

## Committee on Curricula & Courses Departmental Course Proposals for the 14 December 2010 Meeting

*Some of the following proposals await further information or revision, and are docketed here as placeholders. Their texts are given in italics.*

### I. Proposals Postponed from an Earlier Meeting:

#### 2010 – 70 Proposal to DROP the Aquaculture Minor [revised 16 November 2010]

1. Date: 16 November 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](mailto: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). NA
5. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: EEB: 4/7/2010; MARN: 11/2/2010; PNB: 3/15/2010  
Department Faculty: EEB: 4/7/2010; MARN: 11/2/2010; PNB: 3/15/2010.  
Affiliated Departments and College: NRE approved 4/2/2010; CANR C&C Committee approved on 10/15/2010.
6. Name, Phone Number, and e-mail address of principal contact person:  
Eric Schultz, 6-4692, [eric.schultz@uconn.edu](mailto:eric.schultz@uconn.edu)

**2010 – 104 Proposal to Add POLS 3625 & 3625W [This proposal was approved at the 19 October meeting, but was subsequently withdrawn at departmental request for revision, and remains pending.]**

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](mailto: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, 7<sup>th</sup> Edition by Herbert Asher (CQ Press, 2007)  
American Public Opinion, 7<sup>th</sup> Edition by Robert Erikson & Kent Tedin (Pearson, 2007)  
Culture War? 2<sup>nd</sup> 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 – 114 Proposal to Change CLCS 5302 [pending subject to revisions not yet agreed by CLCS faculty]**

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](mailto:rosa.chinchilla@uconn.edu) 6-3313

**2010 – 116 Proposal to Add LCL 6XYZ [revised proposal 8 November 2010; remains subject to faculty revisions not yet agreed]**

1. Date: Nov 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 (see [Note A](#)):

**LCL 6XYZ Interdisciplinary Topics in Literatures, Cultures and Languages Seminar, 3 credits. Prerequisite: CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students, or with 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 6xyz at least once before advancing to candidacy.**

*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: CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students in LCL, or with 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 Ph.D. 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](#)): CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students in LCL, or with permission 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 Ph.D. 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](mailto:rosa.chinchilla@uconn.edu) 860-486-3313*



**2010 – 136 Proposal to Add the HRTS Major [revised 9 November 2010. Approved 16 November, but retained here as revisions to accommodate new courses are anticipated.]**

1. Date: 28 October 2010

2. Department or Program: Human Rights

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

4. catalog Description of the Major:

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence—including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline. To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences. As with any double major, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

Recommended:

HRTS 1007: Introduction to Human Rights

Requirements:

REQUIRED COURSES: 9 Credits

(Majors must complete 9 credits of Required Courses, with at least 3 credits in each division. Majors can also take additional Required 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

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements:

ANTH/HRTS 3153W; HRTS 3xxxW; PHIL/HRTS 2170W; POLS/HRTS 3418W; SOCI/HRTS 3xxxW;  
SOCI/HRTS 3xxxW; SOCI/HRTS 3421W; SOCI/HRTS 3429W; SOCI/HRTS 3801W

**In addition to fulfilling the above requirements, students must complete an additional field of concentration.**

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 Required section 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

Students are required to select three courses from two slates organized around the themes of Laws, Institutions, Movements; and History, Culture, Theory. Working from a common set of basic concepts and instruments, each course offers a distinct approach to or application of the human rights lens.

Allowing students to develop an individualized course of study from among these options reflects the decentralized and multi-dimensional nature of Human Rights as a field of study at the same time it fulfills the need to ensure a common vocabulary and conceptual topography.

In addition to the course requirements for the field of concentration in human rights, students are required to complete another major in second field of concentration offered by the College of Liberal Arts and Sciences. This requirement reflects the fundamental objective of the Major to ensure students in this interdisciplinary field develop a more focused methodological or topical expertise in an established field.

*As a field of inquiry, Human Rights touches on all aspect of the human experience and benefits from the insights and approaches of the entire range of the liberal arts and sciences. Simultaneously pursuing another field of concentration alongside Human Rights, allows students to develop a specific disciplinary skill set through which to consider human rights issues at the same time they bring human rights considerations to their other course of study. This is particularly valuable in programs that do not yet have significant human rights-focused course offerings. While undoubtedly demanding on students, this unique requirement will provide students with deeper training in a particular field, including those aspects of the field not necessarily framed in terms of human rights, as well as a wider range of post-graduation opportunities for employment or further study. Such a program can serve as a model for future programs designed to integrate, rather than subdivide, the University's curriculum.*

*3. Attach a "Major Plan of Study" form to this proposal. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:*

Human Rights Major Plan of Study

Name of Student: \_\_\_\_\_

I approve the above program for the (B.A. or B.S.) Major in (insert name)  
(signed) \_\_\_\_\_ Dept. of (insert name)

Major Advisor

4. Dates approved by (see Note Q):

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:

- **Required 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 Seminar/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.** Circle Course Taken.

o ANTH/HRTS 3153W; HRTS 3xxxW; PHIL/HRTS 2170W; POLS/HRTS 3418W; SOCI/HRTS 3xxxW; SOCI/HRTS 3xxxW; SOCI/HRTS 3421W; SOCI/HRTS 3429W; SOCI/HRTS 3801W

- **Second Major Requirement.** Students are required to complete a second major.

Second Major \_\_\_\_\_

Adviser \_\_\_\_\_

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

\_\_\_\_\_  
Major Advisor  
Student

**2010 – 138 Proposal to Add HRTS 4xxx [revised 9 November 2010]**

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 Seminar/Internship.**

**Either semester. Three credits. Class hours by arrangement.**

**Combination of internship work within the larger human rights community with regular classroom meetings for reflection/analysis on the application of human rights concepts and practices. Includes the production of a written/media portfolio of semester's work.**

**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 (second paragraph of catalog entry -- see Note K):

"Combination of internship work within the larger human rights community and classroom reflection/analysis on the application of human rights concepts and practices. Includes the production of a written/media portfolio of semester's work."

**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. Students will also produce an extensive written/media analysis of their human rights experience in the internship setting.

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. With the requirement of a portfolio of written and media entries, students will be required to present detailed analysis of the significance of their human rights experience during the semester.

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 SOCI 3XXX / HRTS 3XXX and its W Variant [Revised 15 November 2010]**

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. Refugees and Humanitarianism**

**Either semester. Three credits. Holzer**

**Social and political challenges of living as a refugee and working in humanitarian settings with a focus on refugee camps, institutional development of the UN High Commissioner for Refugees, and alternative approaches to refuge.**

**HRTS/SOCI 3XXXW. Refugees and Humanitarianism**

**Either semester. Three credits. Prerequisite ENGL 1010 or 1011 3800. Holzer**

**Social and political challenges of living as a refugee and working in humanitarian settings with a focus on refugee camps, institutional development of the UN High Commissioner for Refugees, and alternative approaches to refuge.**

**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: Refugees 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 as a refugee and working in humanitarian settings with a focus on refugee camps, institutional development of the UN High Commissioner for Refugees, and alternative approaches to refuge.

**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
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 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 (see Note L):

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 (and 19 for the 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 will be the Instructor of Record
9. Dates approved by (see *Note Q*):  
Department Curriculum Committee: HRTS October 4, 2010  
Department Faculty: HRTS October 20 **Sociology ??**

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 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 [revised 15 November 2010]**

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, and elsewhere around the world from a sociological perspective.**

**SOCI/HRTS 3XXX W. Sociology of Global Human Rights**

**Either semester. Three credits. Prerequisite ENGL 1010 or 1011 or 3800. Holzer, Purkayastha, Glasberg**

**Comparative approach to the study of human rights in the United States, and elsewhere around the world 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 and elsewhere around the world 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: (see Note L)

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 (see Note L):

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 exists 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 U.S. cases to cases in Africa, Asia and elsewhere, 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 problems, social movements, intersecting inequalities, and social construction of meaning to the area of human rights.

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

POLS 3212/HRTS 3212: Comparative Perspectives on Human Rights explores cultural differences and human rights areas of legal equality, women's rights, political violence, criminal justice, religious pluralism, global security, and race relations. The proposed Sociology of Global Human Rights course will explore some overlapping social issues like women's rights and some distinct social problems like forced or illegal migration. During the course, students will learn to deploy sociological concepts to analyze human rights issues that emerge from these social problems including social movement mobilization, the social construction of meaning, structural violence, and intersectionality.

SOCI 3831/HRTS 3831: Human Rights in the United States explores Sociological analyses of human rights issues in the United States, including economic, racial, and gender justice; prisoner's rights and capital punishment; the role of the United States in international human rights agreements and treaties; and struggles on behalf of human rights. The proposed Sociology of Global Human Rights course will explore human rights issues from a global comparative perspective, rather than focusing on the United States cases.

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

Department Faculty: HRTS October 20 **Sociology??**

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](mailto: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](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](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>
- Rohter, 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](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](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](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/ypb4xv>
- 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](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](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](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](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](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](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](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](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](mailto: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

## II. New Departmental Proposals:

### 2010 – 148 Proposal to Change an existing Major

1. Date: November 9, 2010
2. Department requesting this change: **History**
3. Title of Major: **History**
4. Nature of Change: **adding HIST 3832 (Modern Japan) to list of courses** that students can use to satisfy the History Major's Group D (Africa, Asia, Latin America, and Middle East) distribution requirement

#### 5. Existing catalog Description of the Major:

The study of history aims at the understanding and disciplined reconstruction of past human activities, institutions, ideas, and aspirations in the light of present knowledge and in the hope of usefulness for the future. History belongs both to the humanities and to the social sciences. It is studied both for its own sake and for the light it throws on the present problems and future prospects of particular societies and of humankind in general.

A major in history in combination with work in foreign languages, philosophy, literature, and the social sciences provides a broad foundation for informed citizenship. History majors find employment in many fields of human endeavor from arts and business to public service and education. Specialization in history is especially valuable as pre-professional training for law, government, diplomacy, and journalism and for library, archival, and museum administration.

Requirements for the Major in History: Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 2100 in the semester following their declaration as majors, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4994W and 4997W or 4997W and 4999. With the consent of the undergraduate major's advisor, graduate level courses may be used to fulfill the distribution requirement. HIST 2100 and 4994W satisfy the information literacy competency. HIST 4994W or 4997W satisfy the writing in the major requirements.

Group A - Ancient, Medieval, and Early Modern: HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256), HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3450, 3460, 3470, 3704

Group B - Modern Europe: HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207), 3412, 3413, 3416 (WS 3416), 3418 (HEB 3203, JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471.

Group C - United States: HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3544, 3550, 3551, 3554, 3555, 3556W, 3561 (WS 3561), 3562 (WS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221, HRTS 3221), 3660W (LAMS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the major.

Group D - Africa, Asia, Latin America, and Middle East: HIST 3201(HRTS 3201), 3202 (HRTS 3202), 3206, 3422, 3607, 3608W, 3609, 3610, 3620 (AFAM 3620), 3621, 3635, 3640, 3643, 3660W (LAMS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3770 (AFAM 3224), 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3863.

Variable Topics Courses (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998,

4989, 4994W, 4997W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent. No more than six credits of HIST 3991 will count toward the major requirements.

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

## **6. Proposed catalog Description of the Major:**

The study of history aims at the understanding and disciplined reconstruction of past human activities, institutions, ideas, and aspirations in the light of present knowledge and in the hope of usefulness for the future. History belongs both to the humanities and to the social sciences. It is studied both for its own sake and for the light it throws on the present problems and future prospects of particular societies and of humankind in general.

A major in history in combination with work in foreign languages, philosophy, literature, and the social sciences provides a broad foundation for informed citizenship. History majors find employment in many fields of human endeavor from arts and business to public service and education. Specialization in history is especially valuable as pre-professional training for law, government, diplomacy, and journalism and for library, archival, and museum administration.

Requirements for the Major in History: Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 2100 in the semester following their declaration as majors, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4994W and 4997W or 4997W and 4999. With the consent of the undergraduate major's advisor, graduate level courses may be used to fulfill the distribution requirement. HIST 2100 and 4994W satisfy the information literacy competency. HIST 4994W or 4997W satisfy the writing in the major requirements.

**Group A - Ancient, Medieval, and Early Modern:** HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256), HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3450, 3460, 3470, 3704

**Group B - Modern Europe:** HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207), 3412, 3413, 3416 (WS 3416), 3418 (HEB 3203, JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471.

**Group C - United States:** HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3544, 3550, 3551, 3554, 3555, 3556W, 3561 (WS 3561), 3562 (WS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221, HRTS 3221), 3660W (LAMS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the major.

**Group D - Africa, Asia, Latin America, and Middle East:** HIST 3201(HRTS 3201), 3202 (HRTS 3202), 3206, 3422, 3607, 3608W, 3609, 3610, 3620 (AFAM 3620), 3621, 3635, 3640, 3643, 3660W (LAMS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3770 (AFAM 3224), 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3832, 3863.

Variable Topics Courses (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent. No more than six credits of HIST 3991 will count toward the major requirements.

**A minor in History is described in the "Minors" section.**

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

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

**Justification**

1. Why is a change required? The omission of HIST 3832 from the History Major is an oversight. The course is currently being offered and its subject—Modern Japan—naturally places it in Group D (Africa, Asia, Latin America, and Middle East) for the purposes of the History Major's distribution requirements.

2. What is the impact on students? Adding HIST 3832 to the list of Group D courses will provide students with another course with which they can satisfy the distribution requirements of the History Major.

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

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

Department Curriculum Committee: November 11, 2010

Department Faculty: November 13, 2010

5. Name, Phone Number, and e-mail address of principal contact person: Charles Lansing, 6-4553, [charles.lansing@uconn.edu](mailto:charles.lansing@uconn.edu)



2010 – 149

### **Proposal to Change the HIST Minor**

1. Date: November 9, 2010
2. Department requesting this change: **History**
3. Title of Minor: **History**
4. Nature of Change: **adding HIST 3832 (Modern Japan) to list of courses** that students can use to satisfy the History Minor's Group D (Africa, Asia, Latin America, and Middle East) distribution requirement

#### 5. Existing catalog Description of the Minor:

Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) HIST 2100 and four courses across at least three distribution groups.

##### List of Courses

Group A - Ancient, Medieval, and Early Modern: HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256), HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3450, 3460, 3470, 3704

Group B - Modern Europe: HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207), 3412, 3413, 3416 (WS 3416 ), 3418 (HEB 3203, JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471.

Group C - United States: HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3544, 3550, 3551, 3554, 3555, 3556W, 3561(WS 3561), 3562 (WS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221, HRTS 3221), 3660W (LAMS 3660W/PRLS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the minor.

Group D - Africa, Asia, Latin America, and Middle East: HIST 3201 (HRTS 3201), 3202 (HRTS 3202), 3206 (AFAM 3206), 3422, 3607 (LAMS 3607), 3608W, 3609 (LAMS 3609), 3610, 3620 (AFAM 3620), 3621, 3635(LAMS 3635), 3640, 3643, 3660W (LAMS /PRLS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3770 (AFAM 3224), 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3863.

Variable Topics Courses (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with the Undergraduate Director's consent. No more than six credits of HIST 3991 will count toward the minor requirements.

The minor is offered by the History Department.

#### 6. Proposed catalog Description of the Minor:

**Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) HIST 2100 and four courses across at least three distribution groups.**

##### List of Courses

**Group A - Ancient, Medieval, and Early Modern: HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256), HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3450, 3460, 3470, 3704**

**Group B - Modern Europe: HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207), 3412, 3413, 3416 (WS 3416 ), 3418 (HEB 3203, JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471.**

**Group C - United States: HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3544, 3550, 3551, 3554, 3555, 3556W, 3561(WS 3561), 3562 (WS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221, HRTS 3221), 3660W (LAMS 3660W/PRLS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the minor.**

**Group D - Africa, Asia, Latin America, and Middle East: HIST 3201 (HRTS 3201), 3202 (HRTS 3202), 3206 (AFAM 3206), 3422, 3607 (LAMS 3607), 3608W, 3609 (LAMS 3609), 3610, 3620 (AFAM 3620), 3621, 3635(LAMS 3635), 3640, 3643, 3660W (LAMS /PRLS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3770 (AFAM 3224), 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3832, 3863.**

**Variable Topics Courses (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with the Undergraduate Director's consent. No more than six credits of HIST 3991 will count toward the minor requirements.**

**The minor is offered by the History Department.**

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

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

### **Justification**

1. Why is a change required? The omission of HIST 3832 from the History Minor is an oversight. The course is currently being offered and its subject—Modern Japan—naturally places it in Group D (Africa, Asia, Latin America, and Middle East) for the purposes of the History Minor's distribution requirements.

2. What is the impact on students? Adding HIST 3832 to the list of Group D courses will provide students with another course with which they can satisfy the distribution requirements of the History Minor.

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

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

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: \_\_\_\_\_

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

(signed) \_\_\_\_\_ Dept. of (insert name)

Minor Advisor

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

Department Curriculum Committee: November 11, 2010

Department Faculty: November 13, 2010

6. Name, Phone Number, and e-mail address of principal contact person: Charles Lansing, 6-4553, charles.lansing@uconn.edu

HISTORY MINOR PLAN OF STUDY new (& old) numbers

Date \_\_\_\_\_ Name \_\_\_\_\_ Peoplesoft

# \_\_\_\_\_

Major \_\_\_\_\_ Anticipated graduation date (mo/yr) \_\_\_\_\_

**Degree Requirements for History Minors**

- **Course Credits and Minimum Grades.** Students must complete at least five upper-level courses in History (15 credits). No more than three of these credits may be transferred from another college or university. Substitutions are not allowed for courses in the history minor. Courses in which the student received a C – or below do not count toward the minor.
- **Distribution requirement.** The 15 credits must be distributed across at least three of the department's four distribution groups (A,B,C and D below). Any "**Variable Topics**" courses (HIST 3100W(292W), 3101W(295W), 3102, 3991(201), 3993(293), 3995(298), 3998(270), 4989(296), 4994W(297W), 4997W(200W), 4999(299), or a graduate-level course) may be applied as determined by the course content and Advisor consent. The same course may not be counted in two different distribution groups. Students who take History 2100(211) must take their remaining four courses across at least three of the distribution groups.

CIRCLE THE COURSES YOU HAVE TAKEN ◆◆◆◆

**GROUP A – Ancient, Medieval, and Early Modern** HIST 3300(212)(or ANTH 3513)(ANTH 257); 3301(213) (or Cr 3320(214) (or CAMS 3254)(254); 3325(216) (or CAMS 3255)(255); 3330(218)(or CAMS 3256)(256), HEB 3218(218, 3218(218)); 3335(257) (or CAMS 3250)(250); 3340(217) (or CAMS 3243)(243); 3350(250); 3360(219); 3361(220); ; 3371(272); 3400(273); 3401(274); 3420(261); 3450(255); 3460(267); 3470(251); 3704(204).

**VARIABLE TOPICS** (Give course number and title):

**GROUP B – Modern Europe** HIST 2206(206) (or SCI 2206)(206); 2240(225); 2401(228); 2402(228); 3201(253); 3423(279); 3204(207); 3205(291); 3207; 3412(258); 3413(259); 3416(208) (or WS 3416)(208); 3418(202); 3421(261); 3430(265); 3440(279); 3451(256); 3456(254); 3463(269); 3471(252).

**VARIABLE TOPICS** (Give course number and title):

**GROUP C – United States** HIST 2206(206) (or SCI 2206)(206); 3201(253); 3204(207); 3206(266); 3502(243); 3503(249); 3520(227); 3522(239); 3530(294) (or AASI 3578)(294); 3531(268) (or AASI 3531)(268); 3540(230); 3543(241); 3544(245); 3550(235); 3551(248); 3554(247); 3555(242); 3556(240); 3561(210)(or WS 3561)(210); 3562(215); 3563(238); 3564(246); 3568(260); 3570(237); 3575(284)(or PRLS 3221)(221); 3660(233); 3674(278)(or 3220)(220).

**VARIABLE TOPICS** (Give course number and title):

**GROUP D – Africa, Asia, Latin America and Middle East** HIST 3201(253); 3202(226); 3206(266); 3575(284) (or 3607(281); 3608(283); 3609(282); 3610(275); 3620(285); 3621; 3635(280); 3640(276); 3643(286); 3660(233); 3674(220)(220); 3704(204); 3705(205); 3712(290); 3752(222); 3753(223); 3760(263); 3770(224); 3808(287) (or AASI 3809(288) (or AASI 3809)(288); 3812(277) (or AASI 3812)(277); 3822(221); 3832; 3863(289).

**VARIABLE TOPICS** (Give course number and title):

I approve this plan (signed): \_\_\_\_\_ Undergraduate Director  
 \_\_\_\_\_ Student

In the first four weeks of their final semester, students should fill out this form and take it to the department's Undergraduate Director for approval. The student should then submit the completed form to the Degree Auditors in the

## **2010 – 150 Proposal to Change MARN 5010**

1. Date: April 28, 2010
2. Department: Marine Sciences
3. Nature of Proposed Change: Change the course description and **prevent students who have passed the undergrad version of the course to take it again.**
4. Current Catalog Copy:  
MARN5010. Biological Oceanography.  
(MARN 380) 3 credits. Lecture.  
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:**  
**MARN 5010. Biological Oceanography.**  
**3 credits. Lecture. Not open to students who have passed MARN 4010.**  
**Structure and function of marine food webs, from primary producers to top trophic levels; interaction of marine organisms with the environment; energy and mass flow in food webs; elemental cycling; coupling between pelagic and benthic environments.**
6. Effective Date (semester, year -- see Note R): Immediately

### **Justification**

1. Reasons for changing this course: MARN4010 and MARN5010 are cotaught. The catalog description and the prerequisites for MARN4010 were revised. We would like to change the course description only (not the prerequisites) for MARN5010 to align with the description of MARN4010. In addition, we would like to bar students who have passed MARN4010 from taking MARN5010.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None.
6. Staffing: No 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 – 151 Proposal to Change the ENGL Major

1. Date: 11/3/10

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

3. Title of Major: **English**

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

5. Existing catalog Description of the Major:

English

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

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

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

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

2) Survey and period courses after 1800: [2101](#), [2201](#), [2203](#), [2301](#), 3117, 3118, [3119](#), [3801W](#), [3803W](#), [3809W](#), [3811W](#).

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

2274W, [3120](#), [3122](#), [3210](#), [3212](#), [3214](#), [3216W](#), [3218](#), 3320, [3605](#), [3607](#), 3629.

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

1) [2401](#), [2405](#), [2407](#), [2408](#), [2409](#), [2411](#), [3235W](#),

[3240](#), [3265W](#), [3318](#), [3403](#), [3420](#), [3422](#), [3601](#), [3603](#), [3609](#), [3613](#), [3617](#), [3619](#), [3621](#), [3623](#), [3625](#), 3631, [3650](#), [3651](#)

2) [3003W](#), 3010W, [3701](#), [3703](#), [3705](#), [3707](#), [3709](#), 3711.

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

E. Advanced Study (3 credits). One from the

following: [4101W](#), [4201W](#), [4203W](#), [4301W](#), [4302W](#), [4401W](#), [4405W](#), [4407W](#), [4600W](#), [4601W](#), [4613W](#), [4965W](#). These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy

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

Distribution Requirements:

1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are [2100](#), [3111](#), [3113](#), [3115](#), [3301](#), [3495](#), [3501](#), [3503](#), [3505](#), [3507](#), [3805W](#), [3807W](#), [4695W](#)

2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are [2301](#), [3120](#), [3122](#), [3210](#), [3212](#), [3214](#), [3216W](#), [3218](#), [3318](#), 3320, [3605](#), [3607](#), 3629, [4203W](#), [4301W](#), [4302W](#)

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

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

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

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

6. Proposed catalog Description of the Major:

**English**

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

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

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

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

2) Survey and period courses after 1800: [2101](#), [2201](#), [2203](#), [2301](#), 3117, 3118, [3119](#), [3801W](#), [3803W](#), [3809W](#), [3811W](#).

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

2274W, [3120](#), [3122](#), [3210](#), [3212](#), [3214](#), [3216W](#), [3218](#), 3320, [3605](#), [3607](#), 3629.

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

1) [2401](#), [2405](#), [2407](#), [2408](#), [2409](#), [2411](#), [3235W](#), [3240](#), [3265W](#), [3318](#), [3403](#), [3420](#), [3422](#), [3601](#), [3603](#), [3609](#), [3613](#), [3617](#), [3619](#), [3621](#), [3623](#), [3625](#), [3631](#), [3633/W](#), [3650](#), [3651](#)

2) [3003W](#), 3010W, [3701](#), [3703](#), [3705](#), [3707](#), [3709](#), 3711.

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

**E. Advanced Study (3 credits).** One from the

following: [4101W](#), [4201W](#), [4203W](#), [4301W](#), [4302W](#), [4401W](#), [4405W](#), [4407W](#), [4600W](#), [4601W](#), [4613W](#), [4965W](#). These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy

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

**Distribution Requirements:**

1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are [2100](#), [3111](#), [3113](#), [3115](#), [3301](#), [3495](#), [3501](#), [3503](#), [3505](#), [3507](#), [3805W](#), [3807W](#), [4695W](#)

2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are [2301](#), [3120](#), [3122](#), [3210](#), [3212](#), [3214](#), [3216W](#), [3218](#), [3318](#), 3320, [3605](#), [3607](#), 3629, [4203W](#), [4301W](#), [4302W](#)

3) No more than three credits from the following courses may count toward the English major: [3003W](#), 3010W, [3011](#), [3011W](#), [3012](#), [3013](#), [3091](#), [3692](#), [3701](#), [3703](#), [3705](#), [3707](#), [3709](#), 3711, [3713](#).

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

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

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

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

Immediately

### **Justification**

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

Section C1: Add 3633/W (new course added in 2010 that belongs with other methods courses).

Distribution requirement 3: Add 3011 (3011W is already listed; the non-W version should have been listed earlier as well); 3012 and 3013 (these courses belong here with other creative writing courses); 3713 (this course belongs here with other creative writing courses)

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

3. What is the impact on regional campuses? Same.

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

Department Curriculum Committee: 3/3/10 (for 3011, 3012, 3013); 11/3/10 (for 36233/W); 1/27/10 (for 3713)

Department Faculty: 4/7/10 (for 3011, 3012, 3013); 11/10/10 (for 3633/W); 2/3/10 (for 3713)

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

Breen, [Margaret.Breen@uconn.edu](mailto:Margaret.Breen@uconn.edu), 6-2873



**2010 – 152 Proposal to Cross List (existing) PRLS 3271 with POLS3834 and add a W Variant**

1. Date: October 13, 2010

2. Department initiating this proposal: Institute of Puerto Rican and Latino Studies

3. Current Catalog Copy/Copies:

**PRLS 3271. Immigration and Transborder Politics.**

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

**4. Proposed Catalog Copy/Copies:**

**PRLS 3271/POLS 3834. Immigration and Transborder Politics.**

**Either semester. Three credits. Prerequisite: Open to juniors or higher.**

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

**PRLS 3271/POLS 3834W. Immigration and Transborder Politics.**

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

5. Effective Date (semester, year -- see Note R): Spring 2011

**Justification**

1. Reasons for adding this course if it is a new course: This course adds a focus on the study of the relationship between immigration, politics and foreign policy. The course expands the Department of political science offerings to include the study of Latinos in the subfield of race, gender, and ethnic politics. This course addresses political questions that have not been discussed in other courses in the Department of Political Science.

2. Reasons for cross listing this course: This course is presently taught as part of the PRLS course offerings and is taught as a POLS 2998 offering. This course will expand the selections of Political Science students and contribute to the diversification of the Political Science curriculum. The title of the course clearly indicates that the course will cover topics within the subject fields of Puerto Rican and Latino Studies (Immigration) and Political Science (Politics).

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?  Yes  No

4. Other Departments Consulted (see Note N): Department of Political Science

5. Effects on Regional Campuses: N/A

6. Staffing: Venator

**Approvals**

1. List the name of each department or program which will be involved in the cross-listing.  
Institute of Puerto Rican and Latino Studies, 3271 Department of Political Science

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):



Institute of Puerto Rican and Latino Studies

Department or Program Curriculum Committee: approved September, 2010.

Department or Program Faculty: approved September, 2010.

Department or Program Head: approved by Diana Rios Interim Director September, 2010.

Department of Political Science

Department Curriculum Committee: Nov 1, 2010

Department Faculty: November 16, 2010

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

Name of the C&C person at the institute

Professor Diana Rios, Interim Director, Institute of PRLS

IPRLS phone 486-3997

diana.rios[at]uconn.edu

drrios2k2[at]yahoo.com

**2010 – 153 Proposal to Add & Cross-List (new) POLS 3667/PRLS 3667 and its W Variant**

1. Date: October 13, 2010
2. Department initiating this proposal: Department of **Political Science**
3. Current Catalog Copy/Copies: N/A

4. Proposed Catalog Copy/Copies:

**POLS 3667/PRLS 3667: Puerto Rican Politics and Culture.**

**Either Semester, Three Credits.**

**This course provides a legal and political history of the relationship between Puerto Rico and the United States with an emphasis on the question of United States empire and the politics of cultural resistance.**

**POLS 3667W/PRLS 3667W: Puerto Rican Politics and Culture.**

**Either Semester, Three Credits. Prerequisite ENGL 1010 or 10011 or 3800.**

5. Effective Date (semester, year -- see Note R): Spring 2011.  
(Note that changes will be effective immediately unless a specific date is requested.)

**Justification**

1. Reasons for adding this course if it is a new course: This course expands the Department of Political Science course offerings in the subfields of public law and race, gender and ethnicity by focusing on the constitutional relationship between Puerto Rico and the United States. No course offered by the Department of Political Science provides a substantive discussion of the case of Puerto Rico.

This course expands the IPRLS curriculum by providing a substantive analysis of the legal and political institutions that shape the status of Puerto Ricans in the United States.

2. Reasons for cross listing this course: This course will expand the selections of Political Science students and contribute to the diversification of the Political Science curriculum. The course is also designed to complement other courses in the IPRLS that focus on disciplinary studies of Puerto Ricans that emphasize the social and cultural dimensions of Puerto Ricans in the United States.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?  Yes  No

The title of the course clearly indicates that the course will cover topics within the subject fields of Puerto Rican and Latino Studies (Puerto Rico) and Political Science (Politics).

4. Other Departments Consulted (see Note N): Institute of Puerto Rican and Latino Studies

5. Effects on Regional Campuses: N/A

6. Staffing:

**Approvals**

1. List the name of each department or program which will be involved in the cross-listing.

Department of Political Science

Institute of Puerto Rican and Latino Studies

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

Institute of Puerto Rican and Latino Studies

Department or Program Curriculum Committee: approved September, 2010.

Department or Program Faculty: approved September, 2010.

Department or Program Head: approved by Diana Rios Interim Director September, 2010.

Department of Political Science  
Department Curriculum Committee: Nov 1, 2010  
Department Faculty: November 16, 2010

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

Oksan Bayulgen, 6-2231, [Oksan.bayulgen@uconn.edu](mailto:Oksan.bayulgen@uconn.edu)

**University of Connecticut**  
**Department of Political Science**  
**Institute for Puerto Rican & Latino Studies**  
**POLS 2998/PRLS 3298: Puerto Rican Politics & Culture**  
**Tu 4:00-6:30pm**  
**FS 25**  
**Fall 2010**

Charles R. Venator-Santiago Office: Monteith 204  
Phone: (860) 486-9052 Email: [charles.venator@uconn.edu](mailto:charles.venator@uconn.edu)  
Office Hours: Tu 1:00-3:30pm & by appointment.

The United States has governed Puerto Rico as an unincorporated territory for more than a century and has used the precedent established by this relationship to legitimate its imperialist policies. The United States acquired Puerto Rico amidst the Spanish-American War of 1898 and has governed Puerto Rico as a foreign locality in a domestic sense. This means that Puerto Rico can be selectively treated as a foreign locality for constitutional purposes. The resulting legal precedents established by this relationship have been used to legitimate the creation of torture and detention camps in Guantanamo Bay, Cuba, for the kidnapping of foreign nationals, and even to understand the citizenship status of the former Republican Party's presidential candidate, Senator John S. McCain. The study of this legal and political relationship can provide important insights about the nature of United States Empire.

#### **Grading**

Grading will be based on the ability of the students to understand the assigned readings and their ability explain the arguments present in the assigned texts. Grades will be based on the ability of students to substantiate their arguments with the assigned texts. If the student neglects to provide textual evidence substantiating his or her claim, the student will be graded accordingly. I will not offer the opportunity to re-write assignments. Please plan accordingly. Do not expect extra-credits or special considerations. All work needs to be handed on time. Unless you coordinate with me ahead of time, I will not accept late work. All late assignments will be penalized by 1-2 per late day. Again, please plan accordingly.

**Participation (10%).** Students will be awarded up to 10 points for daily participation in class. This means that students are required to actively engage the class readings. While students will not be penalized for class absence they will not receive participation credits if they are not present in class. All students are encouraged to attend every class.

**Journals (20%).** Each journal question will be worth 2 points. One point will be assigned for the answer to the question and one point will be assigned for the proper use of textual evidence and citations. There is no page limit required. Please write as much or as little as you need to answer the question. Journals will be collected on October 5, 2010 and on December 7, 2010.

**In-Class Presentation (10%).** Each student will be required to write a short summary of one of the assigned readings and present his or her summary in-class. Students must provide a digital copy on the Monday prior to their presentation. All presentations will be posted on the HuskyCT site. Presentations should include: a clear explanation of the thesis, a discussion of the structure of the text, and a discussion of the key arguments of the assigned text. These should be anywhere between 3-5 pages in length.

**Letter to a Legislator (10%).** Each student will be required to write a comprehensive letter to their legislator addressing one of the two following questions: 1) Should Congress change the status of Puerto Rico? (the student needs to choose a status), or 2) Should Puerto Ricans be granted a democratic right to vote in Federal elections and the right to representation in Congress beyond that of a Resident Commissioner or Delegate? Your letter ! #!

should be well substantiated and address all of the key issues discussed in class. You will be graded based on your ability to formulate a clear and substantiated argument. This assignment is due on Tuesday, November 30, 2010 in-class.

**OpEd (5%).** Students are expected to write a 750 word Opinion Editorial that addresses either of the following questions: 1) Should United States citizens residing in Puerto Rico be entitled to the same civil rights as citizens residing elsewhere? or 2) Should Puerto Ricans be entitled to a natural-born citizenship status? This assignment is due on Tuesday, October 19, 2010 in-class. For more information on how to write an OpEd article see the following link: [http://action.aclu.org/site/PageServer?pagename=AP\\_write\\_op\\_ed](http://action.aclu.org/site/PageServer?pagename=AP_write_op_ed)

**Final Exam (45%).** This will be a multiple-choice cumulative exam on the assigned class readings. The Final Exam schedule is to be determined.

**Puerto Rican Studies Association:** The Puerto Rican Studies Association will be holding its 9th Biennial Conference in Hartford, CT between October 21 and 23, 2010. Students interested in volunteering to work in the

conference will have an opportunity to earn an additional credit as part of an independent study. Students will be required to participate in the conference during the dates of the conference and will also be required to write a short 10-15 page research paper based on one or several of the papers presented during the conference. Those interested should contact me and enroll in the following course number: PRLS 3299-007 (13138). Students wishing to enroll in this independent study must also be enrolled in the POLS 2998: *Puerto Rican Politics & Culture* course.

#### **Required Texts**

Students who are interested in the successful completion of this course should purchase the following texts:

- José Trías Monge, ***Puerto Rico: The Trials of the Oldest Colony in the World*** (New Haven: Yale University Press, 1997).
- Efrén Rivera Ramos, ***American Colonialism in Puerto Rico: The Judicial and Social Legacy*** (Princeton: Markus Weiner Publishers, 2007).

All texts are available at the COOP Bookstore. Additional readings are available in HuskyCT. All students should read all of the assigned readings in order to successfully complete this course.

**HuskyCT Section:** POLS2998 - Political Issues-SEC003-1108

#### **Course Outline**

##### **August 31, 2010 Introduction**

##### **Part I: Constitutional Context**

##### **September 7, 2010 Territorial Precedents**

- WW Willoughby, selections from *The American Constitutional System*
- Rivera Ramos, Chapter 1
- *American Insurance v. Canter* 26 U.S. 511 (1828)
- *Dred Scott v. Sandford*, 60 U.S. 393 (1856)

##### **Recommended Reading:**

- Max Farrand, ***The Legislation of Congress for the Government of the organized Territories of the United States, 1789-1895*** (Newark: Wm. A. Baker, Printer, 1896).
- José López Baralt, ***The Policy of the United States Towards its Territories with Special Reference to Puerto Rico*** (Rio Piedras: Editorial de la Universidad de Puerto Rico, 1999).

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**Journal Question #1:** Compare and contrast Chief Justice Marshall's and Chief Justice Taney's arguments regarding the application of the bill of rights in the territories. Is their position different? Can Congress enact legislation that deprives the citizens of territories from the Bill of Rights?

##### **September 14, 2010 The Spanish American War of 1898**

- Trías Monge, Chapters 1-3
- The Treaty of Paris of 1898
- Elihu Root, "The Principles of Colonial Policy"
- Abbott Lawrence Lowell, "The Status of Our New Possessions-A Third View"

##### **Recommended Readings:**

- Torruella, Juan R., *Global Intrigues : The Era of the Spanish-American War and the Rise of the United States to World Power* (San Juan, P.R.: La Editorial, Universidad de Puerto Rico, 2007).

**Journal Question #2:** Explain the Third View position. How does it depart from precedent?

##### **September 21, 2010 The Foraker Act of 1900**

- Trías Monge, Chapters 4-5
- Rivera Ramos, Chapter 3
- *The Foraker Act of 1900*
- *Gonzalez v. Williams* 192 U.S. 1 (1904)

##### **Recommended Reading:**

- Gould, Lyman Jay, and Jorge Luis Morales, ***La Ley Foraker : Raíces De La Política Colonial De Los Estados Unidos*** (Puerto Rico: Univ., 1975).
- Burnett, Christina Duffy, "They Say I Am Not an American...": *The Noncitizen National and the Law of American Empire*," *Virginia Journal of International Law*. 48.4 (2008): 659.

**Journal Question #3:** Discuss two ways that the Foraker Act departs from prior precedents.

##### **September 28, 2010 The Insular Cases of 1901**

- Rivera Ramos, Chapter 4-5
- *Downes v. Bidwell*, 182 U.S. 244 (1901)

##### **Recommended Readings:**

- Christina Duffy Burnett, and Burke Marshall, eds. *Foreign in a Domestic Sense: Puerto Rico, American Expansion and the Constitution*. (Durham: Duke University Press, 2001).
- Juan R. Torruella, ***The Supreme Court and Puerto Rico*** (Rio Piedras: Editorial de la Universidad de Puerto Rico, 1988).
- Efrén Rivera Ramos, ***The Legal Construction of Identity*** (Washington, American Psychological Association, 2001).

**Journal Question #4:** What is the Court's position towards the Dred Scott precedent?

##### **October 5, 2010: The Jones Act of 1917**

- Trías Monge, Chapters 6-7
- Rivera Ramos, Chapter 7
- *The Jones Act of 1917*
- *Balzac v. People of Porto Rico*, 258 U.S. 298 (1922)

##### **Recommended Readings:**

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- Cabranes, José A., *Citizenship and the American Empire : Notes on the Legislative History of the United States Citizenship of Puerto Ricans* (New Haven: Yale University Press, 1979).
- Journal Question #5:** How does the Jones Act bill of rights compare to the United States bill of rights? Does the Jones Act of 1917 contain the same rights as those in the Constitution?

#### **Journals 1-5 Due in-Class**

#### **October 12, 2010 The 1930s and 1940s**

- Trías Monge, Chapters 8-9
- Jorge Rodríguez Beruff, "From Winship to Leahy"
- *The Nationality Act of 1940* [54 Stat. 1137 (1940)]
- *Nationality Laws of the United States*, selections from Message from the President of the United State, 1938.

#### **Recommended Readings:**

- Rodríguez Beruff, Jorge, *Strategy as Politics: Puerto Rico on the Eve of the Second World War* (San Juan: La Editorial, Universidad de Puerto Rico, 2007).

**Journal Question #6:** Should persons born in Puerto Rico be considered natural-born citizens after 1941?

#### **October 19, 2010 The 1950s**

- Trías Monge, Chapters 10-12
- *Reid v. Covert*, 354 U.S. 1 (1957)

#### **OpEd Due in Class.**

#### **Part II: Issues**

#### **October 26, 2010 Citizenship**

- *Rogers v. Bellei*, 401 U.S. 815 (1971)
- José Álvarez González, "The Empire Strikes Out"

#### **Recommended Readings:**

- Perez, Lisa Maria. "NOTE - Citizenship Denied: The Insular Cases and the Fourteenth Amendment," *Virginia Law Review*, 94.4 (2008): 1029.

**Journal Question #7:** Do you agree or disagree with Álvarez González' argument?

#### **November 2, 2010 Kidnapping & Civil Rights**

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

**Journal Question #8:** Should the United States have the power to kidnap foreign nationals and deny them access to the bill of rights when prosecuted in the United States? Do you agree or disagree with Chief Justice Rehnquist's argument?

#### **November 9, 2010 Torture and Detention Camps**

- *Boumediene v. Bush*, 553 U.S. 773 (2008).

#### **Recommended Readings:**

- Raustiala, Kal, *Does the Constitution Follow the Flag? : The Evolution of Territoriality in American Law* (Oxford; New York: Oxford University Press, 2009).

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- Neuman, Gerald L., "The Extraterritorial Constitution After *Boumediene V. Bush*," *Southern California Law Review*, 82.2 (2009): 259.

#### **November 16, 2010 Voting Rights**

- Katherine Culliton-González, "Time to Revive Puerto Rican Voting Rights"
- *Igartua De La Rosa v. United States*, 417 F.3d 145 (2005).

#### **Recommended Readings:**

- Fernando Byron Toro, *ELECCIONES Y PARTIDOS POLITICOS DE PUERTO RICO* (Mayagüez: Editorial Isla, Inc. 1977).
- Gregorio Igartua, *U.S. Democracy for Puerto Rico, A Denial of Voting Rights in Presidential Elections to Over 3.5 Million American Citizens* (1995).

**Journal Question #9:** Should Puerto Ricans be granted the right to vote in federal elections?

#### **November 30, 2010 Cultural Politics**

- Jorge Duany, "Nation and Migration"
- Raquel Z. Rivera, "Will the Real Puerto Rican Culture Please Stand Up?"

#### **Recommended Readings:**

- Juan Flores, *From Bomba to Hip-Hop* (New York: Columbia University Press, 2000).
- Frances Negrón-Muntaner & Ramón Grosfoguel, *Puerto Rican Jam* (St. Paul: University of Minnesota Press, 1997).

**Journal Question #10:** How political is the cultural argument articulated by Duany and Rivera?

#### **Letter to a Legislator Due in-Class**

#### **December 7, 2010 Conclusion**

#### **Final Exam**

## 2010 – 154 Proposal to offer Blended Delivery of (existing) PSCY 3201

1. Date: November 15, 2010
2. Department requesting this course: **Psychology**
3. Is this course to be offered as (check one):
  - a. Online only course not yet approved \_\_\_\_
  - b. Online variant of existing ordinary course already approved \_\_\_\_
  - c. **Blended version of existing ordinary course already approved**
4. Has this course been offered in an online/blended format previously? **Yes**  **No** \_\_\_\_  
If Yes, when and how many times? \_\_\_\_\_ Twice \_\_\_\_\_  
If No, semester and year in which course will be first offered: \_\_\_\_\_
5. Full-time faculty member(s) responsible for this course: David B. Miller
6. Has this course discussed with the IDD (Instructional Design & Development) Group of the Institute for Teaching and Learning? **Yes**  **No** \_\_\_\_

### Catalog Listing:

#### **PSYC 3201. Animal Behavior**

(253) (Also offered as EEB 3201.) Either semester. Three credits. Prerequisite: BIOL 1102 or 1107, and PSYC 1100.

Principles of animal behavior derived from a review of descriptive and analytic studies in laboratory and field. Sometimes offered in multimedia format.

### Justification for Online/Blended Delivery

Attach syllabus and detailed schedule of assignments, noting which of the assignments will be completed online.

Syllabus is attached. All of the movie modules are viewable online as streaming QuickTime movies around the clock. Also attached is the schedule of our in-class Tuesday meetings. The topics and videos listed on that document are available only in-class. All exams are in class.

### The following questions are designed to ensure the academic quality of the course in the online or blended format.

7. Why is this course being proposed for online or blended format?

My motivation in creating this blended version of this course, which I've been teaching since 1981, was to replicate the in-class, multimedia experience characteristic of my lectures, but in a way that is always accessible to the students such that they have the kind of control over content delivery that is not possible in a lecture hall. Specifically, by using ScreenFlow software for Macintosh (<http://telestream.net>), which has powerful editing tools, I am able to lecture as I would in class but instead of doing it in class, do so on my computer capturing everything on screen that would otherwise be projected in the classroom, with full narration. This includes capturing all video clips and sounds. Whatever is on the computer screen is captured along with my narration. In post-production, I then have the power of focusing student attention on particular portions of the screen (for example, just a movie clip or just a portion of a scanned image, etc.) by zooming in on that portion of the screen. In a live lecture, all one can do is point a laser pointer at the screen and hope that students are paying particular attention to that portion of the screen. It is also possible to dim the background to further focus student attention on what is being discussed, as well as magnify whatever is at the tip of the cursor. Text can also be added in post-production, along with labeled chapter stops for ease of navigation by students. Additional material and narration can be edited into the project as necessary.

Most importantly, students are now able to watch the movies that I've created around the clock and as many times as they like. They can pause to take notes (digitally, if they prefer), as well as re-watch only selected portions of any given movie using the chapter stops and/or the scrub bar in the QuickTime player. This has incredible pedagogical value that is not easily duplicated in a live lecture. Our Tuesday in-class sessions are used for questions and answers, discussion, and additional material not included in the online movie modules.

In the summer of 2009, I spent 400 hours creating this blended version, which resulted in 90 movie modules ranging in length from around 10 minutes to 80 minutes per movie. Without pausing the videos, the viewing time is 42 hours and averages about 3 hours per week. Of course, students do pause to take

notes, as well as re-watch portions of movies as needed. Thus, I estimate that accessing the movies involves around 6 hours of work per week.

I have never seen students as engaged in learning as I have during the 2 semesters in which I have taught the blended version of this course (Fall 2009 and Fall 2010), and their engagement is reflected both in their comments to me and, especially, by their performance on my exams. For example, in 2009, 48% of the 130 students earned A's in the course (compared to 33% in the most recent non-blended version in Fall 2008, which had 140 students); 30% earned B's (compared to 28%); 17% earned C's (compared to 28%), 5% earned D's (compared to 8%), and nobody failed the blended course (compared to 3% who failed in the non-blended version). I have never taught a course in which nobody has earned an F until now. I have never curved my grades. To make this comparison meaningful, I used the same exams in Fall 2008 (non-blended) and Fall 2009 (blended). These data have been accepted for presentation at the National Institute on the Teaching of Psychology in January 2011 (a PDF of that poster is attached, which also contains a few of the students' written comments). So far in Fall 2010, students are pretty much on track to perform similarly to those in Fall 2009.

As students preregister for the course (starting in April, and continuing throughout the summer and up to our first class meeting in the fall), I write to them and ask them to watch a video that I created (with ScreenFlow) describing the nature of this course to make certain they understand that it's in a blended format and what I expect of them. Thus, nobody is surprised on the first day of class. That video is accessible at <http://icube.uconn.edu/PSYC3201Info2010.mov>.

Finally, an actual sample module is available for viewing at [http://icube.uconn.edu/abs/Birdsong\\_Sample\\_Module.mov](http://icube.uconn.edu/abs/Birdsong_Sample_Module.mov). I am currently working on updating the entire course and replacing all movies with new versions for Fall 2011.

8. Estimated enrollment: \_\_\_140\_\_\_ Maximum enrollment: \_\_\_146\_\_\_

9. Number and Size of Sections: 2 sections (1 non-Honors w/130 students; 1 Honors w/15 students)

The following questions ask you to quantify the time and effort contributions expected of both the instructor and the students that support the number of credit hours listed for this course as compared to similar courses offered in your department.

10. Estimate the percentage of instructional presentation that will occur online: \_\_\_90%\_\_\_

11. How often, and in what format, will the instructor be accessible to students for questions and consultation?

For both the non-Honors and Honors sections, every Tuesday for regularly-scheduled 75-min class period. For the Honors section, and additional 50 minutes every Thursday for a discussion, recorded as a podcast ("Animal Behavior Podcasts," available on iTunes and on the Internet since 2006). I am also available during 2 regularly-scheduled office hours and at additional times using UConn's ADVAPP appointment system (<http://advapp.uconn.edu>).

12. Compare the equivalence in student assignments and the assessment of their learning for the online component(s) of this course to that of this or other courses at the same level that you have taught "face-to-face".

Assessment is identical to face-to-face course: 2 mid-term exams and 1 final exam, none of which are done online.

13. How many and in what format will quizzes, exams, or other learning assessments be administered?  
2 mid-term exams and 1 final exam, administered during regular class period in our classroom.

14. What procedures will be followed to ensure academic honesty in the online assignments and examinations?

No online assignments; content delivery only via streaming QuickTime videos.

15. Does this course include a component of online laboratory work? Yes \_\_\_ No X

If yes, answer questions a-d below:

a. Describe the nature of the online laboratory assignment(s).

b. How will the online laboratory experience enhance the students' problem-solving skills and improve their ability to acquire and manipulate data in your discipline?

c. How will the students connect the results of the online laboratory work to the major instructional themes of the course?

d. How will the online laboratory assignment(s) help students to identify and explicate linkages between physical phenomena and abstract representations of those phenomena?

16. Does this course include a separate online discussion section? Yes \_\_\_ No X

If yes, answer questions a-b below:

a. Describe the nature of the online discussion sections. How will they be scheduled and/or facilitated?

b. If the discussion sections are taught by teaching assistants, describe their role and training in facilitating online discussions.

17. Dates approved by (see Note Q):

Department Curriculum Committee: December 8, 2010

Department Faculty: December 8, 2010

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

David B. Miller

6-3516

David.B.Miller@uconn.edu

**PSYC 3201: Animal Behavior**  
Multimedia Hybrid Course

Fall 2010

David B. Miller

TEXT: None

OFFICE HOURS AT BOUS 108:

Monday, 8:30-9:30 am

Tuesday, 9:30-10:30 am

Special sign-up appointments at other times via <http://advapp.uconn.edu>

COURSE PLAN:

Access material at <http://huskyct.uconn.edu> anytime on campus using *wired* computer.

Meet on Tuesdays 11:00 am at BPB 131 (plus 2 mid-terms on Thursdays)—See *Schedule on Page 3*. Eight Tuesday meetings mandatory (additional content); remaining six optional Q&A.

Honors conversion every Thursday at 11:30 am at BOUS 109 for podcast.

EXAMS:

First mid-term: Thursday, September 30

Second mid-term: Thursday, October 28

Non-cumulative Final: Tuesday, December 14 (tentative date; possibly at 10:30 a.m.)

COMPUTER TECHNICAL SUPPORT:

Learning Resource Center at Homer Babbidge Library

<http://lrc.uconn.edu>

Phone: 486-1187



They also have computers & headphones for accessing course material

**IMPORTANT CONSIDERATIONS FOR ACCESSING COURSE MATERIAL:**

Use only a hard-wired computer (i.e., Ethernet connection). Wireless will not work well.

Wear headphones so you do not disturb others, unless you are alone.

Should work on either a Mac or PC (though created on a Mac)

You will need the QuickTime Plug-in installed in your web browser. (Most likely, it's already installed.)

Recommended browser: Safari 4 or 5, or FireFox (others should work, but there will be unpredictable variability regardless of what you're using based on your own hardware & software configuration.

If you are having problems using your own computer, there are computers in the Learning Resource Center (Babbidge Library), other locations in the Library (e.g., Bookworms), and elsewhere around campus.

If the movie is "stuttering," pausing, pixellating, or otherwise not running smoothly, it may be that too many students are trying to access the movie at the same time. Try a different time of day. If everyone tries to view the movies at night, there will most likely be a problem.

**DO NOT GET BEHIND!** Because you are on your own in terms of accessing the course content, it is up to you to keep current.

Playing "catch-up" will be extremely difficult. If possible, consider setting up a schedule for accessing the material and stick to it. **\_PSYC 3201: Animal Behavior**

Approximate Weekly Schedule For Keeping Up with Viewing ScreenCast Movie Modules

Day	Date	Modules (Approximate Minutes Per Module)	Time	Week's Time
Tuesday	31-Aug	Introduction: 01(15'), 02(26'), 03(60')	101'	188'
Thursday	2-Sep	Introduction: 04(55), 05(23), 06(9')	87'	
Tuesday	7-Sep	History: 01(13'), 02(25'), 03(15'), 04(20')	73'	179'
Thursday	9-Sep	History: 05(55'), 06(19'), 07(32')	106'	
Tuesday	14-Sep	History: 08(46'), 09(36'); Contemporary Issues: 01(21')	103'	199'
Thursday	16-Sep	Contemporary Issues: 02(23'), 03(27'), 04(9'), 05(37')	96'	
Tuesday	21-Sep	Contemporary Issues: 06(22'), 07(24'); Methods: 01(37')	83'	198'
Thursday	23-Sep	Methods: 02(80'), 03(19'), 04(16')	115'	
Tuesday	28-Sep	Methods: 05(16'), 06(38'), 07(28'), 08(40')	122'	122'
Thursday	30-Sep	FIRST MID-TERM EXAM (Introduction through Methods)	None	
Tuesday	5-Oct	Concepts: 01(44'), 02(15'), 03(50')	109'	197'
Thursday	7-Oct	Concepts: 04(31'); Evolution: 01(21'), 02(13'), 03(23')	88'	
Tuesday	12-Oct	Evolution: 04(37'), 05(19'), 06(24'), 07(31')	111'	221'
Thursday	14-Oct	Evolution: 08(30'), 09(52'), 10(28')	110'	
Tuesday	19-Oct	Domestication: 01(28'), 02(34'), 03(9')	71'	153'
Thursday	21-Oct	Domestication: 04(47'); Hormones/Semiochemicals: 01(35')	82'	
Tuesday	26-Oct	Hormones/Semiochemicals: 02(25'), 03(16'), 04(41')	82'	82'
Thursday	28-Oct	SECOND MID-TERM EXAM (Concepts through Hormones)	None	
Tuesday	2-Nov	Mating: 01(21'), 02(26'), 03(28'), 04(21')	96'	191'
Thursday	4-Nov	Mating: 05(19'), 06(12'), 07(41'), 08(23')	95'	
Tuesday	9-Nov	Communication: 01(9'), 02(29'), 03(54'), 04(14')	106'	203'
Thursday	11-Nov	Communication: 05(17'), 06(18'), 07(15'), 08(15'), 09(32')	97'	
Tuesday	16-Nov	Communication: 10(21'), 11(24'), 12(46'), 13(17'), 14(6')	114'	221'
Thursday	18-Nov	Communication: 15(14'), 16(13'), 17(29'), 18(27'), 19(24')	107'	
Tuesday	23-Nov	THANKSGIVING BREAK	None	

Thursday	25-Nov	THANKSGIVING BREAK	None	
Tuesday	30-Nov	Development: 01(24'), 02(46')	70'	169'
Thursday	2-Dec	Development: 03(74'), 04(25')	99'	
Tuesday	7-Dec	Development: 05(25'), 06(25'), 07(17'), 08(23')	90'	167'
Thursday	9-Dec	Development: 09(13'), 10(20'), 11(44')	77'	
Tuesday	12/14 (tent)	FINAL EXAM: (Mating through Development)		

**\_PSYC 3201 Fall 2010 Class Meeting, Exam, & Honor Podcast Schedule**

	SUN	MON	TUES	WED	THUR	FRI	SAT
<b>AUG</b>	29	30 Classes Begin	31 Course Introduction	1	2 <i>Honors</i> Podcast11:30- 12:15	3	4
<b>SEPT</b>	5	6 Labor Day	7 History & Contemp. Iss.	8	9 <i>Honors</i> Podcast11:30- 12:15	10	11
	12	13	14 Q&A	15	16 <i>Honors</i> Podcast11:3 0-12:15	17	18
	19	20	21 Con. Iss. & Methods	22	23 <i>Honors</i> Podcast11:3 0-12:15	24	25
<b>OCT</b>	26	27	28 Q&A	29	30 <b>Test 1</b>	1	2
	3	4	5 Concepts	6	7 <i>Honors</i> Podcast11:3 0-12:15	8	9
	10	11	12 Q&A	13	14 <i>Honors</i> Podcast11:3 0-12:15	15	16
	17	18	19 Evol. & Domestication	20	21 <i>Honors</i> Podcast11:3 0-12:15	22	23
<b>NOV</b>	24	25	26 Q&A	27	28 <b>Test 2</b>	29	30
	31	1	2 Mating & Communication	3	4 <i>Honors</i> Podcast11:3 0-12:15	5	6
	7	8	9 Q&A	10	11 <i>Honors</i> Podcast11:3 0-12:15	12	13
	14	15	16 Commun. & Development	17	18 <i>Honors</i> Podcast11:3 0-12:15	19	20
	21	22 Thanksgiving	23 Thanksgiving	24 Thanksgiving	25 Thanksgiving	26 Thanksgiving	27
	28	29	30 Q&A	1	2 <i>Honors</i> Podcast11:3 0-12:15	3	4
<b>DEC</b>	5	6	7 Develop. & Q&A	8	9 <i>Honors</i> Podcast11:3 0-12:15	10 Classes	11

					End	
12	13	14 Final (tentative)	15	16	17	18

## **PSYC 3201 ANIMAL BEHAVIOR SCREENCAST MOVIE MODULES & CHAPTERS**

The following is a list of MAJOR TOPICS, the various movie MODULES associated with those topics, and the CHAPTER STOPS contained within each of those movie modules. This will provide a rough guide and outline for you to follow as you progress through the course. It will also provide an outline you might wish to use for taking and organizing your notes while watching the modules.

### **TOPIC 01: INTRODUCTION TO ANIMAL BEHAVIOR**

#### **Module 01: Typical Contacts**

1. Introduction	9. Pets: Snakes
2. Typical Contacts	10. Pests: Birds
3. Pets: Mites	11. Pests: Territorial Robin
4. Pets: Hamster	12. Pests: Cassowary
5. Pets: Dogs	13. Pests: Elephant Seals
6. Pets: Cats	14. Pests: Kinkajou
7. Pets: Fish	15. Exhibitions
8. Pets: Birds	16. Media

#### **Module 02: Clever & Anthropomorphism**

1. Clever Animals	9. Green Heron Fishing
2. Killer Whales	10. Clever Crow
3. Killer Whales Feeding	11. Agouti Caching
4. Cetacean Evolution	12. Western Scrub Jay Caching
5. Flipper Structure	13. Panda Escape
6. Flipper Differentiation	14. Clever Dog
7. Dolphin Hindlimbs	15. Anthropocentrism
8. Canid or Hippo?	

**NOTE TO CLAS COMMITTEE ON CURRICULA & COURSES:** The remaining 35 pages of the syllabus describe the remaining course modules as above and have been removed to keep this proposal of a manageable size.

## **2010 – 155 Proposal to Add CAMS 53XX**

1. Date: December 7, 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 (see Note A):**

#### **CAMS 53xx. Special Topics in Ancient Greek.**

**3 credits. Lecture. Open to graduate students in MCL, JUDS and Medieval Studies, others with permission.**

**Either semester. With a change in content, may be repeated for credit. Reading of Ancient Greek texts in the original.**

[Requesting 5301, which is currently assigned to Topics in Latin Literature. Topics in Latin Literature would then be numbered 5302. Since at the undergraduate level, Advanced Greek is 3101 and Advanced Latin is 3102, it would be preferable to have the graduate numbering match the undergraduate pattern.]

### **Justification**

1. Reasons for adding this course: We propose to create this course as a complement to the currently existing graduate course, CAMS 5301, Special Topics in Latin Literature (with both courses to be renumbered as appropriate). This reflects the reality that we now have as many graduate students requesting graduate work in Greek as we have requests for Latin.
2. Academic Merit : In recent years, the number of students in JUDS, CLCS and Medieval Studies requesting graduate instruction in Greek has been steadily increasing, and a rubric for Greek comparable to the rubric for Latin is needed to accommodate them. Like the existing CAMS 5301 (Special Topics in Latin Literature), the rubric will most often be used to accommodate graduate students as an overload or in conjunction with an existing undergraduate course, but it may also serve as a free-standing graduate course when sufficient demand exists.
3. Overlapping Courses As noted, this course will complement the existing Special Topics in Latin Literature graduate rubric and will require the renumbering of that course to achieve consistency across the catalog. The rubric may occasionally be used to add a graduate component to the undergraduate CAMS 3101, Topics in Advanced Greek. There are no other overlapping courses.
4. Number of Students Expected: 1-10 (will vary by semester)
5. Number and Size of Section: 1-10
6. Effects on Other Departments Will enable us to better serve the needs of graduate students in JUDS, CLCS and Medieval Studies who have advanced knowledge of ancient Greek. Students in other graduate departments (English, eg) who have the requisite training would likewise be welcome.
7. Staffing (see Note P): Roger Travis, Sara Johnson, Daniel Caner (varies by semester, depending on instructor willingness and interest)
8. Dates approved by (see Note Q):  
Department Curriculum Committee:  
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:

Sara Johnson  
860-289-8897  
sara.johnson@uconn.edu

## **2010 – 156 Proposal to Change WS 4994W**

1. Date: 6 December 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Change in title of core course

### 4. Current Catalog Copy:

#### **4994W. Senior Seminar in Women's Studies**

(289W) Second semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#). Recommended preparation: [WS 3265W](#) and [PHIL 3218](#) or instructor consent. For WS majors only. *McComiskey* Capstone course integrating and analyzing Women's Studies theory and substance through research on a common topic and discussion of advanced texts.

### 5. Proposed Catalog Copy:

#### **4994W. Senior Seminar**

**(289W) Second semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#). Recommended preparation: [WS 3265W](#) and [PHIL 3218](#) or instructor consent. For majors only. Capstone course integrating and analyzing Women's, Gender and Sexuality Studies theory and substance through research on a common topic and discussion of advanced texts.**

6. Effective Date (semester, year -- see [Note R](#)): Fall 2011

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

### **Justification**

1. Reasons for changing this course: The program's proposal to change its name to Women's, Gender, and Sexuality Studies was approved by the C&C on 16 November 2010. The title of this required, core course should accordingly reflect this change.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None Anticipated
5. Effects on Regional Campuses: None Anticipated
6. Staffing: same as Before
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 6 December 2010  
Department Faculty: 6 December 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, [manisha.desai@uconn.edu](mailto:manisha.desai@uconn.edu)

## 2010 – 157 Proposal to Change WS 3265W

1. Date: 6 December 2011
2. Department: Women's Studies
3. Nature of Proposed Change: Change title of core course to reflect the change in the program's name

### 4. Current Catalog Copy:

#### **3265W. Women's Studies Research Methodology**

(265W) First semester. Three credits. Prerequisite: [WS 1103](#) or [WS 1104](#) or [WS 1124](#) or [HIST 1203](#); [ENGL 1010](#) or [1011](#) or [3800](#); Open only to WS majors. Women's Studies majors are strongly urged to take this course as early as possible and before [PHIL 3218](#).

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

### 5. Proposed Catalog Copy:

#### **WS 3265W Research Methodology**

(265W) First semester. Three credits. Prerequisite: [WS 1103](#) or [WS 1104](#) or [WS 1124](#) or [HIST 1203](#); [ENGL 1010](#) or [1011](#) or [3800](#); Open only to majors. Majors are strongly urged to take this course as early as possible and before [PHIL 3218](#).

**Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.**

6. Effective Date (semester, year -- see [Note R](#)): Fall 2011  
(Note that changes will be effective immediately unless a specific date is requested.)

### **Justification**

1. Reasons for changing this course: Women's Studies Program's proposal to change its name to Women's, Gender, and Sexuality Studies was approved by the C&C on 16 November 2010 and the required, core course should accordingly reflect this change.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see [Note N](#)):

4. Effects on Other Departments: None anticipated

5. Effects on Regional Campuses: None anticipated

6. Staffing: Same as Before

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

Department Curriculum Committee: 6 December 2010

Department Faculty: 6 December 2010

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

## **2010 – 158 Proposal to Change WS 3891**

1. Date: 6 December 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Change in title of core course to reflect change in program name

### 4. Current Catalog Copy:

#### **3891. Women's Studies Internship Program**

(261) Either semester. Three to nine credits. Hours by arrangement. Prerequisite: One Women's Studies course. To be taken concurrently with [WS 3894](#). Open only with consent of Women's Studies Internship Coordinator. Transfer students who wish to major in Women's Studies are not required to take Women's Studies Internship Program.

A field placement 9-18 hours per week in an organization related to the student's major field of study. Such work is overseen by the field work supervisor and the Women's Studies Internship Coordinator.

### 5. Proposed Catalog Copy:

#### **WS 3891. Internship Program**

**(261) Either semester. Three to nine credits. Hours by arrangement. Prerequisite: One Women's, Gender, and Sexuality Studies course. To be taken concurrently with [WS 3894](#). Open only with consent of Internship Coordinator. Transfer students who wish to major in Women's, Gender, and Sexuality Studies are not required to take Internship Program.**

**A field placement 9-18 hours per week in an organization related to the student's major field of study. Such work is overseen by the field work supervisor and the Internship Coordinator.**

### 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: The program's proposal to change its name to Women's, Gender, and Sexuality Studies was approved by the C&C on 16 November 2010. The title of this required, core course should accordingly reflect this change.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None anticipated
5. Effects on Regional Campuses: None anticipated
6. Staffing: Same as Before
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 6 December 2010  
Department Faculty: 6 December 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

## 2010 – 159 Proposal to Change WS 3894

1. Date: 6 December 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Change in title of core course to reflect change in program name
4. Current Catalog Copy:  
**3894. Women's Studies Internship Seminar**  
(262) Either semester. Three credits. Open only with consent of Women's Studies Internship Coordinator. *McComiskey* A weekly seminar on women and work in which students integrate their field experience with readings, class discussion and guest lecturers.
5. Proposed Catalog Copy:  
**WS 3894 Internship Seminar**  
(262) Either semester. Three credits. Open only with consent of Internship Coordinator. *McComiskey* A weekly seminar on women and work in which students integrate their field experience with readings, class discussion and guest lecturers.
6. Effective Date (semester, year -- see Note R): Fall 2011  
(Note that changes will be effective immediately unless a specific date is requested.)

### Justification

1. Reasons for changing this course: The program's proposal to change its name to Women's, Gender, and Sexuality Studies was approved by the C&C on 16 November 2010. The title of this required, core course should accordingly reflect this change.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: None Anticipated
5. Effects on Regional Campuses: None Anticipated
6. Staffing: same as Before
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 6 December 2010  
Department Faculty: 6 December 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu



**2010 – 160 Proposal to Drop WS 1103**

1. Date: 6 December 2010
2. Department: Women's Studies

3. catalog Copy:

**1103. Introduction to Women's Studies in the Social Sciences**

(103) First semester. Three credits.

An introduction to research on women and gender in a variety of social science fields. Considers interpersonal relationships, socioeconomic status, power and authority as women experience them and explores the myths and realities of difference between women and men, and of differences among women of different race, class or ethnic backgrounds in the U.S.

4. Effective Date immediately

**Justification**

1. Reasons for dropping this course: This course was replaced by WS 1105 and hence has not been taught since 2002
2. Other Departments Consulted:
3. Effects on Other Departments: None anticipated
4. Effects on Regional Campuses: None anticipated
5. Dates approved by (see Note Q):  
Department Curriculum Committee: 6 December 2010  
Department Faculty: 6 December 2010
6. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

**2010 – 161 Proposal to Offer MCB 3895 'Special Topics'**