three credits.

Exploration of the construction and reproduction of gender inequality in global perspective. Study of the social position and relations of women and men (political, economic, cultural and familial) in selected nonwestern societies. Diversity of women's and men's experiences across class, racial-ethnic groups, sexualities, cultures, and regions CA. 2 CA 4-Int

5. Proposed Catalog Copy:

WS 1124 Genders and Globalization

(124) Either Semester. Three Credits.

Exploration of the construction and reproduction of gender inequality in global perspective in global structures and processes such as migration, global assembly lines, and international organizations; and the impact of these on men and women's lives in selected countries around the world. CA 2 CA 4-Int

6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course:

(1) In the last decade scholarship in the field of Gender and Globalization has expanded to include the production and reproduction of gender inequality not just in different societies but also in the new global structures and processes such as the global assembly line, migration, and international organizations. Our instructors have incorporated these changes in their syllabi. The revised description better fits what is being taught in the course.

(2) The revision also provides a clearer differentiation between this course and the other introductory course which we are also updating at this time [WS 1105].

2. Effect on Department's Curriculum:

This update will better fit the needs of our curriculum and provide students with the most cutting edge scholarship in the field

3. Other Departments Consulted (see Note N): All departments with which we have cross listed courses. Most of them have responded in support of this revision.

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or the changes in courses as they do not impact the cross-listed courses.."

Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments: We do not anticipate that other departments will be affected with the proposed revisions.

5. Effects on Regional Campuses: Prof. Semaan who directs the WS Center and program at the Stamford Campus does not see a problem with this revision. It will continue to be offered at the other regional campuses.

6. Staffing: Same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 121 Proposal to Change 3217

1. Date: 22 September 2010
2. Department: **Women's Studies**
3. Nature of Proposed Change: **Add a prerequisite to WS 3217 Women and Film**

4. Current Catalog Copy:

WS 3217 Women and Film

(217) Either Semester. Three Credits.

Feminist analysis of Hollywood film. Investigates women's roles as filmmaker, writer, editor, and actress as well as messages communicated to female viewers.

5. Proposed Catalog Copy:

WS 3217 Women and Film

(217) Either Semester. Three Credits. Prerequisite: WS 1104, 1105 or 1124 or any WS 2000 or permission of the instructor.

Feminist analysis of Hollywood film. Investigates women's roles as filmmaker, writer, editor, and actress as well as messages communicated to female viewers.

6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course:

Our faculty members have found that students taking our upper level courses with no preparation in WS find it difficult to keep up with the rigor of the courses. The prerequisite would better prepare students to benefit from our upper level courses. The permission of the instructor will ensure that students who may have other kinds of preparation in Women's Studies but not one of our introductory courses are not prevented from taking this course.

2. Effect on Department's Curriculum: It will increase the rigor of the curriculum and provide a more productive learning experience for the students. It may initially lead to a decline in enrollment in upper level courses.

3. Other Departments Consulted (see Note N): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and change in course to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or change in courses as they do not impact cross-listed courses..."

- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments:

We do not anticipate that other departments will be affected

5. Effects on Regional Campuses: Prof. Semaan of the WS program at Stamford does not anticipate any problems. The course can still be offered at other campuses.

6. Staffing: Same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131,
manisha.desai@uconn.edu

2010 – 122 Proposal to Change WS 3250

1. Date: 8 September 2010
2. Department: **Women's Studies**
3. Nature of Proposed Change: **change level of WS 3250 Feminisms to WS 2250 Feminisms**

4. Current Catalog Copy:
WS 3250 Feminisms
(250) Either Semester Three Credits.
Current feminist theories and related social and political issues.

5. Proposed Catalog Copy:
2250 Feminisms
(250) Three Credits. Open to Sophomores and Higher. WS 1104, WS 1105 or WS 1124 recommended
Current feminist theories and related social and political issues

(see information in the "add a course" form if you have any questions regarding specific items.)

6. Effective Date (semester, year -- see Note R):

(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of two new faculty as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the 1000 level or at the 3000 level, and all the current 3000 level courses were 2000 level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2000 level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert some 3000 level courses to their earlier 2000 designation and make the 3000 courses more rigorous -- by requiring an intro or a 2000 level course -- to provide our majors with a challenging curriculum.

2. Effect on Department's Curriculum:

We will be able to offer more courses to the larger student body and have a better spread of courses for our majors and minors.

3. Other Departments Consulted (see Note N): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and change in courses to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or change in courses as they do not impact cross-listed courses..."

- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments:

We do not anticipate that other departments will be affected.

5. Effects on Regional Campuses: Prof. Semaan of the WS program at Stamford does not anticipate any problems with this change. This course is seldom taught at other campuses

6. Staffing: same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: april 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 123 Proposal to Change WS 3252

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: change Level from WS 3252 Genders and Sexualities to WS 2252 Genders and Sexualities.
4. Current Catalog Copy:
WS 3252 Genders and Sexualities.
(252) First Semester. Three Credits
Overview of lesbian, gay, bisexual, and transgender issues.
5. Proposed Catalog Copy:
WS 2252
(252) Three Credits. Open to Sophomores and Higher. WS 1104, WS 1105, or WS 1124 recommended
Overview of lesbian, gay, bisexual, and transgender issues.
6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of two new faculty as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the 1000 level or at the 3000 level, and all the current 3000 level courses were 2000 level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2000 level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert some 3000 level courses to their earlier 2000 designation and make the 3000 courses more rigorous -- by requiring an intro or 2000 level course -- to provide our majors with a challenging curriculum.

2. Effect on Department's Curriculum:

We will be able to offer more courses to the larger student body and have a better spread of courses for our majors and minors.

3. Other Departments Consulted (see [Note N](#)): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and course change to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or the change in courses as they do not impact cross-listed courses.."

- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments:

We do not anticipate that other departments will be affected by this change.

5. Effects on Regional Campuses: Prof. Semaan of the WS program at Stamford does not see any problems with this change. It can still be offered at the other regional campuses. 6. Staffing: same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 124 Proposal to Change WS 2263

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: **change level of WS 3263, Women and Violence to WS 2263 Women and Violence**

4. Current Catalog Copy:

WS 3263 Women and Violence

(263) (Also Offered as HRTS 3263) Either Semester. Three Credits

A discussion of the various forms of violence against women in our society, including rape, battering, incest and pornography; treats the social, political and personal meaning of violence.

5. Proposed Catalog Copy:

WS 2263 Women and Violence

(263) (Also Offered as HRTS 2263) Either Semester. Three Credits. Open to Sophomores and Higher. WS 1104, WS 1105, WS 1124 recommended

A discussion of the various forms of violence against women in our society, including rape, battering, incest and pornography and the social, political and personal meaning of violence.

6. Effective Date Fall 2011

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of two new faculty as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the 1000 level or at the 3000 level, and all the current 3000 level courses were 2000 level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2000 level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert some 3000 level courses to their earlier 2000 designation and make the 3000 courses more rigorous -- by requiring an intro or a 2000 level course -- to provide our majors with a challenging curriculum.

2. Effect on Department's Curriculum:

This change will allow us to offer more courses to the general student body

3. Other Departments Consulted (see [Note N](#)): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and change in courses to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or change in courses as they do not impact cross-listed courses..."

- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments: We do not anticipate that this affect other departments.

5. Effects on Regional Campuses:

Prof. Semaan of WS at Stamford does not see a problem with this change. It will still be offered at other campuses.

6. Staffing:same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: april 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 125 Proposal to Change WS 3264

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: **Add a prerequisite to and update description of WS 3264 Gender in the Workplace**

4. Current Catalog Copy:

WS 3264 Gender in the Work Place
(264) First Semester. Three Credit

An examination of the role of gender in shaping the American workplace and the lives of workers. Discussion of important issues such as comparable worth and sexual harassment drawing on research done in a variety of social science disciplines.

5. Proposed Catalog Copy:

WS 3264 Gender in the Workplace

(264) Either Semester. Three Credit. Prerequisite: WS 1105 or WS 1124 or permission of instructor

An examination of the gendered dimensions of migration and labor in the global economy and its impact on workers in the US and select other countries.

6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course:

The change in the description reflects the changes in the scholarship in the field which have already been incorporated by our instructors.

The prerequisite will add rigor to our curriculum and provide students with a more productive learning experience.

2. Effect on Department's Curriculum: This revision will update the curriculum and make it more rigorous. It may initially lead to a decline in enrollment in upper level courses.

3. Other Departments Consulted (see Note N): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and change in courses to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or change in courses as they do not impact cross-listed courses..."

- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."

- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments:

We do not anticipate that other departments will be affected.

5. Effects on Regional Campuses: Prof. Semaan of the WS program at Stamford does not anticipate any problems. It can be offered at the other campuses
6. Staffing: same as before
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: April 15, 2010
 - Department Faculty: April 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 126 Proposal to Change WS 3267

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Change description and level of WS 3267 Women and Poverty to WS 2267 Women and Poverty.

4. Current Catalog Copy:

WS 3267 Women and Poverty
(267) Second Semester. Three Credits.

Focus on poverty in the United States with special attention to its effects on women and their families, including emphasis on race and class differences, and on the policies that keep women in poverty and those that will bring them out of it.

5. Proposed Catalog Copy:

WS 2267 Women and Poverty

(267) Either Semester. Three Credits. Open to Sophomores and Higher. WS 1104, WS 1105 or WS 1124 recommended

This course will be an exploration of poverty and gender inequality within the frameworks of the global political economy in select countries.

The impact of race, class, and gender differences on inequality will be examined along with policies that keep people in poverty and those that will bring them out of it.

6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of two new faculty members as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the 1000 level or at the 3000 level, and all the current 3000 level courses were 2000 level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2000 level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert some 3000 level courses to their earlier 2000 designation and make the 3000 courses more rigorous -- by requiring an intro or a 2000 level course -- to provide our majors with a challenging curriculum.

The change in description reflects what is being currently taught in the course, the changes in the field, and in our curriculum.

2. Effect on Department's Curriculum:

We will be able to offer more courses to the larger students body and have a better spread of upper level courses for our majors and minors. It also better fits the need of the curriculum.

3. Other Departments Consulted (see Note N): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and change in courses to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or the changes in courses as they do not impact the cross-listed courses.."
- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."
- Prof. Chinchilla of MCL said "...you have our support."
- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."
- Prof. Boyer of Political Science also had "no problems with the changes you propose."
- Prof. Schlund-Vials commented that "the changes will help Women's Studies and we support them."
- Prof. Taylor for the Institute of African American Studies noted "We have no problems with the name change or other changes you propose to make to the program."

4. Effects on Other Departments:

We do not anticipate that other departments will be affected.

5. Effects on Regional Campuses:

Prof. Semaan who directs the Women's Center and the WS program at Stamford does not anticipate any problems with this change. Adjuncts at other campuses will be able to offer this course.

6. Staffing: same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 127 Proposal to Change WS 3269

1. Date: 22 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: **Add a prerequisite to WS 3269** The Women's Movements

4. Current Catalog Copy:

WS 3269 The Women's Movements

(269) Either Semester. Three Credits.

What is feminism? Who are the feminists and what do they want? How effective has the Women's Movement been in accomplishing its goals? What are the most controversial questions it has raised? Is the Women's Movement dead or dying? We will research and discuss questions like these both through examination of the writings and activities of the contemporary Women's Movement in the United States and through historical and international comparisons.

5. Proposed Catalog Copy:

WS 3269 The Women's Movements

(269) Either Semester. Three Credits. Prerequisite: WS 1104, 1105, or 1124, or any WS 2000 course, or permission of the instructor.

What is feminism? Who are the feminists and what do they want? How effective has the Women's Movement been in accomplishing its goals? What are the most controversial questions it has raised? Is the Women's Movement dead or dying? We will research and discuss questions like these both through examination of the writings and activities of the contemporary Women's Movement in the United States and through historical and international comparisons.

6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course:

Our faculty members have found that students taking our upper level courses with no preparation in WS find it difficult to keep up with the rigor of the courses. The prerequisite would better prepare students to benefit from our upper level courses. The permission of the instructor will ensure that students who may have other kinds of preparation in Women's Studies but not one of our introductory courses are not prevented from taking this course.

2. Effect on Department's Curriculum: It will add rigor to our curriculum and students will provide a more productive learning experience in our upper level courses. It may initially lead to a decline in enrollment in upper level courses.

3. Other Departments Consulted (see Note N): departments with which we have cross-listed courses: Anthropology, Communications, English, History, Human Development and Family Studies, Modern and Classical Languages, Philosophy, Political Science, Psychology, Sociology, and the Institutes of African American Studies, Asian American Studies Institute, and Puerto Rican and Latino Studies Institute. We have heard back from most of our colleagues in these departments in support of our proposal.

- Prof. Rios of Communications and the Institute of Puerto Rican and Latino Studies expressed her support as follows: "I think a name change and change in courses to reflect contemp interests is a good thing."

- Prof. Roe from History writing on behalf of the department wrote "... I can say that we have no objections to the name change or change in courses as they do not impact cross-listed courses..."

- Prof. Sabatelli of Human Development and Family Studies expressed similar sentiments in his email. "We are comfortable with all of the changes you are proposing. To me they seem like thoughtful and reasonable changes."

- Prof. Chinchilla of MCL said "...you have our support."

- Prof. Elder from Philosophy likewise noted: "All your proposed changes look OK to us."

- Prof. Boyer of Political Science also had "no problems with the changes you propose."

- Prof. Schlund-Vials commented that “the changes will help Women’s Studies and we support them.”
- Prof. Taylor for the Institute of African American Studies noted “We have no problems with the name change or other changes you propose to make to the program.”

4. Effects on Other Departments:

We do not anticipate that other departments will be affected.

5. Effects on Regional Campuses:

Prof. Semaan of the WS Program at Stamford does not anticipate any problems with this change. This course is seldom offered at other campuses.

6. Staffing: Same as Before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 128 Proposal Proposal to Add ASLN 3XXX

1. Date: Oct. 6, 2010
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing

ASLN 3XXX. Deaf Writers and American Sign Language Literature

Either semester. Three credits. Prerequisite: ASLN 1102. *Simons*

Discussion of deaf, hard of hearing, and hearing scholars in the examination of original ASL poetry. Critical examination of comparative literature in the Deaf Community and linguistic themes from different perceptions and analyses.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ASLN
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? Yes No
3. Course Title: Deaf Writers and American Sign Language Literature
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):

Discussion of deaf, hard of hearing, and hearing scholars in the examination of original ASL poetry. Critical examination of comparative literature in the Deaf Community and linguistic themes from different perceptions and analyses.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Standard
8. Prerequisites, if applicable (see Note F): ASLN 1102.
9. Recommended Preparation, if applicable (see Note G): N/A
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): Simons
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): None
16. S/U grading (see Note W): No

Justification

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

This course has been offered under the variable topics listing. There is no equivalent existing course. There is an increasing number of students in advanced ASLN language and culture courses who are trying to expand their knowledge to ASL literature.

2. Academic Merit (see Note L):

The course presents a genre of literature that is associated with users of American Sign Language. It covers literature both written in English and expressed in ASL. The study of ASL literature helps to reveal aspects of ASL culture different from the mainstream, hence highlighting issues of diversity. The students actively engage in analysis of ASL poetry and literature.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: up to 20
5. Number and Size of Section: 1 section of up to 20 students
6. Effects on Other Departments (see Note N):

The instructor is a faculty member of the Department of Linguistics, whose responsibility includes teaching a number of ASLN courses. The Department of Modern and Classical Languages and the Department of Linguistics have been collaborating on offering language and culture as well as literature courses in ASLN for many years. Professor Diane Lillo-Martin (coordinator of ASL studies) and Professor William Snyder, head of the Department of Linguistics, support the proposal.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Doreen Simons

9. Dates approved by (see Note Q):

Department Curriculum Committee: MCL curriculum committee Sept. 30, 2010

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

Diane Lillo-Martin, 486-0155, lillo.martin@uconn.edu (ASL studies)

Miguel Gomes, 486-3314, miguel.gomes@uconn.edu (MCL)

*University of Connecticut
Doreen Simons*

*ASLN 3XXX
Spring 2010*

Spring 2010
University of Connecticut
ASLN 3XXX:
Deaf Writers and American Sign Language Literature

Tuesday 6:00-9:00
ARJ 403

Instructor: Doreen Simons

Office: Linguistics Department – Arjona Bldg (room# 300)

Email: doreen.simons@uconn.edu

Office hours: Tuesday and Thursday: 11:00-12:00

Friday: 11:00-1:00 and by appointment

Required book: Peters, Cynthia (Author). 2000. Deaf American Literature: From Carnival to the Canon (Hardcover) Gallaudet University Press: Cambridge, MA. (PC)

Additional readings: (will be on reserve in ASL Resource Center or Library):

Books:

Mitchell, W.J.T., Bauman, H. Dirksen, Rose, Heidi & Nelson, Jennifer. "Signing the Body Poetic: Essays on American Sign Language Literature." University of California Press: 1 edition, 2006. (MB)

Rutherford, Susan. "A Study of American Deaf Folklore." Linstok Press; Burtonsville, Maryland, 1993. (RS)

Sources:

Bangs, Donald R. "Deaf Theatre in America: Practices and Principles." Diss. University of California at Berkeley, 1989. (BDR)

Batson, Trenton. "Poetry in American Sign Language," in Encyclopedia of Deafness and Deaf People, ed. John Van Cleve. McGraw-Hill, 1987. 222-224. (BT)

Frishberg, Nancy. "Signers of Tales: The Case for Literature Status of an Unwritten Language." Sign Language Studies 159 (Summer 1988) 149-170. (FN)

Lentz, Ella Mae. "Sign Poetry," and "Storytelling," in Encyclopedia of Deafness and Deaf People. McGraw-Hill, 1987. 124-126. (LEM)

Valli, Clayton. "Poetics of American Sign Language Poetry." Diss. Union Institute, 1993. (VC)

Peters, Cynthia. "ASL Literature: Some Traditional and Non-Traditional Characteristics," in Deaf World: A Historical Reader and Primary Sourcebook, Ed. Lois Bragg. New York University Press, 2001. (LB)

Christie, Karen & Wilkins, Dorothy M. A Feast for the Eyes: ASL Literacy And ASL Literature. 1997. Oxford University Press. CCC 1081-4159. (CK & WD)

Dirksen, H., Bauman, L., Nelson, Jennifer L. and Rose, Heidi. "The Camera as Printing: How Film has influenced ASL Literature," in Signing the Body Poetic: Essays on American Sign Language Literature, ed. (DH)

Plus, handouts and notes from instructor

Course Description: Discussion of a diverse group of deaf, hard of hearing, and hearing scholars who examine original ASL poetry. We will engage in a critical examination of comparative literature in the Deaf Community and discuss "linguistic" themes from different perceptions and analyses.

Requirements for the course:

Midterm 30%
Final Exam 30%
Oral Presentation 25%
Reaction Paper from the Carnival to the Canon Book 15%

Reaction Paper:

You need to write about each chapter of the text weekly. You should discuss the author's point of views and give your opinion. The paper should have up to one page on each chapter for a total of ten pages.

Schedule and assignments:

Week 1 (1/19-21): Introduction to ASL Literature in the Deaf Community
What does it mean to be literature in a signed language?
What is ASL Literature?

Reading assignments for Week 1: PC – Chapter 1; C.K & D.W – article through HuskyCT Website.

Week 2 (1/26-28) Is ASL Literature equivalent to written/spoken Literature?
Deaf people do write English, but their literature is 'oral', as with Oral storytellers (e.g. African tradition)
(ASL Poetry Clayton Valli and Ella Mae Lentz – tapes shown in class)

Reading assignments for Week 2: PC- Chapter 2 and 4; FN- article through HuskyCT Website; and LEM – p. 124-126

Week 3 (2/2-4): Continued from Week 2

Reading assignments for Week 3: MB – part 2 from pages 95 to 165 (Resource Room)

Week 4 (2/9-11): How has Film influenced ASL Literature?

Reading assignments for Week 4: MB – part 1 from pages 51 to 69

Week 5 (2/16-18): Linguistic analysis of American Sign Language in ASL Literature
(Lon Kuntze – tape shown in class)

Week 6 (2/23-25): Midterm review 10/2 Midterm 10/4

Week 7 (3/2-4): Midterm discussion

Everyday ASL vs. Formal ASL storytelling (www.youtube.com and

Vlogs/Blogs through internet)
Reading assignment for Week 8: LB – “Deaf World” book – pages 129-146 (Resource Room).

Week 8 (3/9-11) Spring Break

Week 9 (3/16-18): Some Oral-Traditional and Not-So-Traditional Characteristics of ASL Literature.
Reading Assignments for Week 9: PC- pages 52-75.

Week 10 (3/23-25): The Oral Tradition: Deaf American Storytellers as Tricksters
Reading Assignment for Week 10: article handout

Week 11(3/30-4/1): Storytelling and Conversation: Discourse in Deaf Communities.

Week 12 (4/6-8): Analyzing various Genres of ASL Literature, storytelling, folklore and Poetry (ASL poetry – Clayton Valli tape shown in class)

Week 13 (4/13-15): Marie Philip ASL Poetry Contest (Boston) - includes children and Adults from numerous states (tape shown in class).
Reading Assignment: RS – pages 15-25

Week 14 (4/20-22): Student Presentation

Week 15 (4/27-29): Student Presentation and Final Exam Review

Final Exam: TBA *
Attention Students

Final exam week for Spring 2010 takes place from Monday, May 3, through Saturday, May 8. Students are required to be available for their exam during that time. Students must visit the Dean of Students Office if they cannot make their exam. The DOS will give the student his or her instructions thereafter.

Please note vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other large or small-scale social events, are not viable excuses for missing a final exam. Please contact the Dean of Students office with any questions. Thank you in advance for your cooperation."

2010 – 129 Proposal to Add ASLN 3254/WS 3254

1. Date: Oct. 6, 2010
2. Department requesting this course: Modern and Classical Languages and Women's Studies
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing:

ASLN 3254/WS 3254. Women and Gender in the Deaf World

Either semester. Three credits. Prerequisite: One of WS 1104, 1105, or 1124; or consent of the instructor. Recommended Preparation: Any 2000-level Women's Studies course.

Simons

The roles of women inside and outside the Deaf world. How language and cultural barriers perpetuate the roles defined for and by d/Deaf women within Deaf and hearing societies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ASLN/WS
2. Course Number (see Note B): 3254
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: Women and Gender in the Deaf World
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):

The roles of women inside and outside the Deaf world. How language and cultural barriers perpetuate the roles defined for and by d/Deaf women within Deaf and hearing societies.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): One of WS 1104, 1105, or 1124; or consent of the instructor.
9. Recommended Preparation, if applicable (see Note G): Any 2000-level Women's Studies course.
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): Simons
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

This course has been offered under the variable topics listing. There is no equivalent existing course. There is an increasing number of students who are interested in learning more about diversity through the study of culturally Deaf people.

2. Academic Merit (see Note L):

This course examines the roles of women inside and outside the Deaf World. It includes a brief overview of Deaf Culture and American Sign Language (ASL), leading to a consideration of how language and cultural barriers perpetuate the roles defined for and by d/Deaf women within Deaf and hearing societies. Works from many sources and several disciplines are used to showcase the sociopolitical and cultural issues d/Deaf women have faced, primarily within the context of American hearing cultures. Issues such as violence against women, sexuality, race, class, education, and work are examined. In addition to studying the experiences, past and present, of d/Deaf women, the course explores choices available to

d/Deaf women, individually and collectively, in contemporary culture. No prior knowledge of Deaf culture or ASL is required for this course.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: up to 20

5. Number and Size of Section: 1 section of up to 20 students

6. Effects on Other Departments (see Note N): The instructor is a faculty member of the Department of Linguistics, whose responsibility includes teaching a number of ASLN courses. The Department of Modern and Classical Languages and the Department of Linguistics have been collaborating on offering language and culture courses in ASLN for many years. Professor Diane Lillo-Martin, coordinator of ASL studies, and Professor William Snyder, Head of the Department of Linguistics, support the proposal. The course will be split 50-50 between ASLN and WS.

7. Effects on Regional Campuses:

8. Staffing (see Note P): Doreen Simons

9. Dates approved by (see Note Q):

Department Curriculum Committee: MCL (Sept. 30, 2010), WS (Oct. 5, 2010)

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

Diane Lillo-Martin, 486-0155, lillo.martin@uconn.edu (ASL studies)

Miguel Gomes, 486-3314, miguel.gomes@uconn.edu (MCL)

Manisha Desai, 486-1131, manisha.desai@uconn.edu (WS)

2010 – 130 Proposal to Change MARN 4010

1. Date: April 28, 2010
2. Department: Marine Sciences
3. Nature of Proposed Change: **prerequisites and minor modification of course description**

4. Current Catalog Copy:

MARN 4010. Biological Oceanography.

Second semester. Three credits. Prerequisite: MARN4030W and 4060 (both may be taken concurrently) or instructor consent. Open only with permission of department head.

An advanced course in biological processes in oceanic and coastal waters. Emphasis is on empirical and theoretical concepts of marine ecosystem dynamics, primary and secondary production and detrital cycling.

5. Proposed Catalog Copy:

MARN4010. Biological Oceanography.

Second semester. Three credits. Prerequisites: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalents, one year of laboratory biology, or instructor permission.

Processes controlling population structure and functions (bacteria to whales), communities, and ecosystems in the ocean. Particular attention on primary and secondary production in the water column and seafloor of the ocean, energy transfer, and elemental cycling.

6. Effective Date (semester, year -- see Note R): Immediately

Justification

1. Reasons for changing this course: The current prerequisites are too restrictive, have been found not to be essential for success in the course, and often prevent interested and capable students, especially those from other departments, from taking the course. Further, the course description is outdated. The new description represents what is currently emphasized in the course.

2. Effect on Department's Curriculum: None.

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

4. Effects on Other Departments: The revision of the prerequisites will remove significant obstacles for students taking majors or minors that include courses from several departments, such as Ecology and Evolutionary Biology, Marine Biology, Environmental Science, and Agriculture and Natural Resources.

5. Effects on Regional Campuses: None.

6. Staffing: No change.

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 28, 2010

Department Faculty: April 28, 2010.

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

Senjie Lin

860-405-9168

senjie.lin@uconn.edu

2010 – 131 Proposal to Change the India Studies Minor

1. Date: November 2, 2010
2. Department requesting this change: Office of International Affairs
3. Title of Minor: **India Studies**
4. **Nature of Change: Add Course option: ENGL 4301 Advanced Study: Anglophone Literature (Topic: South Asia)**

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 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/AASI/INDS 3375](#)

Group B: Related courses

[SOCI 3701/W](#); [POLS/WS 3216](#); [ECON 3473/W](#); [ARE 4305](#); [ENGL 2301/W](#); [AASI 3216](#)

The minor is offered by the [India Studies Program](#). For more information, contact Elizabeth Hanson, 486-2534.

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/AASI/INDS 3375](#); [ENGL 4301 when offered with South Asia as topic and approved by India Studies adviser.](#)

Group B: Related courses

[SOCI 3701/W](#); [POLS/WS 3216](#); [ECON 3473/W](#); [ARE 4305](#); [ENGL 2301/W](#); [AASI 3216](#)

The minor is offered by the [India Studies Program](#). For more information, contact Elizabeth Hanson, 486-2534.

7. Effective Date: Immediately. First offered Spring 2011.

Justification

1. Why is a change required? A new course has been added to the English department curriculum that is appropriate for the minor
2. What is the impact on students? Will provide more course options
3. What is the impact on regional campuses? None

4. India Studies Minor Plan of Study attached with additional option indicated
5. Date minor change approved by India Studies Curriculum Committee: (CLAS faculty) October 18, 2010
6. Name, Phone Number, and e-mail address of principal contact person:
Betty Hanson, 486-2534; betty.hanson@uconn.edu

2010 – 132 Proposal to offer a new or continuing AFAM 3295 ‘Special Topics’ (formerly 298).

Revised September 2010

Understanding the unique character of special topics courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

1. Date of this proposal: October 25, 2010
2. Semester and year this 3295 course will be offered: Spring 2011
3. Department: **Institute for African American Studies**
4. Course number and Title proposed: **AFAM 3295**
5. Number of Credits: 3
6. Instructor: Lee Aggison,
7. Instructor’s Position: Interim VICE PROVOST & DEAN and Associate Dean of the Graduate School
(**Note:** in the rare case where 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? yes If yes, when? Spring 2009
9. Is this a () 1st-time, (x) 2nd-time, () 3rd-time request to offer this topic?

10. Short description:

This course explores the political, social, economic and cultural impact of the popular culture iconic group Wu-Tang Clan. Through the use of mythology, black nationalism, “Mathematics,” comic book culture, Wu-Xia Pian films and Romantic Orientalism, Wu-Tang Clan has arguably altered the course of hip hop culture and many sub-cultures around the world. This course will investigate these methods and processes employed by the Clan and its affiliates, with attention given to gender, class and racial politics.

11. Please attach a sample/draft syllabus to first-time proposals. (see attachment)
12. Comments, if comment is called for:
13. Dates approved by (see [Note Q](#)): Department Curriculum Committee:
Department Faculty: October 2008
14. Name, Phone Number, and e-mail address of principal contact person: Dr. Ronald L. Taylor, 486-3630, Ronald.taylor@uconn.edu.

The Wu-Tang Clan’s Impact:
Social, Cultural & Political

Course Information:

AFAM 3295 Variable Topics

3 Credits

MWF 1:00-1:50

ARJONA 143

Course Instructor:

Lee Allen Aggison, Jr., Ph.D.

Office: Whetten Graduate Center 205, 486-3620

Office Hours: By appointment

E-mail: lee.aggison@uconn.edu

Course Description:

This course explores the political, social, economic and cultural impact of the popular culture iconic group Wu-Tang Clan. Through the use of mythology, black nationalism, "Mathematics," comic book culture, Wu-Xia Pian films and Romantic Orientalism, Wu-Tang Clan has arguably altered the course of hip hop culture and many sub-cultures around the world. This course will investigate these methods and processes employed by the Clan and its affiliates, with attention given to gender, class and racial politics.

Course Textbooks:

The Wu-Tang Manual by The RZA, The Berkley Publishing Group, 2005

ISBN: 1-59448-018-4

The Tao of Wu by The RZA, Published by the Penguin Group, 2009

ISBN: 1-59448-885-6

Hip-Hop Revolution: The Culture and Politics of Rap by Jeffrey Ogbar, University Press of Kansas, 2007,

ISBN: 978-0-7006-1547-6

The Five Percenters: Islam, Hip-hop and the Gods of New York by Michael Muhammad Knight, Oneworld Publications, 2007

ISBN: 13-978-1-85168-513-4

Additional Readings (more reading assignments will be given as necessary):

Construction of Identity and Community in Hip-Hop Nationalism with Specific Reference to Public Enemy and Wu-Tang Clan by Russell C. White, Dissertation, University of Southampton

The Bomb: Greatest Story Never Told by Beloved Allah

The World According to Pretty Toney by Ghostface Killah

The Book of Five Rings by Miyamoto Musashi

The Art of War by Sun Tzu

Course Website:

Course materials can be found on the course HuskyCT account. These materials are essential to successfully passing the course. Students should check their HuskyCT account regularly for updates and announcements.

Course Outline:**Week 1: Evolution of the Clan I**

Learning Objectives: 1. Understand the early influences of the Clan

2. Know the early history of the Clan

Readings: *The Wu-Tang Manual* (pages 1-36)

Week 2: Evolution of the Clan II

Learning Objectives: 1. Understand the core philosophy of the Clan

2. Become familiar with the discography of the Clan

3. Understand the Clan's influence on Hip-Hop Culture

Readings: *The Wu-Tang Manual* (pages 39-125)

Week 3: Black Nationalism

Learning Objectives: 1. Become familiar with the roots of Black Nationalism

2. Understand the various forms of Black Nationalism

3. Understand the impact of Black Nationalism on the Clan

Readings: *Hip-Hop Revolution: The Culture and Politics of Rap* (pages 37-71)

Construction of Identity and Community in Hip-Hop Nationalism with Specific Reference to Public Enemy and Wu-Tang Clan (pages 1-20)

Week 4: Nation of Islam

Learning Objectives: 1. Become familiar with the history of the NOI

2. Understand the impact of the NOI on Black Nationalism

3. Understand the impact of the NOI on Hip-Hop Culture

4. Understand the impact of the NOI on the Clan

Readings: *Hip-Hop Revolution: The Culture and Politics of Rap* (pages 71-104)

Construction of Identity and Community in Hip-Hop Nationalism with Specific Reference to Public Enemy and Wu-Tang Clan (pages 155-185)

Presentations: 1 & 2

Week 5: Clarence 13X

Learning Objectives: 1. Become familiar with the life of Clarence 13X

Readings: *The Bomb: Greatest Story Never Told*

Presentations: 3 & 4

Week 6: The Five-Percenter Nation I

Learning Objectives: 1. Become familiar with the philosophy of The Five-Percenter Nation

Readings: *Hip-Hop Revolution: The Culture and Politics of Rap* (pages 105-138)

The Five Percenters: Islam, Hip-hop and the Gods of New York (pages 1-42)

Presentations: 5 & 6

Week 7: The Five-Percenter Nation II

Learning Objectives: 1. Understand the impact of The Five-Percenter Nation on Hip-Hop

2. Understand the impact of The Five-Percenter Nation on the Clan

Readings: *The Five Percenters: Islam, Hip-hop and the Gods of New York*

(pages 43-64 & 177-186)

Presentations: 7 & 8

Week 8: Wu-Xia Pian I

Learning Objectives: 1. Understand the culture of Wu-Xia Pian cinematography
2. Explore African American fascination with Wu-Xia Pian
3. Understand the impact of Wu-Xia Pian cinematography on the Clan

Film: *Chop Socky*

Presentations: 9 & 10

Week 9: Wu-Xia Pian II

Learning Objectives: 1. Understand the culture of Wu-Xia Pian cinematography
2. Explore African American fascination with Wu-Xia Pian
3. Understand the impact of Wu-Xia Pian cinematography on the Clan

Film: *36th Chamber of Shaolin, 8 Diagram Pole Fighter, 5 Deadly Venoms*

Presentations: 11 & 12

Week 10: Romantic Orientalism I

Learning Objectives: 1. Explore African American fascination with Asian Culture
2. Understand the impact of Asian Culture/Philosophy on the Clan

Readings: *The Book of Five Rings*

"Very Necessary: Redefining Black Gender Ideology" Black Sexual Politics

Presentations: 13 & 14

Week 11: Romantic Orientalism II

Learning Objectives: 1. Explore African American fascination with Asian Culture
2. Understand the impact of Asian Culture/Philosophy on the Clan

Readings: *The Art of War*

Presentations: 15 & 16

Week 12: Original Nine I

Learning Objectives: 1. Become familiar with RZA, GZA, ODB

Presentations: 17 & 18

Week 13: Original Nine II

Learning Objectives: 1. Become familiar with Method Man, Ghostface Killah Raekwon

Presentations: 19 & 20

Week 14: Original Nine III

Learning Objectives: 1. Become familiar with Masta Killa, INS, U-GOD

Presentations: 21

Week 15: Wu-Tang Affiliates

Learning Objectives: 1. Become familiar with Cappadonna, Redman, Bronze Nazareth, Cilvaringz, MF DOOM, Gravediggaz, Hell Razah, Jedi Mind Tricks, Killah Priest, Killarmy, LA The Darkman, Mathematics, R.A. The Rugged Man, Sunz of Man, Prodigal Sunn, Shyheim, Division, Dreddy Kruger, Northstar, P.R. Terrorist, Popa Wu, Streetlife, 12 O'Clock, 4th Disciple, 9th Prince, Blue Raspberry, Islord, 60 Second Assassin, Beretta 9, Killa Sin, Lord Superb, ShoGun Assassin, Solomon Childs, Suga Bang Bang, Tekitha, Timbo King, Trife Da God, True Master

Week 16: Wu-Tang World Wide

Learning Objectives: 1. Understand the impact of Wu-Europe, Wu-Tang Latino, Wu-Asia

Grading Policy:

Assignment Possible Points Percentage of Grade Due Date

Oral Presentation 400 40% As assigned

Mid-Term Examination 200 20% February 25th

Written Assignment 100 10% April 17th

Final Examination 200 20% May 7th

Class Participation 100 10% DAILY

Success in this Course:

This course will rely heavily upon the "**Socratic Method**". Active participation in the course is the primary way in which the student will be able to acquire knowledge and understanding of the subject matter.

Because the class depends upon the Socratic Method, your attendance is required. Your absence not only will have a negative impact on your learning, but will also deprive other students (and the Professor) from your experiences, ideas, and unique viewpoint. Absences from class and a lack of participation will adversely affect the student's "Class Participation" points. Beyond active participation, there are many reading assignments, listening assignments and viewing assignments. Students may find it beneficial to participate in groups for the listening and viewing assignments. The oral presentation is the largest part of the student's grade (40%). Students will work individually or form groups of two, develop a 30-minute presentation and then lead a class discussion. During class, discussions will become lively. At times, we will discuss sensitive issues such as race, racism, culture, politics, sexism, religion, violence, etc.

Everyone should remember that this course is an academic/intellectual endeavor as such,

FREE/OBJECTIVE debate, discussion and examination of the material is warranted and in deed essential for the success of the course. While addressing these "sensitive" issues, students are also reminded that they will not be allowed to engage in racism, sexism, or any other type of "ism" with the intention to discriminate or create an inhospitable environment for other students.

Important Dates for Spring 2010 Semester:

Jan. 18 Spring semester begins
Jan. 24 Last day to file petitions for course credit by examination
Jan. 31 Courses dropped after this date will have a "W" for withdrawal recorded Jan. 31 Last day to add/drop courses without additional signatures
Jan. 31 Last day to place courses on Pass/Fail
Feb. 1 Late Add/Drop begins in the Office of the Registrar, Wilbur Cross Bldg.
Feb. 7 Last day for students to make up Incomplete or Absence grades
Feb. 8-14 Examinations for course credit by examination
Feb. 15 Dean's signature required to add courses
Feb. 25 Mid-semester progress reports due students from faculty
Mar. 6 Spring recess begins
Mar. 12 Spring recess ends
Mar. 21 Registration for Fall 2011 semester via Student Administration System begins
Mar. 26 Emergency closing class make-up day
Mar. 28 Last day to drop a course
Last day to convert courses on Pass/Fail option to letter grade option
April 29 Last day of Spring semester classes
May 2 Final examinations begin
May 7 Final examinations end
May 8 Undergraduate Commencement ceremony
May 10 Deadline for submitting Spring grades via Student Administration System

Student Honor Code and Academic Misconduct

All cases of academic misconduct will be handled in accordance with the policies set forth by the University of Connecticut. Misconduct includes, but is not limited to: cheating on exams, plagiarism, copying another student's work, and using that work as a basis for an assignment. The text below outlines the University of Connecticut's policy on academic misconduct. The full text of the student code can be found at: <http://www.dosa.uconn.edu>.

A. Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*.

B. Instructor's Role

1. Instructors shall take all reasonable steps to prevent academic misconduct by students in their courses. During the course of an examination, an instructor or proctor who observes suspicious behavior should warn the individuals involved regarding the appearance of their actions and request them to cease the suspicious actions immediately. Continuation of such behavior may be considered evidence of academic misconduct. A remarkable similarity between or among two or more supposedly independent works submitted for individual evaluation also may be considered evidence of academic misconduct.
2. When an instructor believes there is sufficient information to demonstrate a clear case of academic misconduct, the instructor shall notify the accused student in writing (and orally if possible) that unless the student requests a hearing to contest the instructor's belief, the instructor shall impose the appropriate academic consequences warranted by the circumstances. Normally, written notification shall occur within thirty (30) days of the discovery of the alleged misconduct. A copy of this notice is sent to the dean of the college or a designee and to the department head. **The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For less serious offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit.** The faculty member is responsible for saving the information of academic misconduct in its original form and need not return any of the papers or other materials to the student. Copies of the student's work and information about other evidence shall be provided to the student upon request

2010 – 133 Proposal to Change MATH 3150, 3210, 3230, 3240, 3250, 3260, 3270, 3330 & 3370

1. Date: 05/06/2010

2. Department: **Mathematics**

3. Nature of Proposed Change: **change prerequisites** for upper division courses that currently require 2710 (Transitions to advanced mathematics) or 2142 (Advanced Calculus 2) **to instead require a C or better in these courses.**

4. Current Catalog Copy:

3150. Analysis I.

(273) Either semester. Three credits. Prerequisite: MATH 2144 or 2410 or 2420; MATH 2142 or 2710. Introduction to the theory of functions of one real variable.

3210. Abstract Linear Algebra

(215) Either semester. Alternate years. Three credits. Prerequisite: MATH 2144; or MATH 2210 and 2710.

Vector spaces and linear transformations over fields.

3230. Abstract Algebra I

(216) Either semester. Three credits. Prerequisite: MATH 2142 or 2710. Recommended preparation: MATH 2144 OR 2210.

The fundamental topics of modern algebra including elementary number theory, groups, rings, polynomials and fields.

3240. Introduction to Number Theory

(258) Either semester. Three credits. Prerequisite: MATH 2142 or 2710.

Euclid's algorithm, modular arithmetic, Diophantine equations, analogies between integers and polynomials, and quadratic reciprocity, with emphasis on developing both conjectures and their proofs.

3250. Combinatorics

(251) Either semester. Three credits. Prerequisite: MATH 2142 or 2710.

Analysis of combinatorial problems and solution methods. Topics include: Enumeration, generating functions, bijective proofs, sieve methods, recurrence relations, graphs, partially ordered sets, and extremal combinatorics.

3260. Introduction to Mathematical Logic

(235) Either semester, alternate years. Three credits. Prerequisite: MATH 2142 or 2710. PHIL 2211 is recommended.

Formalization of mathematical theories, elementary model theory with applications to algebra, number theory, and non-standard analysis. Additional topics: Elementary recursion theory and axiomatic set theory. Emphasis on the applications of logic to mathematics rather than the philosophical foundations of logic.

3270. Theory of Computability

(237) Either semester, alternate years. Three credits. Prerequisite: MATH 2142 or 2710 or CSE 2500.

Finite automata and regular languages, pushdown automata and context-free languages and grammars. Turing machines, recursively enumerable sets and grammars, Church's thesis, the halting problem, and other undecidable problems. Computational complexity and NP-completeness.

3330. Elements of Topology

(250) Either semester, alternate years. Three credits. Prerequisite: MATH 2142 or 2710.

Metric spaces, topological spaces and functions, topological properties, surfaces, elementary topics in geometric topology.

3370. Differential Geometry

(225) Either semester, alternate years. Three credits. Prerequisite: Either (i) MATH 2110 or 2130, and 2410, and MATH 2142 or 2710, or (ii) MATH 2144.
The in-depth study of curves and surfaces in space.

5. Proposed Catalog Entries:

3150. Analysis I.

(273) Either semester. Three credits. Prerequisite: MATH 2144 or 2410 or 2420 ; and a grade of C or better in either MATH 2142 or 2710.

Introduction to the theory of functions of one real variable.

3210. Abstract Linear Algebra

(215) Either semester. Alternate years. Three credits. Prerequisite: MATH 2144 or 2210; and a grade of C or better in either MATH 2142 or 2710.

Vector spaces and linear transformations over fields.

3230. Abstract Algebra I

(216) Either semester. Three credits. Prerequisite: a grade of C or better in either MATH 2142 or 2710. Recommended preparation: MATH 2144 or 2210.

The fundamental topics of modern algebra including elementary number theory, groups, rings, polynomials and fields.

3240. Introduction to Number Theory

(258) Either semester. Three credits. Prerequisite: a grade of C or better in either MATH 2142 or 2710.

Euclid's algorithm, modular arithmetic, Diophantine equations, analogies between integers and polynomials, and quadratic reciprocity, with emphasis on developing both conjectures and their proofs.

3250. Combinatorics

(251) Either semester. Three credits. Prerequisite: a grade of C or better in either Math 2142 or 2710.

Analysis of combinatorial problems and solution methods. Topics include: Enumeration, generating functions, bijective proofs, sieve methods, recurrence relations, graphs, partially ordered sets, and extremal combinatorics.

3260. Introduction to Mathematical Logic

(235) Either semester, alternate years. Three credits. Prerequisite: a grade of C or better in either Math 2142 or 2710. PHIL 2211 is recommended.

Formalization of mathematical theories, elementary model theory with applications to algebra, number theory, and non-standard analysis. Additional topics: Elementary recursion theory and axiomatic set theory. Emphasis on the applications of logic to mathematics rather than the philosophical foundations of logic.

3270. Theory of Computability

(237) Either semester, alternate years. Three credits. Prerequisite: a grade of C or better in either Math 2142 or 2710; or CSE 2500.

Finite automata and regular languages, pushdown automata and context-free languages and grammars. Turing machines, recursively enumerable sets and grammars, Church's thesis, the halting problem, and other undecidable problems. Computational complexity and NP-completeness.

3330. Elements of Topology

(250) Either semester, alternate years. Three credits. Prerequisite: a grade of C or better in either Math 2142 or 2710.

Metric spaces, topological spaces and functions, topological properties, surfaces, elementary topics in geometric topology.

3370. Differential Geometry

(225) Either semester, alternate years. Three credits. Prerequisite: A grade of C or better in either Math 2142 or 2710 and either (i) MATH 2110 or 2130, and 2410, or (ii) MATH 2144.

The in-depth study of curves and surfaces in space.

6. Effective Date: Immediate

Justification

1. Reasons for changing this course:

Better preparation needed from Math 2710. The department has studied outcomes for students who achieve a C- or lower grade in 2710 and has determined that the failure rate for these students in subsequent courses is unacceptably high. These students either need to repeat 2710 until they understand it sufficiently well to successfully attempt higher level courses, or need to consider a less proof-oriented major in mathematics.

2. Effect on Department's Curriculum:

Some may have to retake Math 2710, however we believe it is more likely that some students will switch into a less proof-oriented major within the department

3. Other Departments Consulted (see Note N): NEAG

4. Effects on Other Departments: The only courses needed in other departments and affected by this change are 3150, 3230 and 3240, which are required of some NEAG students. The proposed change was discussed with Megan Staples from NEAG, who examined data from the last 5 years and determined that the effect on NEAG students would be minimal. She indicated that NEAG has no objection to this change.

5. Effects on Regional Campuses: None - courses are taught only at Storrs.

6. Staffing: N/A

7. Dates approved by (see Note Q):

Department Curriculum Committee: 04/09/2010

Department Faculty: 05/06/2010

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

Luke Rogers, 203 500 5019, luke.rogers@uconn.edu

2010 – 134 Proposal to Add BIOL 3XXX

1. Date: September 28, 2010
2. Department requesting this course: **Ecology and Evolutionary Biology (EEB)**
3. Semester and year in which course will be first offered: Spring, 2011

Final catalog Listing

BIOL 3XXX. Ethical Perspectives in Biological Research and Technology

Second semester. Three credits. Prerequisite: BIOL 1107, 1108, or 1110. Taigen

Ethical and policy issues arising from advances in biological research and technology, including topics in ecology, molecular biology, and physiology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: BIOL
2. Course Number: 3XXX
3. Course Title: Ethical Perspectives in Biological Research and Technology
4. Semester offered: Second semester
5. Number of Credits: Three
6. Course description: Ethical and policy issues arising from advances in biological research and technology, including topics in ecology, molecular biology, and physiology.

Optional Items

7. Number of Class Periods: Three lectures/week
8. Prerequisites: BIOL 1107, 1108, or 1110
9. Recommended Preparation: NA
10. Consent of Instructor: NA
11. Exclusions: NA
12. Repetition for credit: NA
13. Instructor(s) names if they will appear in catalog copy: Taigen
14. Open to Sophomores: NA
15. Skill Codes "W", "Q", or "C": Proposed "W"
16. S/U grading: NA

Justification

1. Reasons for adding this course: The subject material in this course is not covered in our current course offerings. In addition, this course is to address the recent directive issued by the National Science Foundation regarding instruction in scientific conduct (Responsible and Ethical Conduct of Research – RCR). This course will contribute to appropriate training in the responsible and ethical conduct of research to undergraduate students.

2. Academic Merit: The goals of this course are to examine the ways in which advances in technology and research in the life sciences challenge our moral balance and relate to both institutional policies and personal decision-making. The scope of the course will be very broad in a biological sense, including issues and examples ranging from environmental biology to genetics to physiology. Specific topics include: history of ethical issues in biology, genetic testing and public health legislation, the ethics of using genetic tests for ancestry assessments, privacy issues of testing for genetic disorders, surgical gender assignment in intersex infants, gender testing for athletic competition, HPV vaccination policy, history of RU-486 policy, use of DNA microarray technologies in human reproduction, "gene doping" for muscle development, ethics of genetically modified foods and transgenic animals, ethics of biodiversity preservation, and environmental ethics and management strategies for introduced species. Discussion of each topic will begin with an understanding of the technology (both where it is now and where it is going), leading ultimately to the questions of why this becomes an ethical problem and how such problems have been addressed through individual decision-making and public research policies. The course will also include a discussion about individual responsibility in the conduct of science, including ethical behavior in biological research and scientific communication.

3. Overlapping Courses: None
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: Theodore L. Taigen
9. Dates approved by:
 EEB Curriculum Committee: Oct. 5
 PNB Curriculum Committee: Oct. 9
 MCB Curriculum Committee: Oct. 15
 EEB Department Faculty: Oct. 6
10. Name, Phone Number, and e-mail address of principal contact person: Theodore L. Taigen, Dept. EEB, U-3043, 860-486-4154, email: Taigen@UConn.edu

EEB 3895: Ethical Perspectives in Biological Research and Technology

Week 1 Jan 19 Introduction—a course of cases
 Jan 21 Brief history of ethics and morality in science—bad stuff from not so long ago
 Week 2 Jan 26 The strange journey of anesthesia into the operating room
 Jan 28 The promise and the specter of stem cell technology
 Week 3 Feb 2 Genetic testing—looking for ancestors in the coils of your DNA
 Feb 4 Genetic Information Nondiscrimination Act: Who has the right to know, and who doesn't
 Week 4 Feb 9 "Spit parties" and your new BFF—ethics of DNA chips and "DTC's"
 Feb 11 Bad boys—politics of forensic DNA database management, who's in and who's out
 Week 5 Feb 16 Have it your way—gender selection in human reproduction
 Feb 18 Who's your Daddy? Use and misuse of prenatal genetic testing
 Week 6 Feb 23 Dude looks like a lady—ethics of gender testing in a complicated world
 Feb 25 Nip/tuck—surgical assignment of gender in intersex infants
 Week 7 Mar 2 "Gene doping" in muscles
 Mar 4 Back and forth and back again—history and politics of RU-486 in the USA
 Week 8 **Spring Break**
 Week 9 Mar 16 HPV vaccinations and public health policy
 Mar 18 Send in the clones—therapeutic cloning, Dolly, and the Raelians
 Week 10 Mar 23 **Midterm exam**
 Mar 25 Ethics of performance enhancing drugs
 Week 11 Mar 30 Blame it on the Spotted Owl—ethics and politics of biodiversity preservation
 Apr 1 The trouble with tribbles—ethics of management strategies for introduced species
 Week 12 Apr 6 Would you like that grilled, sautéed, or engineered? It's what's for dinner...
 Apr 8 Tour of the Center for Applied Genetics and Technology—meet with Dr. Mark Shriver
 Week 13 Apr 13 Transgenic animals and the conundrum of chimeras
 Apr 15 Individual responsibility in the conduct of scientific research
 Week 14 Apr 20 Liars, damn liars, and outliers in scientific publications
 Apr 22 Dr. Mark Lalonde, Chairman, Department of Genetics, UConn Health Center
 Week 15 Apr 27 Dr. Scott Wetstone, Director of Health Affairs Policy Planning, UConn Health Center
 Apr 29 Oral presentations of term paper; term papers due
 Week 16 May 4 Final exam, 1-3 PM, TLS 301

EEB 3895, Spring 2010

Syllabus

Goals of the course

The goals of this course are to examine the ways in which advances in technology and research in the life sciences challenge our moral balance and relate to both institutional policies and personal decision-making. The course will also include a discussion about individual responsibility in the conduct of science, including ethical behavior in biological research and scientific communication. Lectures will focus on the scientific and technological aspects of each topic, and how they raise ethical and policy issues. The introductory material will include historical examples that raise moral issues in science, including the Tuskegee Syphilis Project, the Wendell Johnson Stuttering Project, and the curious historical developments related to the discovery and use of anesthetics in Victorian England. The scope of the course will be very broad in a biological sense, including issues and examples ranging from environmental biology to genetics to physiology. Specific topics include: genetic testing and public health legislation, the pitfalls and ethics of using genetic tests for ancestry assessments, the inherent privacy problems of testing for genetic disorders, surgical gender assignment in intersex infants, gender testing for athletic competition, HPV vaccination policy, history of RU-486 policy, use of DNA microarray technologies in human reproduction, "gene doping" for muscle development, ethics of genetically modified foods, biodiversity, and

environmental "rights" in conflict. Discussion of each topic will begin with an understanding of the technology (both where it is now and where it is going), leading ultimately to the questions of why this becomes an ethical problem and how such problems have been addressed through individual decision-making and public research policies.

Text and references

The required textbook for this course is ***Biomedical Ethics: A Multidisciplinary Approach to Moral Issues in Medicine and Biology*** edited by David Sternberg (ISBN 1-58465-643-3) available at the UConn Co-op and also from online book vendors. This book is an anthology of short essays compiled by the editor of the *Lahey Clinic Journal of Medical Ethics*. I selected this book because it includes lots of different perspectives from a wide range of disciplines, including biologists, physicians, sociologists, philosophers, and lawyers. That's the good news about the book. The bad news (from your perspective) is that I will only be assigning a few of the essays for required reading. Most of the readings will be in Part Three (Novel Technologies) and Part Five (Ethics and the Law). Although I will not be specifically assigning them as required reading, the other essays can be a valuable resource in thinking about a topic or issue for your term paper (see below).

I will also be posting additional resources for each lecture that will serve as background information for the development of the topic. These resources will include a combination of primary literature references, internet references, figures, and illustrations. They will be archived on the course web page for your use throughout the semester.

Grading

Your grade in this course will be determined by your performance in the following four activities:

Midterm exam 30%
Final exam 30%
Term paper 30%
Class participation 10%

Exams

In many important ways, this is a course in which there are no absolute right and wrong answers. There are only complicated, often confusing, sometimes conflicting, issues that must ultimately be resolved at the level of the individual, the institution, and our society. Having said that, you still have to take two exams, and those exams will have questions for which all answers are not equal! The quality of your response will reflect the depth of your understanding and your ability to correctly place the issues in a broader context. As the midterm exam approaches, I will provide you with sample questions of the type you will see on the exams. The midterm exam is scheduled for **Thursday, March 18** and will include material covered in the first half of the semester. The final exam is scheduled for **Tuesday, May 6** at 1 PM and will cover the second half of the semester.

Term paper

The term paper may be on any topic of your choosing, with the only requirement being that it consider an ethical issue that is created by recent advances in biological research or technology. The list of potential topics here is long, so you must think carefully about your choice. Your textbook is a good place to get started; it includes many topics. Be careful not to drift into the area of medical ethics, where the main emphasis is on ethical dilemmas related to the practice of clinical medicine. This includes topics such as end-of-life decisions, patient rights, the politics and policies of organ transplants, doctor-patient relationships, and many others. If you are having trouble getting traction with this, stop by my office and we can talk about possibilities. The following table summarizes the due dates and deadlines for submitting your paper.

Thursday, March

25

Brief description of your term paper topic due

Tuesday, April 6 List of five references (primary literature) for your topic

Tuesday, April 20 First draft of paper may be submitted for review (optional)

Thursday, April 29 Final draft of paper due in last class

In addition to the literature requirement (5 sources minimum), the term paper will consist of 10-12 pages double-spaced text, using a 12 point font, preferable Times Roman or something similar. Number the pages and use 1-inch margins. To save paper, don't include a separate title page. Instead, put your name, title, and date all on the first page, along with however much of the introduction fits.

I am happy to meet with each of you to talk about the course, your papers,

and your writing. Please stop by my office in TLS (184) during my office hours (11-12 MWF) or schedule a time that is convenient for you. Your papers can be turned in either as printed copies, or as attached Word document files in an email. Printed copies should be placed in my mailbox in the EEB department office (TLS 314), or dropped off at my office by 4 P.M. on the due date. It is okay to slide your paper under my office door if I'm not there to receive it. Word files must be sent to my e-mail address (see above) by 4 P.M. on the due date.

When writing your papers, try to avoid some common mistakes in scientific writing. Use words carefully and be aware of subtle but important differences between words. Consider the following short anecdote: A man is sitting with his naked lover on his lap when his wife suddenly enters the room. "Jeffery, I'm surprised at you!", she says. Whereupon, Jeffery answers: "No, my dear, I am surprised, you are amazed." Likewise (sort of), be aware of the common confusion involving the use of "affect" and "effect", "since" and "because", "composed" and "comprised", "principle" and "principal". If in doubt, look these words up -- they are not interchangeable, and a knowledgeable reader will discount your writing (no matter how brilliant your ideas!) every time you use them incorrectly.

Other writing tips: In scientific writing, the word "data" is always a plural noun. Thus, it is grammatically correct to write "The data are presented in Table 1," but it is incorrect to write "The data is presented in Table 1." Latin names (scientific names) for species are italicized. The genus name is capitalized, but the species name is not (with rare exceptions). The lion, for example, is *Panthera leo*. The genus name should be written fully on first use, but should be abbreviated by its initial letter thereafter. So *P. leo* should be used for any further references to lions.

To help with your writing, I have posted a couple of additional resources. One of these is a chapter entitled "[Effective Scientific Writing: Style and Format](#)" from a book I coauthored a few years ago (*Biology Write Now!*) and the other is a whimsical (sort of) essay entitled "[Faculty appearance and faculty quality: Is there a connection?](#)" that shows the proper literature citation format that I want you to use for your term paper.

Finally, be sure to follow the schedule shown in the table above. Points will be deducted from assignments that are turned in late. If you would like me to take a look at a first draft of the paper, you must get it to me by April 20.

This is not required, but I wanted to make the option available.

Participation

This is a course about ethical issues and personal reactions to those issues. Consequently, student participation will account for 10% of your final grade in the course. As we consider various ethical issues, I will structure activities and class dialogue that require your participation. Each class session will include a component called "**Getting Personal**", during which students will form small groups to analyze case histories that reflect directly (and personally) on the ethical issues under discussion

2010 – 135 Proposal to Change the Neuroscience Minor

1. Date: **October 8, 2010**
2. Department requesting this change: **Physiology & Neurobiology** and **Psychology**
3. Title of Minor: **Neuroscience**
4. Nature of Change: **Update course list to include 2 new courses**

5. Existing catalog Description of the Minor:

The requirements for this minor are at least 15 credits of 2000-level or above courses that are structured in the following manner. Required lecture courses: All students must take both PSYC 2200 and PNB 3251. Lab requirement: Students must take at least one of the following: PSYC 3250/W, PSYC 3251/W, 3252, 3253, or PNB 3263WQ. Additional courses required to satisfy the 15 credit requirement (if not used for lab requirement) may include: PSYC

2201, 2500, 3200, 3201, 3250/W, 3251/W, 3252, 3253, 3501; PNB 3262, 3263WQ, 3276, 4400.

Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to 3 credits of independent study (PNB 3299, PSYC 3889, 3899) may be counted towards the minor with permission of the neuroscience minor advisor.

6. Proposed catalog Description of the Minor: **(Text to be added is bold and underlined)**

The requirements for this minor are at least 15 credits of 2000-level or above courses that are structured in the following manner. Required lecture courses: All students must take both PSYC 2200 and PNB 3251. Lab requirement: Students must take at least one of the following: PSYC 3250/W, PSYC 3251/W, 3252, 3253, or PNB 3263WQ. Additional courses required to satisfy the 15 credit requirement (if not used for lab requirement) may include: PSYC 2201, 2500, 3200, 3201, 3250/W, 3251/W, 3252, 3253, 3501; PNB 3262, 3263WQ, 3275, 3276, 4162, 4400. Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to 3 credits of independent study (PNB 3299, PSYC 3889, 3899) may be counted towards the minor with permission of the neuroscience minor advisor.

7. Effective **Immediately**

Justification

1. Why is a change required?

These courses have been added recently to the PNB curriculum. Their content is appropriate for inclusion among the electives for the Neuroscience minor.

These courses being added to the minor are described in the following catalog copy:

PNB 3275 Biology of Synaptic Transmission. Instructor [Angel de Blas](#). First semester. Two credits. First nine weeks. Prerequisite: One 2000-level course in PNB or instructor consent. Open to juniors or higher. Not open to students who have taken PNB 3276. Recommended preparation: MCB 2000 or 3010. Various neurotransmitter systems in the brain including anatomy, physiology, cell biology and biochemistry. Neurotransmitters, receptors and transporters at synapses. Synaptic signaling pathways and molecules.

PNB 4162 – Neuroethology. Instructor Bill Chapple. Three credits. Prerequisites: PNB 2274 or consent of instructor. PNB 2251 is recommended. For many years, scientists have been fascinated by the complex movements of animals as they move about, obtain food, reproduce and avoid predators. In lower vertebrates and invertebrates these movements often have a substantial genetic component. In this course, we will examine the neural mechanisms of some of these movements to understand how they are organized and controlled, how sensory systems modify their form, and whether there are rules for selecting different neural mechanisms in animals moving in water, land or air, for small animals and large animals, and for animals with different skeletal systems. The course will consist of lectures and

discussions of research papers. Students will be graded on their participation in the discussions, and the results of a midterm exam and a final.

2. What is the impact on students?

This change provides additional flexibility in course selection for students in the minor.

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:

see attachment

5. Dates approved by (see Note Q):

Department Curriculum Committee: Approved by PSYCH & PNB October 20, 2010

Department Faculty: PSYCH & PNB October 20, 2010

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

Andrew Moiseff, (860) 486-6373, Andrew.Moiseff@uconn.edu

Minor in Neuroscience Plan of Study

Consult with a Neuroscience Advisor in either Psychology, Physiology and Neurobiology, or both, before completing this plan of study. During the first four weeks of your graduating semester, three copies of your completed plan of study, approved by one of the Neuroscience Advisors, must be submitted as follows: two copies to a Neuroscience Advisor (one will be submitted to Degree Audit), and one copy for you. Once the final plan of study has been filed with Degree Audit, changes may be made only with the consent of a Neuroscience advisor.

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

Name of Student: _____ Student ID: _____

This plan of study is intended to meet the requirements of the _____ (year you entered the University) catalog.

Date you expect to complete the degree requirements: _____

Course Requirements. Not less than 15 credits at the 2000 level or higher, as follows:

1. PSYC 2200 _____ and PNB 3251 _____
2. _____
3. One of the following laboratory courses:
PSYC 3252 _____ PSYC 3250/W _____ PSYC 3251/W _____ PSYC 3253 _____
or PNB 3263WQ _____

3. At least 6 additional credits from the following:

PSYC 3200 _____

PNB 3262 _____

PSYC 2500 _____

PNB 3263WQ _____ (if not used for lab requirement)

PSYC 3201 _____

PNB 3275 _____

PSYC 3501 _____

PNB 3276 _____

PSYC 2201 _____

PNB 4162 _____

PSYC 3252 _____ (if not used for lab requirement) PNB 4400 _____

PSYC 3250/W _____ (if not used for lab requirement)

PSYC 3251/W _____ (if not used for lab requirement)

PSYC 3253 _____ (if not used for lab requirement)

PSYC 3889 _____ or PSYC 3899 _____ or PNB 3299 _____ (up to 3 credits may count towards minor with permission of the Neuroscience Minor Advisor).

Graduate Courses: _____ (with permission of the Neuroscience Minor Advisor)

I approve the above program for the (B.A. or B.S.) Minor in Neuroscience:

Neuroscience Minor Advisor's Signature

Date

2010 – 136 Proposal to Add the Human Rights Major [29 October 2010]

1. Date: 28 October 2010

2. Department or Program: **Human Rights**

3. Title of Major: **Human Rights**

4. Catalog Description of the Major:

The Major in Human Rights is designed to offer students a broadly interdisciplinary education in human rights concepts, institutions, history and practices that also firmly grounds them in a particular disciplinary approach to the field. In so doing it prepares students for future human rights work in a variety of disciplinary graduate programs or professional schools, and/or in the areas of human rights advocacy.

The Human Rights Major is a second major. Students majoring in Human Rights must maintain and complete a primary major offered in the College of Liberal Arts and Sciences, and will receive one degree appropriate to their primary major. As with any double major, a minimum of 48 credits without overlap is required to earn both majors.

Introductory Course: 3 Credits. Recommended HRTS 1007: Introduction to Human Rights

CORE COURSES: 9 Credits

(Majors must complete 9 credits of Core Courses, with at least 3 credits in each division. Majors can also take additional Core Courses to satisfy the 12 credits of Electives.)

A. Institutions, Laws, Movements

POLS/HRTS 3212: Comparative Perspectives on Human Rights

SOC/HRTS 3831: Human Rights in the US

HIST/HRTS 3202: International Human Rights

POLS/HRTS 3xxx: The Politics of Torture

SOC/HRTS 3xxx(W): Sociology of Global Human Rights

SOC/HRTS 3xxx(W): Refugee Camps and Humanitarianism

POLS/HRTS 3xxx: Evaluating Human Rights Practices of Countries

B. History, Culture, Theory

HIST/HRTS 3201: History of Human Rights

POLS/HRTS 3042: Theory of Human Rights

HIST/HRTS 3207: Genocide after WWII

HRTS 3xxx: Human Rights Through Film

DRAM 4135/HRTS 3xxx: Theater and Human Rights

ENG/HRTS 3631: Literature, Culture and Humanitarianism

PHIL/HRTS 2170 (W): Bioethics and Human Rights in Cross-Cultural Perspective

PHIL/HRTS 3219: Topics in Philosophy and Human Rights

ELECTIVE COURSES: 12 Credits

(Majors must complete a minimum of 12 credits of Elective and/or additional Core Courses.)

Anthropology

ANTH 3028/HRTS 3028: Indigenous Rights and Aboriginal Australia

ANTH 3153W/HRTS 3153W: Human Rights in Democratizing Countries

ANTH 3350: Anthropological Perspectives on Women

Economics

ECON 2127(W): Beyond Self-interest

ECON 3473(W): Economic Development

English

ENGL 3619/HRTS 3619 Topics in Literature and Human Rights

ENGL 3629 Holocaust Literature in English

History

HIST 3531: Japanese Americans and World War II (or, AASI 3531)

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

HIST 3563/HRTS 3563: African American History to 1865

HIST 3570: American Indian History

Human Rights

HRTS 3293: Foreign Study

HRTS 3295: Special Topics

HRTS 3298: Variable Topics

HRTS 3299: Independent Study

Philosophy

PHIL 3218: Feminist Theory

PHIL 3220: Philosophical Foundations of Human Rights

Political Science

POLS 3418(W)/HRTS 3418: International Organizations and Law

POLS 3807/HRTS 3807: Constitutional Rights and Liberties

Puerto Rican & Latino Studies

PRLS 3221/HRTS 3221: Latinos/as and Human Rights in the United States (or, HIST 3575)

Sociology

SOCI 3221/HRTS 3571: Sociological Perspectives on Asian American Women (or, AASI 3221)

SOCI 3222/HRTS 3573: Asian Indian Women: Activism and Social Change (or, AASI 3222)

SOCI 3421(W)/HRTS 3421: Class, Power, and Inequality

SOCI 3429(W)/HRTS 3429: Sociological Perspectives on Poverty

SOCI 3503(W): Prejudice and Discrimination

SOCI 3505/HRTS 3505: White Racism

SOCI 3801(W)/HRTS 3801: Political Sociology

SOCI 3825/HRTS 3825: African Americans and Social Protest

Women's Studies

WS 3263/HRTS 3263: Women and Violence

CAPSTONE COURSES: 3 credits

(Majors must complete one of the following courses.)

HRTS 4xxx: Service Learning/Internship

HRTS 4xxx: Senior Thesis

RELATED COURSES: 12 credits

(Majors must complete 12 credits of Related Courses as approved by the Director of the Human Rights Major.)

Total Credits: 36

5. Effective Date (semester, year -- see Note R) :

Spring 2012

Justification

1. Identify the core concepts and questions considered integral to the discipline:

1) An examination of the constitution and functioning of key institutions in the definition, monitoring, and enforcement of human rights. These institutions include international organizations, particularly the United Nations and affiliated bodies, as well as States and non-governmental organizations. Particular attention is given to the way in which these institutions are formed and function to both reinforce and challenge existing economic, political, and social interests.

2) A critical appraisal of human rights law at the global, regional, and national levels, focusing especially on the International Bill of Rights (the Universal Declaration of Human Rights as well as the International Covenants, and their respective protocols), the core international human rights conventions, and the International Criminal Court. Attention is given to the distinctions between moral and legal rights, international and domestic law, judicial and political enforcement mechanisms, and global norms and local realities.

3) An examination of the role of social movements in the development and implementation of human rights norms and values. Emphasis is given to human rights as process rather than law with a particular

focus on the way in which local community action articulates international standards into local political, economic, and cultural issues.

4) Examination of the development and assessment for human rights policy. Emphasis is given to methodological instruction for research and exploration of the role of human rights language/arguments/institutions in policy areas such as health care, environmental protection, immigration, economic development and democratization.

5) An exploration of the history of human rights principles and practices, with particular attention to the changing meaning of "human rights" over time and the reciprocal influence of the concept and major political and ethical developments of the modern era. Of particular importance in these histories are the revolutions of the late 18th century in the US and France, the politics of nationalism, socialism, and imperialism, the anti-slavery, anti-colonial, and women's movements, the impact of mass atrocities (particularly genocides), and the development of contemporary human rights laws and institutions in the post-WWII period.

6) Appreciation of the significance of various cultural forms—literature, film, theater, photography, visual art—in the development and transformation of human rights principles, as well as the place human rights have occupied as subject matter in these cultural forms. Close attention is played to the sliding significance of the terms "human" and "rights", and the important role storytelling and narrative play in human rights advocacy and the development of humanitarian sentiment. Cultural practices are considered as sites for resisting systemic injustice, re-humanizing and giving voice to victims of human rights violations, and for the performance of rituals of reconciliation.

7) A critical engagement with the theoretic foundations, dilemmas, and critiques of human rights concepts. Of particular importance are the historical and contemporary significance of theories of natural law and natural rights, the various definitions of human dignity and autonomy, the relationship between human rights and deontological, utilitarian, distributive justice ethics, the way in which human rights are both supported and challenged in liberal, socialist, and feminist theory, and the perennial challenge of cultural relativism as a descriptive and/or normative proposition.

2. Explain how the courses required for the Major cover the core concepts identified in the previous question:

Courses in the Core address one or more of the above concepts. The courses are:

DRAM 4135/HRTS 3xxx: Theater and Human Rights

ENG/HRTS 3631: Literature, Culture and Humanitarianism

HIST/HRTS 3201: History of Human Rights

HIST/HRTS 3202: International Human Rights

HIST/HRTS 3207: Genocide after WWII

HRTS 3xxx: Human Rights Through Film

PHIL/HRTS 2170 (W): Bioethics and Human Rights in Cross-Cultural Perspective

PHIL/HRTS 3219: Topics in Philosophy and Human Rights

POLS/HRTS 3042: Theory of Human Rights

POLS/HRTS 3212: Comparative Perspectives on Human Rights

POLS/HRTS 3xxx: The Politics of Torture

POLS/HRTS 3xxx: Evaluating Human Rights Practices of Countries

SOC/HRTS 3xxx(W): Sociology of Global Human Rights

SOC/HRTS 3xxx(W): Refugee Camps and Humanitarianism

SOC/HRTS 3831: Human Rights in the US

3. Attach a "Major Plan of Study" form to this proposal. See below

4. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Human Rights Major Plan of Study

Date: _____ Name: _____ Peoplesoft# _____

Anticipated Graduation Date (mo./year): _____

Students are strongly encouraged to take HRTS 1007: Introduction to Human Rights in their first two years.

Major Requirements: All students must complete a total of 36 credit hours of coursework distributed as follow:

- **Core Courses.** 9 Credits. Students must take at least one course from each division. Circle Courses Taken
 - o Division 1: Institutions, Laws, Movements: POLS/HRTS 3212; SOCI/HRTS 3831; HIST/HRTS 3202; POLS/HRTS 3xxx; SOCI/HRTS 3xxx(W); SOCI/HRTS 3xxx(W); POLS/HRTS 3xxx
 - o Division 2: History, Culture, Theory: HIST/HRTS 3201; POLS/HRTS 3042; HIST/HRTS 3207; HRTS 3xxx(W); DRAM/HRTS 3xxx; ENGL/HRTS 3631; PHIL/HRTS 2170W; PHIL/HRTS 3219
- **Elective Courses.** 12 Credits. Circle Courses Taken
 - o ANTH/HRTS 3028; ANTH/HRTS 3153W; ANTH 3350; ECON 2127(W); ECON 3473(W); ENGL/HRTS 3619; ENGL 3629; ENGL/HRTS 3631; HIST/HRTS 3201; HIST/HRTS 3202; HIST/HRTS 3207; HIST/AASI 3531; HIST 3561; HIST/HRTS 3563; HIST 3570; HRTS 3293; HRTS 3295; HRTS 3298; HRTS 3299; HRTS 3xxx; PHIL/HRTS 2170(W); PHIL 3218; PHIL/HRTS 3219; PHIL 3220; POLS/HRTS 3042; POLS/HRTS 3212; POLS/HRTS 3418(W); POLS/HRTS 3807; POLS/HRTS 3xxx; POLS/HRTS 3xxx; PRLS/HRTS 3221 (HIST 3575); SOCI/HRTS 3xxx; SOCI/AASI 3221 (HRTS 3575); SOCI/AASI 3222 (HRTS 3573); SOCI/HRTS 3421(W); SOCI/HRTS 3429(W); SOCI 3503(W); SOCI/HRTS 3505; SOCI/HRTS 3801(W); SOCI/HRTS 3825; SOCI/HRTS 3831; SOCI/HRTS 3xxx; WS/HRTS 3263
- **Capstone Course.** 3 Credits. Circle Course Taken
 - o HRTS 4xxx: Service Learning/Internship; HRTS 4xxx(W); Senior Thesis
- **Related Courses.** 12 Credits. Students must take 12 Credit Hours of Related Courses as approved by the Director of the Human Rights Major.

Course Number	Course Title	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

- **Writing Requirement.** Students must complete one designated (W) course within the Core, Elective, or Capstone fields.

W Course Number	Course Title	Sem/Year Taken
_____	_____	_____

I approve the above program for the B.A. Major in Human Rights (signed):

_____ Major Advisor
 _____ Student

2010 – 137 Proposal to Change POLS 1077 /HRTS 1077 (Drop POLS 1077)

1. Date: October 19, 2010
2. Department: **POLS/HRTS**
3. Nature of Proposed Change: **Drop POLS designation from cross-listed course, POLS/HRTS 1007**; minor change in catalog description.
4. Current Catalog Copy:

POLS/HRTS 1077. Introduction to Human Rights.

Either Semester. Three credits.

Exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy. CA 2. CA4-INT.

5. Proposed Catalog Copy:

HRTS 1007. Introduction to Human Rights.

Either semester. Three credits.

Exploration of central human rights institutions, selected human rights themes and controversies, and key challenges of contemporary human rights advocacy. CA 2. CA4-INT.

6. Effective Date January, 2012.

Justification

1. Reasons for changing this course:

With the addition of new Human Rights faculty, this course is moving into the Human Rights curriculum, particularly as a Recommended course for the new Human Rights Major and continuing as such for the Minor. The Political Science department has expressed a desire no longer to be responsible for this course, and is willing to pass control over its offering to Human Rights.

2. Effect on Department's Curriculum: None on HRTS; dropped in POLS.

3. Other Departments Consulted (see Note N): POLS

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: This course will now be taught exclusively by HRTS faculty, hired as joint faculty with a variety of CLAS departments.

7. Dates approved by (see Note Q):

Department Curriculum Committee: HRTS: October 4, 2010; POLS, October 19, 2010.

Department Faculty: October 20, 2010.

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

Richard P. Hiskes, Richard.hiskes@uconn.edu; 860 428-5331.

2010 – 138 Proposal to Add HRTS 4XXX

1. Date: October 20, 2010
2. Department requesting this course: **Human Rights**
3. Semester and year in which course will be first offered: **January, 2012**

Final catalog Listing

HRTS 4xxx. Service Learning/Internship.

Either semester. Three credits. Class hours by arrangement.

Combination of internship work within the larger human rights community and classroom reflection/analysis on the application of human rights concepts and practices.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS
2. Course Number (see Note B): 4xxx
3. Course Title: Service Learning/Internship
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three
6. Course description "Combination of internship work within the larger human rights community and classroom reflection/analysis on the application of human rights concepts and practices."

Optional Items

7. Number of Class Periods, if not standard (see Note E): Class periods by arrangement.
8. Prerequisites, if applicable (see Note F): Capstone Requirement.
9. Recommended Preparation, if applicable (see Note G): Completion of all other HRTS Major courses.
10. Consent of Instructor, if applicable (see Note T) Required.
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):
16. S/U grading (see Note W):

Justification

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

This course is one of two alternative methods of meeting the Capstone requirement for the Human Rights Major, the other being the Senior Thesis Course.

Service learning in the context of the human rights major provides opportunities for students to deepen their understanding of community-related human rights issues and of methods for addressing these issues by engaging in community-based projects and organizations. Students will apply, test, and refine human rights concepts and theories learned in the classroom to situations they encounter through their work in community organizations. Students will be required in classroom meetings to analyze and reflect upon the significance of their community-based internship work in enhancing their understanding of human rights issues and methods.

2. Academic Merit (see Note L): The academic merit of service learning lies in the reciprocal nature of students bringing their learned human rights knowledge to their community-based work, and in return receiving from the community practically-based knowledge of the place and condition of human rights in the world. Through the internship work students come to appreciate the applicability of human rights to a variety of community issues and conditions, while at the same time learning to recognize the horizons of future human rights needs.

3. Overlapping Courses (see Note M): None.
4. Number of Students Expected: 5-10 per semester.
5. Number and Size of Section: 5-10.
6. Effects on Other Departments (see Note N): None.
7. Effects on Regional Campuses: None.
8. Staffing (see Note P): HRTS Major Director will be the Instructor of Record.
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: October 4, 2010
 - Department Faculty: October 20, 2010

10. Name, Phone Number, and e-mail address of principal contact person:
 - Professor Richard P. Hiskes,
 - 860 428-5331
 - richard.hiskes@uconn.edu

2010 – 139 Proposal to Add HRTS 4XYXW

1. Date: October 20, 2010
2. Department requesting this course: **Human Rights**
3. Semester and year in which course will be first offered: **January, 2012**

Final catalog Listing:

HRTS 4xxx W. Senior Thesis.

Either semester. Three credits. **[prereq info needed]** Class hours by arrangement.

Capstone requirement. **[?]** Research and writing of major project exploring a topic within human rights, with close supervision and production of multiple written drafts.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS
2. Course Number (see Note B): 4xxx W
3. Course Title: Senior Thesis
4. Semester offered (see Note C): Either semester.
5. Number of Credits (see Note D): Three credits.
6. Course description: "Research and writing of major project exploring a topic within human rights, with close supervision and production of multiple drafts."

Optional Items

7. Number of Class Periods, if not standard (see Note E): By arrangement.
8. Prerequisites, if applicable (see Note F): Capstone requirement.
9. Recommended Preparation, if applicable (see Note G): **Completion of all other HRTS Major courses. [?]**
10. Consent of Instructor, if applicable (see Note T) **Required [?]**
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
16. S/U grading (see Note W):

Justification 1. Reasons for adding this course: (see Note L) This course is **one of two alternative methods** of meeting the Capstone requirement for the Human Rights Major, the other being the Service Learning/Internship Course. Doing original research to satisfy this course requirement is particularly useful for students who plan to go on to graduate school in a CLAS discipline and continue their human rights education. Production of a thesis-length paper (40-80 pages) in several drafts constitutes worthy satisfaction of the "W" major requirement, and also serves to prepare students for advanced research work either in graduate programs or in Human Rights research organizations or NGO's.

2. Academic Merit (see Note L): The student will be working closely with her thesis director (either the Director of the Major or another HRTS faculty member) in the production of original research with an emphasis on writing development as well as research skills.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 5-10 per semester

5. Number and Size of Section: 5-10

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Any of the HRTS faculty, including affiliated faculty who hold lines 100% in other CLAS departments.

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 4, 2010

Department Faculty: October 20, 2010

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

Professor Richard P. Hiskes

860 428-5331

richard.hiskes@uconn.edu

2010 – 140 Proposal to Add HRTS/SOCI 3XXX

1. Date: October 20, 2010
2. Department requesting this course: **Human Rights and Sociology**
3. Semester and year in which course will be first offered: **January 2012**

Final catalog Listing :

HRTS/SOCI 3XXX. Refugee Camps and Humanitarianism

Either semester. Three credits. Holzer

Social and political challenges of living and working in refugee camps, institutional development of the UN High Commissioner for Refugees, alternative approaches to granting sanctuary from war.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS and SOCI
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? ___ Yes ___ No
3. Course Title: Refugee Camps and Humanitarianism
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K): Social and political challenges of living and working in refugee camps, institutional development of the UN High Commissioner for Refugees, alternative approaches to granting sanctuary from war.

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): Holzer
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: This course will be a core course in the new Human Rights major. Refugees and humanitarianism are a central issue area in human rights scholarship and there are currently no classes on the topic of refugee camps and humanitarianism.
2. Academic Merit : Students will explore one of the most well-known strategies for providing sanctuary from war: refugee camps. Most refugee camps are designed and administered by the UN High Commissioner for Refugees (UNHCR). In the first part of the course, we will seek to understand why the UNHCR came to rely on refugee camps, particularly in Africa, rather than other means of providing sanctuary from war. This part of the discussion will focus the institutional development of the UNHCR exploring both organizational explanations and political explanations for this development. The second part of the course will consider the social and political challenges that confront refugees living in refugee camps. This includes discussion of the problems of armed combat in camps, conflicts with host populations, economic marginalization, and disputes between refugees and humanitarians. In the final part of the course, students will use contemporary case studies to envision alternative approaches to granting sanctuary from war. Organized as group projects, the class will survey some of the non-traditional approaches to sanctuary including self-settled refugees, refugee-administered camps, urban refugees and community-based reforms. The syllabus would include a mix of key texts in the field of

refugee studies, UNHCR self-reports from the Evaluation and Policy Analysis Unit and instructional manuals, and academic and popular articles on particular cases.

3. Overlapping Courses (see Note M): None.

4. Number of Students Expected: 30

5. Number and Size of Section: 1 of 30 students

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Holzer will be the Instructor of Record

9. Dates approved by (see Note Q):

Department Curriculum Committee: HRTS October 4, 2010; Sociology October 27, 2010

Department Faculty: HRTS October 20; Sociology: November 3

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

Professor Elizabeth Holzer
860-486-4428
Elizabeth.holzer@uconn.edu

Refugee Camps and Humanitarianism

We will explore one of the most well-known strategies for providing sanctuary from war: refugee camps. Most refugee camps are designed and administered by the UN High Commissioner for Refugees (UNHCR), an international agency entrusted with protecting the rights and well-being of refugees. In the first part of the course, we will seek to understand why the UNHCR came to rely on refugee camps, particularly in Africa, rather than other means of providing sanctuary from war. This part of the discussion will focus on the institutional development of the UNHCR exploring both organizational explanations and political explanations for this development. The second part of the course will consider the social and political challenges that confront refugees living in refugee camps. This includes discussion of the problems of armed combat in camps, conflicts with host populations, economic marginalization, and disputes between refugees and humanitarians. In the final part of the course, students will use contemporary case studies to envision alternative approaches to granting sanctuary from war. Organized as group projects, the class will survey some of the non-traditional approaches to sanctuary including self-settled refugees, refugee-administered camps, urban refugees and community-based reforms. The syllabus would include a mix of key texts in the field of refugee studies, UNHCR self-reports from the Evaluation and Policy Analysis Unit and instructional manuals, and academic and popular articles on particular cases.

Part 1: Institutional Development of the UNHCR

Loescher, G. 2001. *The UNHCR and World Politics: A Perilous Path*. Oxford: Oxford University Press.

Baines, E.K. 2004. *Vulnerable Bodies: Gender, the UN and the Global Refugee Crisis*. Burlington, VT: Ashgate.

"Matching Humanitarian Norms with Cold, Hard Interests: The Making of Refugee Policies in Mexico and Honduras, 1980-89" Kevin Hartigan. *International Organization*, 46(3):709-730. 1992.

B.S. Chimni. 2004. "From Resettlement to Involuntary Repatriation: Towards a Critical history of Durable Solutions to Refugee Problems." *Refugee Survey Quarterly*.

Camp Management Toolkit, UNHCR, UNOCHA, Norwegian Refugee Council, Danish Refugee Council, IOM, IRC

Part 2: Social and Political Challenges of Refugee Camps

Social Control and Empowerment

Hyndman, Jennifer. 2000. *Managing Displacement: Refugees and the Politics of Humanitarianism*. Minneapolis and London: University of Minnesota. (selections)

Harrell-Bond, B.E., E. Voutira, and M. Leopold. 1992. "Counting the Refugees: Gifts, Givers, Patrons and Clients." *Journal of Refugee Studies* 5:205-225.

Harrell-Bond, B.E. 1986. *Imposing Aid: Emergency Assistance to Refugees*. Oxford and New York: Oxford University Press.

Mistrusting Refugees, edited by E.V. Daniel and J.C. Knudsen. Berkeley: University of California Press. (selections)

Michel Agier, "Between War and City: Towards an Urban Anthropology of Refugee Camps"

Ethnography. 2002 3: 317-341.

UNHCR. Reinforcing a Community Development Approach." 2001

Robert Muggah. "Distinguishing Means and Ends: The Counterintuitive Effects of UNHCR's Community Development Approach in Nepal." 2004. *Journal of Refugee Studies*

Political Participation

Pessar, P.R. 2001. "Women's Political Consciousness and Empowerment in Local, National, and Transnational Contexts: Guatemalan Refugees and Returnees." *Identities* 7:461-500.

Malkki, L.H. 1995. *Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania*. Chicago and London: University of Chicago Press. (selections)

Montclos, M.-A.P.d., and P.M. Kagwanja. 2000. "Refugee Camps or Cities? The Socio-Economic Dynamics of the Dadaab and Kakuma Camps in Northern Kenya." *Journal of Refugee Studies* 13:205-222.

Turner, Simon. 2006. "Negotiating Authority between UNHCR and "The People"." *Development and Change* 37:759-778.

Economic Activities

The Economic Life of Refugees (selections). K. Jacobsen. 2005

"Refugee Camp Economies." Eric Werker. *Journal of Refugee Studies*. 2007.

Kibreab, G. 1993. "The Myth of Dependency among Camp Refugees in Somalia, 1979-1987." *Journal of Refugee Studies* 6:321-349.

Dick, S. 2002. *Liberians in Ghana: Living without Humanitarian Assistance*. UNHCR.

Security

Dangerous sanctuaries: refugee camps, civil war, and the dilemmas of humanitarian aid. Lischer, 2005.

"Give war a chance." *Foreign Affairs*. E. Luttwak. 1999.

"A state of insecurity: the political economy of violence in Kenya's refugee camps." J Crisp - *African Affairs*, 2000

"Refugee camps reconsidered." *Forced Migration Review*, J. Crisp and K. Jacobsen, 1998.

Black, Richard 'Putting refugees in camps', *Forced Migration Review*, no 2, August 1998, pp 4-7.

Part 3: Alternative Approaches to Refugee Aid

Refugee Aid and Development: Theory and Practice. Robert Gorman

Bowles, Edith 'From village to camp: refugee life in transition on the Thailand-Burma border', *Forced Migration Review*, no 2, August 1998, pp 11-14.

Lucy Hovil. 2006. "Self-settled refugees in Uganda: And Alternative Approach to Displacement?" *Journal of Refugee Studies*.

Sara J. Feldman. 2007. "Development Assisted Integration: A Viable Alternative to Long Term Residence in Refugee Camps?" *Praxis*.

Oliver Bakewell. 2003. "Community Services in Refugee Aid Programmes

2010 – 141 Proposal to Add SOCI 3XXY /HRTS 3XXY and its W variant

1. Date: October 20, 2010
2. Department requesting this course: **Sociology and Human Rights**
3. Semester and year in which course will be first offered: **Fall 2011**

Final catalog Listing :

SOCI/HRTS 3XXX. Sociology of Global Human Rights
Either semester. Three credits. Holzer, Purkayastha, Glasberg
Comparative approach to the study of human rights in the United States, Asia and Africa from a sociological perspective.

SOCI/HRTS 3XXX W. Sociology of Global Human Rights
Either semester. Three credits. **[needs prereq info]** Holzer
Comparative approach to the study of human rights in the United States, Asia and Africa from a sociological perspective.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS and SOCI
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? Yes No
3. Course Title: Sociology of Global Human Rights
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K):
Comparative approach to the study of human rights in the United States, Asia and Africa from a sociological perspective.

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):
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): Holzer, Purkayastha, Glasberg
14. Open to Sophomores (see Note U):
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: This course will be a core course in the new Human Rights major. Human rights are an increasingly central in sociology and this course offers a comparative perspective to complement the current domestic focus of human rights courses offerings in the sociology department. The class contributes to the human rights a comparative sociological perspective.
2. Academic Merit: The goal of the class is to provide a survey of the key struggles and intellectual debates on human rights in sociology. Students will begin by discussing human rights in general and how human rights may relate to social problems. How are human rights understood globally? How do they differ from other forms of social action? To what aims are they relevant and useful? In what situations they are less relevant? What support or opposition for human rights exist among different social groups in different settings? Students will also explore in more depth human rights issues in the areas of social and economic rights, women's rights and migration rights.
By comparing Africa, Asian and U.S. cases, students will gain a global perspective on the issues. By taking a sociological perspective on the issues of global human rights, students will learn to apply

sociological concepts relating to social inequalities, collective action, and social construction of meaning to the area of human rights.

3. Overlapping Courses (see Note M): None.

4. Number of Students Expected: 30 (and 19 for W)

5. Number and Size of Section: 1 of 30 students (and 1 section of 19 for the W)

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Holzer, Purkayastha, Glasberg will be the Instructor of Record

9. Dates approved by (see Note Q):

Department Curriculum Committee: HRTS October 4, 2010; Sociology October 27, 2010

Department Faculty: HRTS October 20; Sociology: November 3

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

Professor Elizabeth Holzer
860-486-4428
Elizabeth.holzer@uconn.edu

Sociology of Global Human Rights

The goal of the class is to provide a survey of the key struggles and intellectual debates around human rights in sociology. We begin with an overview of human rights: What renders a social problem solvable by human rights? To what aims are they relevant and useful? In what situations they are less relevant? How are human rights understood globally? What support or opposition for human rights exists among different social groups in different settings? Then, armed with the general insights we have developed in exploring these question, we will tackle in depth human rights issues relating to social needs, equality and economic security, gender equality, citizenship, statelessness, and migration.

Part 1: Introduction

Approaches to social problems: What makes a problem solvable by human rights strategies? Political process approaches to social problems and human rights approaches to social problems

Wiktor Osiatynski. "Rights and Needs" in *Human Rights and Their Limits*. 2009.

Bryan Turner. *Vulnerability and Human Rights* (selections)

How are human rights understood globally? The cultural relativism critique and local uses of global human rights norms

Original texts: Universal Declaration of Human Rights, African Charter on Human and People's Rights

"Cultural relativism and universal human rights" J Donnelly - *Human Rights Quarterly*, 1984.

Human Rights: A Political and Cultural Critique (selections), Makau W. Mutua, 2002

Human Rights and Asian Values (selections), Amartya Sen, 1997

How are human rights enforced?

Making Rights Real: Activists, Bureaucrats and the Creation of the Legalistic State (selections). Charles Epp. 2009.

Emilie Hafner-Burton and Kiyoteru Tsutsui (2005), "Human rights in a globalizing world: The paradox of empty promises." *American Journal of Sociology* 110:1373-1411.

Judith Blau and Alberto Moncada (2007), "It ought to be a crime: Criminalizing human rights violations" in *Sociological Forum* 22(3):364-384.

William T. Armaline and Davita Silfen Glasberg (2009), "What will states really do for us? The human rights enterprise and pressure from below." *Societies Without Borders* 4: 430-451.

Part 2: Social needs, equality and economic security

Development as Freedom (selection on measuring poverty and the impact of poverty or equivalent), Amartya Sen, 1999

(US) Neubeck, Kenneth. 2006. *When Welfare Disappears: The Case for Economic Human Rights* (selections). Roosevelt, Franklin (1941) "Four Freedoms"

(India) Ela Bhatt (2006) *We are Poor, But So Many*. New Delhi: Oxford University Press. (selection of two or three cases).

(Africa) "The Full-Belly Thesis: Should Economic Rights Take Priority Over Civil and Political Rights? Evidence from Sub-Saharan Africa" R Howard *Human Rights Quarterly*, 1983. B. Sadasivam. 1997. "The Impact of Structural Adjustment on Women: A

Governance and Human Rights Agenda," in *Human Rights Quarterly*. 19(3).

Part 3: Gender equality

"Unlikely Godmother: The UN and the Global Women's Movement." Margaret Snyder. In *Global Feminisms: Transnational women's activism, organizing and human rights*.

Political participation

(US) "How movements win: Gendered opportunity structures and US women's suffrage movements, 1866 to 1919." McCammon et al. *American Sociological Review*. 2001. "Ain't I a Woman?" Sojourner Truth. 1851 Women's Convention, Akron, Ohio. *Why We Lost the ERA*. Jane Mansbridge.

(Africa) Shirin Hassim (2006). *Women's Organizations and Democracy in South Africa: Contesting Authority*. Durban, South Africa: University of KwaZulu-Natal Press. chapters: Autonomy, Engagement and Democratic consolidation (pp. 246-265) & The Women's

Charter for Effective Equality (pp. 269-277). *African Women's Movements: Transforming Political Landscapes*. Aili Mari Tripp, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa (Chapter on Women's movements and constitutional and legislative challenges) (India) "Gender and Nationalism: the masculinization of Hinduism and female political participation in India" *Women's Studies International Forum*, S. Banerjee. 2003.

Violence against women

Engle Merry, Sherry. 2006. *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago University Press. (selections)

(India) SAHDC (South Asia Human Rights Documentation Center) 2006) *Introducing Human Rights*. (pp154-192 chapters on gender and human rights). & *Poster Women*. (The Women's Movement Through Posters" New Delhi: Zubaan Books.

Women and Islam

"Turkey's modern paradoxes" Erturk, Yakin. 2007. in Ferree/Tripp.

"Women, Muslim Laws and Human Rights in Nigeria." Keynote by Dr Ayesha Imam, moderated by Dr Mary Osirim. Occasional Papers, Woodrow Wilson Center & other occasional readings from website: *Women Living Under Muslim Laws*.

Part 4: Citizenship, statelessness, and migration

Genealogies of Citizenship: Markets, Statelessness, and the Right to Have Rights. Margaret Somers (selections). 2008.

Refugees and Humanitarianism

Genealogies of Citizenship: Markets, Statelessness, and the Right to Have Rights. Margaret Somers (selections). 2008.

Calculated Kindness: Refugees and America's Half-Open Door (selections). Gil Loescher

Imposing Aid (selections). Barbara Harrell-Bond.

A Bed for the Night (selections). David Rieff.

Economic Migrants and Undocumented Migration:

Chapters from Glasberg, Davita, Purkayastha, Bandana and Armaline, William. In *Our Own Backyard*, (University of Pennsylvania Press, manuscript in press).

"Human rights, state sovereignty and the protection of undocumented migrants under the international migrant workers convention." *International Migration Review*, LS Bosniak. 1991.

Part 5: Conclusions

Gideon Sjoberg, Elizabeth A. Gill, and Norma Williams (2001), "A sociology of human rights." *Social Problems*, 48(1):11-47.

2010 – 142 Proposal to Add HRTS 3XXZ & its W variant

1. Date: October 27, 2010
2. Department requesting this course: **HRTS**
3. Semester and year in which course will be first offered: **January, 2012**

Final catalog Listing:

HRTS 3XXX. Human Rights Through Film.

Either semester. Three credits.

Explores human rights-related issues via the cinematic medium. Both the substantive content and the technical aspects of the films will be analyzed through a combination of lecture, viewing, and group discussion.

HRTS 3XXX W. Human Rights Through Film.

Either semester. Three credits. **[prereq info needed]**

Explores human rights-related issues via the cinematic medium. Both the substantive content and the technical aspects of the films will be analyzed through a combination of lecture, viewing, and group discussion.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS
2. Course Number (see Note B): 3XXX W
3. Course Title: Human Rights Through Film
4. Semester offered (see Note C): Either semester.
5. Number of Credits (see Note D): Three credits.
6. Course description: Explores human rights-related issues via the cinematic medium. Both the substantive content and the technical aspects of the films will be analyzed through a combination of lecture, viewing, and group discussion.

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):
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): Richards.
14. Open to Sophomores (see Note U):
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: Film offers as rich a medium for the transmittal of socio-political criticism/content as books, articles, or any other scholarly mode. Fittingly, the decisions made by screenwriters, directors, actors, set-designers, and other film professionals that result in films meaningfully addressing human rights issues deserve as careful attention as the work of academicians and policymakers.

2. Academic Merit ; The course uses the study of film as a means to discuss important human rights issues such as torture, women's rights, noncombatants' rights, democratic consolidation in post-repressive societies, and genocide. While many extant courses across a variety of disciplines occasionally use a film to tell a particular story or to illustrate a particular event or issue, this course primarily and formally considers the art of the medium as a chief component of the message.

3. Overlapping Courses (see Note M): None.

4. Number of Students Expected: Thirty (nineteen when taught as a "W").

5. Number and Size of Section: One, either thirty or nineteen.
6. Effects on Other Departments (see Note N): None.
7. Effects on Regional Campuses: None.
8. Staffing (see Note P): Richards and other HRTS faculty.
9. Dates approved by (see Note Q):
Department Curriculum Committee: HRTS October 4, 2010.
Department Faculty: October 20, 2010.
10. Name, Phone Number, and e-mail address of principal contact person:

David L. Richards
(860) 486-2440
david.l.richards@uconn.edu

HUMAN RIGHTS IN FILM

HRTS-3298-001
Tuesdays 6pm – 9pm
ARJ 119

Professor: Dr. David L. Richards
Office: HRM 126
Office Hours: Thursdays, 11am – 2pm
Email: david.l.richards@uconn.edu

Welcome. As you might imagine from its name, this course explores human rights-related issues as conveyed by the cinematic medium. That consists of a few things. Certainly, the course provides an introduction to some of the many types of human rights issues addressed in film, and you will learn factual information about these issues. However, importantly, we will go beyond that and analyze how sight and sound are consciously manipulated by filmmakers in order to convey meaning to viewers. To do this, you will be taught some important basic skills about how to read and critique film; for example, considering in depth the details of light/shadow, sound, editing, and shot composition, among other things. Further, the medium of documentary film requires special consideration with regards to notions of objectivity, whether explicit or implicit. We will address these and other matters.

REQUIRED BOOKS:

Monaco, James. 2009. *How To Read A Film: Movies Media and Beyond, 4th ed.* Oxford New York: University Press. <ISBN-13: 978-0-19-532105-0>
Chanan, Michael. 2007. *The Politics of Documentary.* London: British Film Institute Books. <ISBN-13: 978-1-84457-226-7>

ASSIGNMENTS:

(I) 3 Film Analyses (45%): You have an analysis due at the *beginning of class* on each of the following dates: 10/5, 11/9, and 12/7. I will read and comment on printed drafts of analyses in advance of submission for a grade. Electronic submissions are not acceptable for credit. Your analyses are to be between three *full* (not a line less) typed, double-spaced pages, minimum, and five full typed double-spaced pages maximum in length; using 11pt or 12pt Calibri, Helvetica, or Times New Roman fonts (only) and 1" margins all-around with page numbers in the upper-right-hand corner. Identifying information goes on a separate title page, *not at the top of the first page of text*. Any papers not meeting all of these specifications will be returned unread and late penalties will immediately begin to accrue at 10pts per day until an acceptably formatted version is submitted. Electronic submissions are not acceptable for credit. I am strict about formatting because it makes grading more equitable if everyone's paper is similarly formatted.

****You are allowed to rewrite your first analysis for a higher grade, so that you are not punished for having to learn how to write in this style. Rewrites are due at the beginning of the Monday class following the return of your graded first review. Because of the short timeframe of Summer Session I, essays re-submitted later than the first Monday after your review was returned will not be re-graded.****

Films You May Choose From

You may choose from among any of the films that (a) we have watched in class up to that point (*since the previous review*) and (b) you have not already reviewed.

Two Mandatory Elements

Your review **must contain at least two main basic components**. You might find that you want to combine these two basic components. Or, you may deal with them separately. That's up to you, but *you must address both and equally well*.

(1) Address how well the film does in getting its message across and if it succeeds or fails in doing so. What was the message? Was the message easy/hard to discern?

(2) Review the film as a piece of film-making. How did camerawork, directing, scenery, acting, script, etc, affect the film's quality and its message delivery?

Hey! I feel boxed in by those two mandatory components! Film analysis is a creative endeavor.

Please feel free to be creative. If you are indeed feeling creative, but think you might be going too far out on a limb, *be smart and check with me before committing to a strategy.*

Hey! I've Never Written A Film Analysis Before! Any Other Hints?

(1) It is NOT a narrative of the film. That is, the best way to get a failing grade is to write a Cliff's Note version of the film's plot. Your job is not to rehash what happened in the movie – I have seen it, I *know* what happens – but, rather, to analyze how events portrayed in the film and how the choices made by the filmmaker(s) (this could include editing, acting, directing, camerawork, sound, music, etc) affected the message of the film.

(2) You may wish to make comparisons to other films, current events/politics, and/or historical events, whenever appropriate. Comparison is also a great device to use getting started if you are having writer's block. Be sure to properly cite any books or other sources of information you may use in your review.

(3) *Your film analysis is not the same thing as a film review* like the types on the Rotten Tomatoes website (with the exception of some reviews written by Pulitzer Prize winner, Roger Ebert).

(II) Participation (25%): This class is, *to a large extent*, what you make of it. The more you participate, the more fun it will be and the more you will learn. Also, the more you participate, the better the grade you'll get. Participation isn't just about quantity (i.e., talking all the time). Participation is also about quality: saying or asking things that promote discussion and/or lead us to discussion we might not have had otherwise. However, if you do not talk at all, 25% of your grade is going to be really not-so-good. To help you do your best:

First, at the beginning of each class, I'll do a mini-lecture about the topic at hand. This information will help give you the material/background necessary to both better appreciate the film while watching it, and to better discuss it afterwards.

Second, the "information inventory" is a two-page sheet that will help organize your notes from the movie. This will help you recall points you want to make in the discussion afterwards. Part of participation is filling out these sheets. Trust me regarding one thing: *I cannot begin to tell you how much in your best interest it is to fill out these sheets as completely as possible* (see "Final Exam" below).

NOTE: YOU are responsible for bringing a fresh information inventory to each class. This is SUPER important. Make sure you have both pages. There is a clean copy at the end of the syllabus that you can print or copy. I used to do this for students, but the department has enacted copying restrictions that no longer allow me to do so. For your own good, if necessary, I will start checking to see who has their sheets at the beginning of each class, and penalizing those who do not.

Third, classroom discussion among students will be conducted with respect and decorum. Some of the films we watch may perfectly align with your personal/political ideologies. Some of the films we watch may directly clash with your personal/political ideologies. You may vigorously disagree or agree with either my analyses of these films, or those of other students. I welcome vigorous, reasoned debate and encourage this process in order to explore these films. However, *debate is to be done with respect for others and with decorum of any parley.*

(III) "Pop" Quizzes (10%): You will occasionally be given quizzes based on the readings assigned for that day. You will not have advance notice about when a quiz will be given.

(IV) Final Exam (20%): During the last class, I will show you a movie. You will not know in

advance what movie this will be. At home, you will use both your notes from that movie and your notes from lectures and movies throughout the semester to answer a few essay questions.

POLS 2998 SECTION 2 FALL 2010 SCHEDULE

I have provided direct links to just about all readings (other than textbooks and a rare few other exceptions) below. Unless a reading is noted "From Instructor" or "On Reserve" it is available online via these links on computers using UConn campus Internet access. Some of the newspaper articles (from NY times, etc) might require registration on those sites to view the articles, but doing so is free. Alternatively, if you don't care to register on those sites you can look up the articles via UConn libraries' *Lexis-Nexis* access (<http://rdl.lib.uconn.edu/databases/1052>).

8/31: Welcome! / What are we doing here? / Introduction to human rights

Required Readings:

- Universal Declaration of Human Rights (1948)
 - o <http://www.un.org/en/documents/udhr/>
- International Covenant on Civil and Political Rights (1966)
 - o <http://www2.ohchr.org/english/law/ccpr.htm>
- International Covenant on Economic, Social, and Cultural Rights (1966)
 - o <http://www1.umn.edu/humanrts/instreet/b2esc.htm>
- European Charter of Fundamental Rights (2000)
 - o <http://tinyurl.com/367mr2>
- Rome Statute of the International Criminal Court
 - o http://untreaty.un.org/cod/icc/statute/english/rome_statute%28e%29.pdf

9/7: "How to read a film"?

Casablanca (1942, Michael Curtiz)

<http://www.imdb.com/title/tt0034583/>

Required Readings:

- Fensterwald, Jr., Bernard. 1958. "The Anatomy of American 'Isolationism and Expansionism. Part I.'" *The Journal of Conflict Resolution*. 2.2: 111-139.
 - o <http://www.jstor.org/stable/172971>
- Green, Gary. 1987. "'The Happiest of Happy Accidents'? A Reevaluation of 'Casablanca'." *Smithsonian Studies in American Art*. 1.2: 2-13.
 - o <http://www.jstor.org/stable/3108941>
- Monaco, Chpt 1
- Scott, A.O. 2010. "Everybody's a Critic of the Critics Rabid Critics." *The New York Times*. July 21.
 - o http://www.nytimes.com/2010/07/25/movies/25scott.html?_r=1

9/14: 1980s Central America & The Media: "If it bleeds, it leads..."

Salvador (1986, Oliver Stone)

<http://www.imdb.com/title/tt0091886/>

Required Readings:

- Gregory, Sam. 2006. "Transnational Storytelling: Human Rights, WITNESS, and Video Advocacy." *American Anthropologist*. 108.1: 191-195.
 - o <http://www3.interscience.wiley.com.ezproxy.lib.uconn.edu/cgi-bin/fulltext?ID=120127410&onDenied=/journal/120127410/abstract&PLACEBO=IE.pdf&mode=pdf>
- Latin American/North American Church Concerns. "Archbishop Oscar Romero: Introduction." *Kellogg Institute, University of Notre Dame*.
 - o <http://kellogg.nd.edu/romero/Introduction.htm>
- McLagan, Meg. 2006. "Introduction: Making Human Rights Claims Public." *American Anthropologist*. 108.1: 195-204.
 - o <http://www3.interscience.wiley.com.ezproxy.lib.uconn.edu/cgi-bin/fulltext?ID=120127410&onDenied=/journal/120127410/abstract&PLACEBO=IE.pdf&mode=pdf>
- Monaco, Chpt 2, pp 76-113; Chpt 3
- Ovsiovitich, Jay. 1993. "News Coverage of Human Rights." *Political Research Quarterly*. 46.3: 671-689.
 - o <http://www.jstor.org/stable/448953>
- Rohrer, Larry. 2010. "Oliver Stone's Latin America." *The New York Times*. June 25.
 - o <http://www.nytimes.com/2010/06/26/movies/26stone.html>

9/21: Women's Rights / Religious Fundamentalism

Silent Waters (2004, Sabiha Sumar)

<http://www.imdb.com/title/tt0357283/>

Required Readings:

- Arab Charter on Human Rights (2004)
 - o http://www.acihr.org/res/Arab_Charter_on_Human_Rights_2004.pdf

- Arzt, Donna E. "The Application of International Human Rights Law in Islamic States" *Human Rights Quarterly* 12: 202-230.
o <http://www.jstor.org/stable/762377>
- BBC. 2008. "Acid attack on Afghan schoolgirls" *BBC News*. November 12.
o http://news.bbc.co.uk/2/hi/south_asia/7724505.stm
- Cairo Declaration on Human Rights in Islam (1990)
o <http://www1.umn.edu/humanrts/instreet/cairodeclaration.html>
- Congressional Quarterly . 2008. "Women's Rights: Are Violence and Discrimination Against Women Declining?" *CQ Global Researcher*. 2.5:115-147. [From Instructor]
- Erdbrink, Thomas. 2008. "Woman Blinded by Spurned Man Invokes Islamic Retribution." *The Washington Post*. December 14.
o <http://www.washingtonpost.com/wpdyn/content/article/2008/12/13/AR2008121302147.html>
- Monaco, Chpt 4 pp. 289-317
- Worth, Robert F. 2010. "Crime (Sex) and Punishment (Stoning)." *The New York Times*. August 21.
o <http://www.nytimes.com/2010/08/22/weekinreview/22worth.html>

9/28: Who Tortures, and Why? / Post-Repressive Society

Death and the Maiden (1994, Roman Polanski)

<http://www.imdb.com/title/tt0109579/>

Required Readings:

- Amris, Kristin, et. al. 2007. "Producing Medico-Legal Evidence: Documentation of Torture Versus the Saudi Arabian State of Denial." *Torture*. 17.3: 181-195.
o http://irct.net/dynamicweb.dk/Admin/Public/DWSDownload.aspx?File=%2FFiles%2FFiles%2FTortureJournal%2F17_3_2007%2F181-195_producing_medico.pdf
- Philip G. Zimbardo. 2005. "The Psychology of Power and Evil: All Power to the Person? To the Situation? To the System?" Whitepaper.
o <http://www.prisonexp.org/pdf/powerevil.pdf>
- Prip, Karen and Ann L. Person. 2008. "Clinical Findings in Men with Chronic Pain After Falanga Torture." *Clinical Journal of Pain*. 24.2: 135-141. [From Instructor]
- Richards, David L., Mandy Morrill-Richards, and Mary Anderson. 2010. "The Psychological Roots of Support for Torture." Paper. [From Instructor]

10/5: Child Labor

****First Film Analysis Due****

The Devil's Miner (2005, Kief Davidson & Richard Ladkani)

<http://www.imdb.com/title/tt0441001/>

Required Readings:

- Chanan, Chpts 2,3
- Godmilow, Jill, and Ann-Louise Shapiro. 1997. "How Real is the Reality in Documentary Film?" *History and Theory*. 36.4: 80-101.
o <http://www.jstor.org/stable/2505576>
- International Labour Organization. 2004. *Child labour: a textbook for university students*.
o <http://www.ilo.org/ipeinfo/product/download.do?type=document&id=174>
- Schipani, Andres. 2008. "Plight of Bolivia's child miners." *BBC News*.
o <http://news.bbc.co.uk/2/hi/americas/7448032.stm>

10/12: Worker's Rights in the USA, Pt. I (Drama)

Harlan County War (2000, Tony Bill)

<http://www.imdb.com/title/tt0209013/>

Required Readings:

- Human Rights Watch. 2000. *Unfair Advantage: Workers' Freedom of Association in the United States under International Human Rights Standards*. Human Rights Watch: New York. [Pp. 1-64.]
o <http://hrw.org/reports/pdfs/u/us/uslbr008.pdf>
- Levi, Margaret. 2003. "Organizing Power: The Prospects for an American Labor Movement." *Perspectives on Politics*. 1.1: 45-68.
o <http://www.jstor.org/stable/3687812>
- Monaco, Chpt 4, pp. 318-431
- Mine Safety and Health Administration. 2010. *Mine Safety and Health at a Glance*. United States Department of Labor.
o <http://www.msha.gov/MSHAINFO/FactSheets/MSHAFCT10.HTM>

10/19: Worker's Rights in the USA, Pt. II (Documentary)

Harlan County, USA (1976, Barbara Kopple)

<http://www.imdb.com/title/tt0074605/>

Required Readings:

- Chanan, Chpts 6,7,8
- Nichols, Bill. 1983. "The Voice of Documentary." *Film Quarterly*. 36.3: 17-30.

o <http://www.jstor.org/stable/3697347>

10/26: Two looks at the Rwandan Genocide, Pt. I (Drama)

Hotel Rwanda (2004, Terry George)
<http://www.imdb.com/title/tt0395169/>

Required Readings:

- Convention on the Prevention and Punishment of the Crime of Genocide (1948)
o <http://tinyurl.com/yyp4xv>
- Gourevitch, Philip. 1998. *We wish to inform you that tomorrow we will be killed with our families: stories from Rwanda*. Farrar, Straus, and Giroux: New York. [Chapter 4] [On 3-Hour Reserve]
- Kellow, Christine L. and H. Leslie Steeves. 1998. "The Role of Radio in the Rwandan Genocide." *Journal of Communication*. 48.3: 107-28.
o <http://onlinelibrary.wiley.com.ezproxy.lib.uconn.edu/doi/10.1111/j.1460-2466.1998.tb02762.x/pdf>

11/2: Two looks at the Rwandan Genocide, Pt. II (Documentary)

Ghosts of Rwanda (2004, Greg Barker)
<http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/>

Required Readings:

- Cieply, Michael. 2010. "State Backing Films Says Cannibal Is Deal-Breaker." *The New York Times*. June 14.
o <http://www.nytimes.com/2010/06/15/movies/15credits.html>
- Monaco, Chpt 5
- Waldorf, Lars. 2009. "Revisiting 'Hotel Rwanda': genocide ideology, reconciliation, and rescuers." *Journal of Genocide Research*. 11.1: 101-125.
o <http://www.informaworld.com/smpp/ftinterface~content=a910841252~fulltext=713240930~frm=content>

11/9: Suicide Terrorism / Occupation / Israel – Palestine

*****Second Film Analysis Due*****

Paradise Now (2005, Hany Abu-Assad)
<http://www.imdb.com/title/tt0445620/>

Required Readings:

- BBC News. 2004. "UN Rules Against Israeli Barrier"
o http://news.bbc.co.uk/2/hi/middle_east/3879057.stm
- Council on Foreign Relations. 2009. "Hamas"
o <http://www.cfr.org/publication/8968/>
- Falk, Richard. 2008. "Israel's War Crimes" *The Nation*
o http://www.thenation.com/doc/20090112/falk?rel=hp_currently
- Fletcher, Holly. 2008. "Palestinian Islamic Jihad" *Council on Foreign Relations*
o <http://www.cfr.org/publication/15984>
- National Public Radio. 2006. "Hamas: Government or Terrorist Organization?"
o <http://www.npr.org/templates/story/story.php?storyId=6583080>
- Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review*. 97.3: 343-361.
o <http://www.jstor.org/stable/3117613>

11/16: Civilian Populations in Wartime

Grave of the Fireflies (1988, Isao Takahata)
<http://www.imdb.com/title/tt0095327/>

Required Readings:

- Appeal of President Franklin D. Roosevelt on Aerial Bombardment of Civilian Populations, September 1, 1939
o <http://www.dannen.com/decision/int-law.html#E>
- Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War, 1949.
o <http://www.icrc.org/ihl.nsf/full/380?opendocument>
- Protection of Civilian Populations Against Bombing From the Air in Case of War, League of Nations, September 30, 1938
o <http://www.dannen.com/decision/int-law.html#D>
- Protocol I of Geneva Conventions (1977)
o Introduction
_ http://en.wikipedia.org/wiki/Protocol_I
o Full text of Protocol [Optional Reading]
_ <http://www.icrc.org/ihl.nsf/7c4d08d9b287a42141256739003e636b/f6c8b9fee14a77fdc125641e0052b079>
- Ralph, William W. 2006. "Improvised Destruction: Arnold, LeMay, and the Firebombing of Japan." *War in History*. 13.4: 495-522.
o <http://wih.sagepub.com/content/13/4/495>
- Searle, Thomas R. 2002. "It Made a Lot of Sense to Kill Skilled Workers': The Firebombing

of Tokyo in March 1945." *The Journal of Military History*. 66.1: 103-133.
o <http://www.jstor.org/stable/2677346>

11/23: Thanksgiving Recess

11/30: Indigenous Peoples

Rabbit-Proof Fence (2002, Phillip Noyce)
<http://www.imdb.com/title/tt0252444/>

Required Readings:

• Australian Human Rights Commission. 1997. *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*.

o Part 1: Introduction

_ http://www.hreoc.gov.au/social_justice/bth_report/report/ch1_part1.html

o Part 2: Tracing the History

_ http://www.hreoc.gov.au/social_justice/bth_report/report/ch2_part2.html

o Part 3: Consequences of Removal

_ http://www.hreoc.gov.au/social_justice/bth_report/report/ch10_part3.html

o Part 4: Reparations (esp. subsection "International human rights")

_ http://www.hreoc.gov.au/social_justice/bth_report/report/ch13_part4.html

o Appendix 9: Recommendations

_ http://www.hreoc.gov.au/social_justice/bth_report/report/appendices_9.html

• O'Sullivan, Maria. 2005/6. "Past' Violations Under International Human Rights Law: The Indigenous 'Stolen Generation' in Australia." *Netherlands Quarterly of Human Rights*. 23.2: 243-272. [From Instructor]

• Wayne, Anne. 1997. "Who's Sorry Now?" *Sojourners*. 26 (August): 12-13. [From Instructor]

12/7: Showing of Final Exam Film

Third Film Analysis Due

12/14: Final Exam Due (Registrar-Scheduled Date)

Top 10 Common Major Shortcomings in Students' Film Analyses

(in no particular order)

Students...

1. Did not explicitly and fully address the two mandatory components (stated in the syllabus) of the review.
2. Simply described the movie instead of using examples from the movie to discuss/infer the *meaning* of what happened in the movie.
3. Did not do the assigned readings and, thus, were unaware of many important issues and facts surrounding the films and their meanings. Use the readings to help you -- *especially* the film books.
4. Offered their opinion as fact without any evidence/proof/argument.
5. Plagiarized from readings or the Internet.
6. Recited straight from lecture/discussion without adding any additional or original insight or contribution.
7. Wrote about themselves and their likes/dislikes/friend's opinions more than about the movie or its meaning.
8. Wrote long introductions and conclusions that really had little, if anything, to do with the movie or its meaning.
9. Did not offer any recognizable material about how the film addresses the concept of human rights
10. Very clearly did not take sufficient notes during the movie, as demonstrated by:
 - major errors and/or omissions in character names, and/or sequence of events, etc.
 - lack of examples from the film to support assertions or to use as basis for argument

FILM: _____

FILM INVENTORY SHEET [Print and bring a new copy to each class where a film is shown]

1. What human rights issue (or issues) does the film address?
2. What was/were the main message(s) of the film, if any?
3. What symbols/stereotypes were used to convey the message(s)?

FILM: _____

4. Which scene(s) was most important to conveying the message(s)?
5. How did the *acting/directing/scenery/camerawork/editing* affect delivery of the message(s)?
6. Does the film relate to any current events? That is, are there events going on in the world to which the message(s) of this film is relevant? Which ones? / How so?

CLASS RULES:

Attendance

Attendance will not be recorded. On the other hand, this class is impossible to pass without attending. Do with that information what you wish.

Lateness

Habitual lateness to class is tremendously rude; it is disrespectful of both other students and the professor. The professor reserves the right to penalize habitually late students' participation grade, as their tardiness negatively affects the class as a whole.

Phones / Other Electronic Devices:

- You do not have permission to record ANY sounds or images from/during class.
- Turn off your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class as, once in a while, everyone forgets to turn something off. If your phone rings in class, please have the decency to turn it off and not let it ring and ring until the caller hangs up or voicemail kicks in.
 - o However, the participation grade of repeat offenders will be negatively affected.
- You MAY use a laptop during lectures, but *you MAY NOT use them during film showings*, as the backlighting is distracting to other students.
- Use of earbuds/earphones is prohibited.
- NO electronic devices of any kind are to be powered up or on during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be visible during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using any kind of electronic device during an exam, you will automatically receive a zero on the exam.

E-Mail:

Notices, important dates, reading changes, and the like will be announced via e-mail. You are responsible for checking your e-mail every day, especially before classes and exams.

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death- associated excuses. There are NO exceptions to the makeup exam rule. For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc, cannot be made up.

Assignment Lateness and Incompletes:

Assignments are due at the beginning of the assigned class period. An assignment is late once all on-time assignments have been collected and class has started. The ONLY exception is for those with a documented medical excuse or documented direct family member's death. University-sanctioned events and activities are planned in advance and, accordingly, do not qualify as valid justifications for late work. For example, excuses such as "I overslept," "The printer broke," "I ran out of toner," or "The computer crashed" will not be accepted. A five-point deduction will be taken for each day an assignment is late, starting immediately upon being late.

GRADE CALCULATION:

Your final grade will be calculated using the following formula:

FINAL GRADE = [.15 (Analysis #1) + .15 (Analysis #2) + .15 (Analysis #3) + .25 (Participation) + .10 (Quizzes) + .20 (Final Exam)]

Final class grades will be assigned as such:

A+ 97-100

A 93-96

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

F 59 or below

WHAT DOES AN "A," "B," "C," etc., REALLY MEAN?

"A" Excellent Student

- Provides points for discussion/debate which no one had thought of before
- Adds significant new insights into the topic at hand
- Asks pointed and challenging questions that stimulate other questions
- Stimulates critical thinking imaginative and realistic enthusiasm, interest and curiosity
- Brings in relevant outside experience related directly to discussions/material
- Persuasively argues a point and changes the opinions of classmates
- Displays logical outside-the-box thinking
- Solves problems from multiple perspectives
- Professional communication skills
- Intuitively understands and shares insights from "between the lines"

"B" Good to Very Good Student

- Presents useful knowledge in depth clearly and concisely
- Willing to defend and debate a position when appropriate; respectfully challenges ideas when disagrees
- A good team player in small groups; constructive leader or facilitator

- Actively and consistently contributes information to a discussion
- States a point from the material, then develops its meaning in more detail
- Willing to ask questions when a point is unclear; comes up with supporting ideas
- Thinks between the lines; sees implications
- Logical, well documented recommendations
- Applies outside knowledge
- Plays “devil’s advocate” in a useful manner

“C” Average Student

- Pays attention and offers supporting data to discussions
- Participates in small group discussions at the same level as others in the group
- Offers some thoughts, ideas, questions each class period
- Attentive listener and responds in a professional manner
- Has read the material for the day and is generally prepared for class
- Answers questions correctly when called upon

“D” Below Average Student

- Repeats what has already been said in class
- Obviously not well prepared for the class
- Comments do not move analysis forward; doesn’t ask for help when needed
- Weak or incomplete notes; generally negative attitude
- Misses obvious points
- Limited participation in small group discussions
- Packs up to leave before the end of class
- Demonstrates a lack of understanding of material

“F” Poor Student

- Does not participate in classroom discussion or small group discussion
- Talking to neighbors during presentations by classmates or teacher; passing notes
- Very weak or no notes
- Being late or disruptive in class and/or other such unprofessional behavior
- Works on homework for another class during class time
- Not listening to others; sleeping or dozing off; disrespectful to colleagues
- Unreceptive to the consideration of alternative approaches; dogmatic and close minded
- Asks questions for which he/she already knows the answer
- Acts as a free-rider in small group activities

2010 – 143 Proposal to Add POLS 3XYX/HRTS 3XYX

1. Date: October 27, 2010
2. Department requesting this course: Political Science and Human Rights
3. Semester and year in which course will be first offered: January 2012

Final catalog Listing

POLS/HRTS 3XXX. The Politics of Torture.

Either semester. Three credits.

Examination of the usage of torture by state and non-state actors. Questions include, “Why is torture perpetrated?” “What domestic and international legal frameworks & issues relate to the use of torture?” “How effective are existing legal prohibitions & remedies?” “Who tortures?” and “How does torture affect transitional justice?”

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS/HRTS
2. Course Number (see Note B): 3XXX
3. Course Title: The Politics of Torture
4. Semester offered (see Note C): Either semester.
5. Number of Credits (see Note D): Three credits.
6. Course description (second paragraph of catalog entry -- see Note K): Examination of the usage of torture by state and non-state actors. Questions include, “Why is torture perpetrated?” “What domestic and international legal frameworks & issues relate to the use of torture?” “How effective are existing legal prohibitions & remedies?” “Who tortures?” and “How does torture affect transitional justice?”

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):
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): Richards
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: This course will be a core course in the new human rights major. The issue of torture has taken a prominent place in national debates regarding the United State’s post-9/11 national/international security environments and strategies. What the United States is going through in this regard, however, is novel neither for itself, nor for a host of other countries. The issue of torture has had a distinct role in governance / politics for millennia, and as the past meets the present once again, it is imperative that students of politics / human rights / human behavior understand this complex phenomenon called “torture” to be prepared for the future.

Academic Merit: This course examines torture as a manipulable instrument of governance (both historical and modern and across varying regime types), examines the psychology of torturers (crucial to understanding how governments are able to produce agents to task torture-related activities), studies the political psychology of citizen attitudes towards torture and how these attitudes affect governance / security operations in democratic systems, and closely examines the international legal framework addressing the issue of torture.

3. Overlapping Courses (see Note M): Currently, no course on campus is solely dedicated to the issue of the politics of torture. General Studies 3208, “Confessions, Interrogations, and Torture” focuses on torture as one variant of interrogation from the perspective of law enforcement personnel.

4. Number of Students Expected: 30 per semester
5. Number and Size of Section: One, thirty students.
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Any of the POLS/HRTS faculty, including affiliated faculty who hold lines 100% in other CLAS departments.
9. Dates approved by (see Note Q):
 Department Curriculum Committee: HRTS October 4, 2010; POLS October 27, 2010
 Department Faculty: HRTS October 20, 2010; POLS November 1, 2010.
10. Name, Phone Number, and e-mail address of principal contact person:

David L. Richards
 (860) 486-2440
david.l.richards@uconn.edu

THE POLITICS OF TORTURE

Representative Readings:

This course will rely primarily on books for its reading materials.

- Alleg, Henri. 1958. *The Question*. University of Nebraska Press.
- Greenberg, Karen J., Joshua L. Dratel, and Anthony Lewis, eds. 2005. *The Torture Papers: The Road to Abu Ghraib*. Cambridge University Press.
- Huggins, Martha, Mika Haritos-Fatouros, and Philp Zimbardo. 2002. *Violence Workers: Police Torturers and Murderers Reconstruct Brazilian Atrocities*. University of California Press.
- Itterman, Michael. 2007. *American Torture: From The Cold War to Abu Ghraib and Beyond*. Pluto Press.
- Rejali, Darius. 2007. *Torture and Democracy*. Princeton University Press.
- Schulz, William, ed. 2007. *The Phenomenon of Torture: Readings and Commentary*. University of Pennsylvania Press.
- Staub, Ervin. 2003. *The Psychology of Good and Evil: Why Children, Adults, and Groups Help and Harm Others*. Cambridge University Press.
- Zimbardo, Philip. 2008. *The Lucifer Effect: Understanding How Good People Turn Evil*. Random House.

Sample Course Content Overview:

1. Historical Perspective on Torture
2. International Law
3. Domestic Law
4. Variations of Torture Types
5. Torturers: Made or Born?
6. "Democracies" and Torture
 - I. France
 - II. The United States
 - III. Citizen Attitudes and Torture
7. "Non-Democracies" and Torture
 - I. Russia / Soviet Union
 - II. China
 - III. Latin America, 1970s & 1980s
8. International Organizations and Torture
9. Detecting and Systematically Understanding Torture
10. Country Ratings
11. Victim Rehabilitation

2010 – 144 Proposal to Add POLS 3XYY/ HRTS 3XYY

1. Date: October 27, 2010
2. Department requesting this course: **POLS/HRTS**
3. Semester and year in which course will be first offered: January, 2012.

Final catalog Listing:

POLS/HRTS 3XXX Evaluating Human Rights Practices of Countries.

Either semester. Three credits.

Examination of the ways in which governments, businesses, NGOs, IGOs, and scholars assess which human rights are being respected by governments of the world. Students will gain hands-on experience in rating the level of government respect for human rights in countries around the world.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS/HRTS
2. Course Number (see Note B): 3XXX.
3. Course Title: Evaluating Human Rights Practices of Countries.
4. Semester offered (see Note C): Either semester.
5. Number of Credits (see Note D): Three.
6. Course description (second paragraph of catalog entry -- see Note K): Examination of the ways in which governments, businesses, NGOs, IGOs, and scholars assess which human rights are being respected by governments of the world. **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):
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):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: Assessing human rights practices is the first step towards building theories to explain the causes and consequences of government respect for human rights. It is also necessary for the development and implementation of evidence-based policies where policy outcomes are expected to affect the human rights practices of governments. Both types of research are necessary steps in the effort to attain human dignity for all persons worldwide. There currently exists no course on campus that addresses how measures of human rights respect are created and used, and what the particular methodological and political issues are related to the endeavor of assessing respect for human rights. Further, no existing course on campus gives students the opportunity to gain hands-on experience in this area.

2. Academic Merit Research using quantitative measures of respect for human rights allows for the exploration of a variety of important questions including:

- What human rights are most and least respected? Why?
- How have patterns of respect for human rights changed over time?
- Is respect for some types of human rights necessary for rapid economic growth?
- How has the spread of democracy and rapid economic globalization since the end of the Cold War affected human rights practices?
- How have specific policies such as trade liberalization, bilateral foreign aid and structural adjustment conditions affected government human rights practices?
- Do human rights crises as in the Sudan have measurable effects on the human rights practices of neighboring governments?
- Do improvements in human rights practices lead to a decline in domestic and/or international terrorist activity?

Also, as part of the proposed course, students will get such practical experience working on the world's largest and most-used human rights dataset, the CIRI Human Rights Dataset.

3. Overlapping Courses (see Note M): None.
4. Number of Students Expected: Thirty.
5. Number and Size of Section: One, thirty.
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: HRTS October 4, 2010; POLS October 27, 2010
 Department Faculty: HRTS October 20, 2010; POLS November 1, 2010.
10. Name, Phone Number, and e-mail address of principal contact person:
 Oksan Bayulgen, 6-2231, oksan.bayulgen@uconn.edu

EVALUATING HUMAN RIGHTS PRACTICES OF COUNTRIES

Representative Readings:

This course will rely on journal articles and online materials from a variety of organizations as primary reading material. A sample of such readings, listed chronologically (the subject nature is highly cumulative), follows.

- UNDP. 2010. *Human Development Report 2010: The Real Wealth of Nations: Human Development*. UNDP.
- Cingranelli, David L. and David L. Richards. 2010. "Measuring Human Rights" *Human Rights Quarterly* 32.2: pgs TBA.
- UNIFEM. 2008. *Progress of the World's Women 2008/2009: Who Answers to Women? Gender & Accountability*
- Cingranelli, David L. and David L. Richards. 2007. "Measuring Government Effort to Respect Economic Human Rights: A Peer Benchmark" In Alanson Minkler and Shareen Hertel, eds. *Economic Rights: Conceptual, Measurement, and Policy Issues*. Cambridge Press.
- Hanny Cueva Beteta. 2006. "What is Missing in Measures of Women's Empowerment?" *Journal of Human Development* 7.2: 221-241.
- Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice and Policy" *Human Rights Quarterly* 26.4: 906-931.
- Poe, Steven C., Zanger, Sabine, and Tanya Vazquez. 2001. "How are These Pictures Different? A Quantitative Comparison of the US State Department and Amnesty International Human Rights Reports, 1976-1995" *Human Rights Quarterly* 23.3:650-677.
- Cingranelli, David L., and David L. Richards. 1999. "Measuring the Pattern, Level, and Sequence of Government Respect for Human Rights," *International Studies Quarterly* 43: 407-417.
- Apodaca, Claire. 1998. "Measuring Women's Economic and Social Rights Achievement" *Human Rights Quarterly* 20.1: 139-172
- McCormick, James M. and Neil J. Mitchell. 1997. "Human Rights Violations, Umbrella Concepts and Empirical Analysis." *World Politics*. 49.2: 49:510-525.
- Goldstein, Robert Justin. 1986. "The Limitations of Using Quantitative Data in Studying Human Rights Abuses." *Human Rights Quarterly*. 8.4: 607-627.

Sample Course Content Overview:

1. Assessment Basics
 - I. Conceptualization
 - II. Operationalization
 - III. Reliability
 - IV. Validity
 - V. Measurement methods
2. Physical Integrity Rights
 - I. Torture
 - II. Extrajudicial Killing
 - III. Disappearance
 - IV. Political Imprisonment
3. Empowerment Rights
 - I. Electoral Self-Determination
 - II. Assembly & Association
 - III. Censorship
 - IV. Religion
 - V. Domestic & Foreign Movement
 - VI. Independent Judiciary
 - VII. Workers' Rights
4. Women's Rights
 - I. Economic
 - II. Political
 - III. Social
 - IV. Violence Against Women
5. Economic Rights

- I. Economic Effort
- II. Economic Outcomes

- 6. CIRI Data Project Workshop
 - I. Training
 - II. Rating

