

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 12/20/13
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: First, 2014

### Final Catalog Listing

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**3991. Supervised Field Work:** One to twelve credits. Hours by arrangement. Prerequisite: Open only with consent of the Program Director. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for up to a total of twelve credits. A total of six credits may be counted toward the major.

[Designed to provide students experience in research, policy and activism settings not generally available on campus. Students will work with professionals in the environmental field who will provide evaluations to the program director. Student evaluation will be based upon the recommendation of the field supervisor. Students will be required to sign a Supervised Field Work contract detailing expectations for the credits earned.] – text required by CANR CC&C

### Items Included in Catalog Listing

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#### Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): EVST
2. [Course Number](#): 3991
3. Course Title: Supervised Field Work
4. [Number of Credits](#): Up to 12
5. [Course Description](#) (second paragraph of catalog entry):  
**3991. Supervised Field Work:** Credit for students participating in a supervised internship.

#### Optional Items

6. [Pattern of instruction](#), if not standard: N/A
7. [Prerequisites](#), if applicable:
  - a. [Consent of Instructor](#), if applicable: Consent by Program Director
  - b. [Open to sophomores/juniors or higher](#): Juniors or higher
8. [Recommended Preparation](#), if applicable: None
9. [Exclusions](#), if applicable: None
10. [Repetition for credit](#), if applicable: May be repeated for credit with a maximum of 6 credits that can be used as elective coursework in the major.
11. [Skill codes](#) "W", "Q" or "C": N/A

12. University General Education Content Area, if any: N/A

If Content Area 1, CLAS areas A-E:

13. [S/U grading](#): Yes

### **Justification**

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1. [Reasons for adding this course](#): Currently Environmental Studies (EVST) does not have a course for students wishing to participate in internships programs. At this time, students must obtain credit for internships through other departments, if at all. That practice places EVST at the goodwill of departments and also requires special action for those credits to count for the EVST major.

2. [Academic merit](#): The Environmental Studies internship course will allow students to obtain credit for supervised internships in environmental studies settings and have up to six credits apply toward their major.

3. [Overlapping courses](#): N/A

4. Number of students expected: Variable

5. Number and size of sections: N/A

6. [Effects on other departments](#): N/A

7. Effects on regional campuses: N/A

8. [Staffing](#): EVST program director will be the instructor of record.

9. [Dates approved](#) by

Department Curriculum Committee: 9/18/13 (EVST Faculty Advisory Board)

Department Faculty: 9/18/13 (EVST Faculty Advisory Board)

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

Dr. Mark A. Boyer, EVST Program Director

860 486-3156

MARK.BOYER@uconn.edu

### **Syllabus**

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A [syllabus](#) for the new course must be attached to your submission email.

Once we have gained approval for this course, we will be developing a learning contract for EVST interns modeled after the attached CANR NRE internship contract (Sample Internship Contract.pdf). This is be available for faculty and students at [environment.uconn.edu](http://environment.uconn.edu) .

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 12/06/2013
2. Department requesting this course: Linguistics
3. Semester and year in which course will be first offered: Fall, 2014

### Final Catalog Listing

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Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

#### **LING 3000. Introduction to Computational Linguistics**

Three credits. Recommended preparation: At least one course in Linguistics or Computer Science.

Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation.

### Items Included in Catalog Listing

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#### **Obligatory Items**

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): LING
2. [Course Number](#): 3000
3. Course Title: Introduction to Computational Linguistics
4. [Number of Credits](#): Three credits
5. [Course Description](#) (second paragraph of catalog entry):

Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation.

#### **Optional Items**

6. [Pattern of instruction](#), if not standard: N/A
7. [Prerequisites](#), if applicable:
  - a. [Consent of Instructor](#), if applicable: N/A
  - b. [Open to sophomores/juniors or higher](#): N/A
8. [Recommended Preparation](#), if applicable: At least one course in Linguistics or Computer Science.
9. [Exclusions](#), if applicable: N/A
10. [Repetition for credit](#), if applicable: N/A
11. [Skill codes](#) "W", "Q" or "C": N/A

12. University General Education Content Area, if any: 3

If Content Area 1, CLAS areas A-E: N/A

13. [S/U grading](#): N/A

## **Justification**

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1. [Reasons for adding this course](#): No course in Computational Linguistics is currently offered in the Linguistics Department or elsewhere at UConn. The subject is of growing importance to students of Linguistics as well as other students seeking to apply computational analysis tools to linguistic data.

2. [Academic merit](#): The field of Computational Linguistics has been of growing importance for at least two reasons: First, the increasing availability of large data sets and computational analysis tools has transformed linguistic research, both theoretically and methodologically, to the point that familiarity with these tools and methods is becoming a prerequisite for successful careers in graduate school and beyond. Secondly, outside of the academic sector, natural-language processing plays an important role in a range of industries (social media, search engines, etc.), opening up new employment opportunities for graduating students.

This course will benefit a diverse population of students. Those majoring in Linguistics and closely related areas become familiar with computational techniques and resources, while Engineering students learn about approaches and problems specific to natural-language applications. Students will be encouraged to work on projects in teams with diverse backgrounds. The course also covers topics of common concern in Linguistics and Computer Science, such as formal language theory and complexity. In this way, in addition to acquiring useful and widely applicable skills, students will learn to appreciate the value of an interdisciplinary perspective.

3. [Overlapping courses](#): None in Linguistics; None known elsewhere

4. Number of students expected: 20-40

5. Number and size of sections: 1

6. [Effects on other departments](#): None

7. Effects on regional campuses: None

8. [Staffing](#): The course will be overseen by Stefan Kaufmann, and taught by Stefan Kaufmann or other faculty, postdocs or adjuncts.

9. [Dates approved](#) by

Department Curriculum Committee: 12/03/2013

Department Faculty: 12/03/2013

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

Stefan Kaufmann, 486-8123, stefan.kaufmann@uconn.edu

## **Syllabus**

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A [syllabus](#) for the new course must be attached to your submission email.

[Home](#) | [Course Info](#) | [Schedule](#) | [References](#) | [FAQ](#) | [Misc.](#) | [HuskyCT](#)

# **Ling 3798: Introduction to Computational Linguistics**

**Fall, 2013**  
Oak Hall 308  
MWF 9:05-9:55 AM

**Instructor: Stefan Kaufmann**

*Email:* [stefan.kaufmann@uconn.edu](mailto:stefan.kaufmann@uconn.edu)

*Office:* Oak Hall, Rm. 364

*Phone:* 860-486-8123

*Office Hours:* Wed 10:30-12:00  
and by appointment

*Last updated: October 07, 2013*

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# Ling 3798: Introduction to Computational Linguistics

## General Information

**Course Description:** This course is an introduction to computational methods in empirical linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation. The main objective is to familiarize students with core questions and approaches in the field. Theoretical material on such topics as formal languages, automata and complexity, finite-state and context-free methods,  $n$ -grams etc. will be supplemented with practical exercises and mini-projects to give students some hands-on experience in the use of corpora and the implementation of algorithms.

Programming skills are not required, but are a plus. Students' projects may be scaled to their level of expertise. Some background in linguistics is definitely an advantage.

**Registration:** Students should register for LING 3798, listed with the title "Variable Topics." (The course is a new addition to the Linguistics offerings and does not yet have its own course number.)

**Prerequisites:** At least one course in Linguistics, or permission of the instructor.

**Teaching method:** Lectures, discussions, in-class exercises, homeworks, programming projects.

**Evaluation:** Six take-home assignments (60%); final exam (30%); participation (10%). Substitution of individual programming project(s) for some of the homeworks can be negotiated. The format of the final exam will be announced later in the semester.

**Readings:** Jurafsky, D. and J.H. Martin. 2009. *Speech and Language Processing*. 2nd edition. Prentice Hall.

This is a good book to own, but students are not required to buy it, since we will only use excerpts from it and supplement them with other readings where appropriate.

**Notice to students with disabilities:** In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, UConn is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the [Center for Students with Disabilities \(CSD\)](#). CSD is located in Wilbur Cross Building, Room 224. Additionally, I am available to discuss disability-related needs during my office hours or by appointment.

*Last updated: August 30, 2013*

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# Ling 3798:

## Introduction to Computational Linguistics

### Schedule

**Note:** This schedule is subject to change, but not without notice. Any changes will be announced in class and reflected on these pages. Be sure to check regularly.

Dates	Topics	Methods	Readings
Aug 26 [Mo]	<i>Introduction</i> Computers in linguistics and Natural Language Processing The nature and use of text corpora	Some programming basics	Jurafsky & Martin Ch. 1
Aug 28, 30 [We, Fr]	<i>Regular expressions</i> Pattern matching Corpus search and counting	File handling, control structures	J&M Ch. 2.1
Sep 2 [Mo]	<i>No class (Labor Day)</i>		
Sep 4, 6 [We, Fr]	<i>Regular languages</i> Finite-state automata Operations and closure properties Pumping Lemma	Set theory	J&M Ch. 2.2
Sep 9-13 [Mo-Fr]	<i>Finite-state linguistics</i> Transducers Morphological analysis	NLTK	J&M Ch. 3
Sep 16-20 [Mo-Fr]	<i>N-grams</i> Language modeling Smoothing Evaluation	Probability theory NLTK	J&M Ch. 4
Sep 23-27	<i>Part-of-Speech Tagging</i>	NLTK	J&M Ch. 5

[Mo-Fr]	Word classes and tagsets Rule-based and stochastic POS tagging Hidden Markov Models Evaluation		
Sep 30-Oct 4 [Mo-Fr]	<i>Further topics in sequence linguistics</i> Maximum entropy models	Information theory Programming exercises	J&M Ch. 6
Oct 7-11 [Mo-Fr]	<i>Context-free languages</i> Syntactic ambiguity Context-free grammars Push-down automata Pumping lemmas Chomsky Hierarchy		J&M Ch. 12, 16
Oct 14-21 [Mo-Mo]	<i>Parsing</i> Search and dynamic programming Chart parsing (CKY, Earley) Chunking Evaluation	NLTK	J&M Ch. 13
Oct 23, 25 [We, Fr]	<i>No class</i>		
Oct 28-Nov 1 [Mo-Fr]	<i>Further topics in tree linguistics</i> Probabilistic context-free grammars Statistical parsing	Treebanks; <code>tgrep</code>	J&M Ch. 14 <code>Tgrep</code> User Manual
Nov 4, 6 [Mo, We]	<i>Meaning</i> Some approaches and desiderata Syntax-semantics interface Compositionality	Logic	J&M Ch. 17
Nov 8 [Fr]	<i>No class</i>		
Nov 11-15 [Mo-Fr]	<i>Word meaning</i> Semantic ambiguity Semantic relations Semantic roles	WordNet, FrameNet NLTK	J&M Ch. 19
Nov 18-22	<i>Computational lexical semantics</i>	NLTK, <code>infomap</code>	J&M Ch. 20



[Mo-Fr]	(Un)supervised word sense disambiguation Classifiers Vector-space semantics
Nov 25-29 [Mo-Fr]	<i>Thanksgiving break</i>
Dec 2-6 [Mo-Fr]	<i>TBA</i>
Dec 9 - 13 [Mo-Fr]	<i>Finals week</i> Our slot: Wed, Dec 11, 8-10am

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# Ling 3798:

## Introduction to Computational Linguistics

### Readings

- Bird, S., E. Klein, and E. Loper. 2009. *Natural Language Processing with Python*. O'Reilly.
- Dickinson, M., C. Brew, and D. Meurers. 2012. *Language and Computers*. Wiley-Blackwell.
- Johnson, K. 2008. *Quantitative Methods in Linguistics*. Blackwell Publishing.
- Jurafsky, D. and J.H. Martin. 2009. *Speech and Language Processing*. 2nd edition. Prentice Hall.
- Lutz, M. and D. Ascher. 2004. *Learning Python*. 2nd edition. O'Reilly.

### Links

#### Python

- [Python Standard Library](#)
- [Try Python Simulator](#)
- [Visual Python Tutor](#)

#### NLTK

- [NLTK Home](#)
- [NLTK Book](#)

#### Regular expressions

- Grant Skinner's [RegExr](#) testing tool
- Steven Livithan's [RegexPal](#) testing tool
- [Python Regular Expressio HOWTO](#)
- [Python Regular Expression Syntax](#)
- [The Odds & Ends of Regular Expressions](#) (Python Central)

#### Finite-state machines

- [OpenFst Library](#)
- [Stuttgart Finite State Transducer](#)
- [J. Novak's slides on operations on weighted FSTs](#)

#### POS Taggers

- [Xerox FST](#) POS tagger online demo

*Last updated: October 07, 2013*

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- [How do I tell IDLE where to find my files?](#)
  - [How do I scroll through the command history in IDLE?](#)
- 

## How do I make IDLE find my files?

You need to keep your files (e.g., data and Python scripts) in directory in which you can permanently store things. The `P:` drive is a good option (it's automatically mounted when you log in with your NetID); alternatively, you could use a USB stick, or a cloud-based system like Dropbox or Google Drive or the like. For instance, if I store the file `moby.txt` in my Dropbox directory and start IDLE from the Windows Startup menu, I get an error message:

```
>>> myfile = open('moby.txt', 'r')

Traceback (most recent call last):
  File "", line 1, in
myfile = open('moby.txt', 'r')
IOError: [Errno 2] No such file or directory: 'moby.txt'
>>>
```

Basically there are two options:

1. Change the current working directory, so Python will keep looking for (and writing to) files in this directory for the remainder of this session. This requires that you import the module `os` (short for "operating system"):

```
>>> import os
>>> os.getcwd()
'C:\\Python27'
>>> os.chdir(r'C:\\Users\\stk12004\\Dropbox\\Classes\\UConn\\3798\\Materials')
>>> myfile = open('moby.txt', 'r')
>>>
```

2. OR you can refer to the file with its full path. In this case, the current working directory remains as before, so you'll have to give full paths throughout the session:

```
>>> myfile = open(r'C:\\Users\\stk12004\\Dropbox\\Classes\\UConn\\3798\\Materials\\moby.txt', 'r')
>>>
```

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## How do I scroll through the command history in IDLE?

One convenient feature of the IDLE environment is that it lets you scroll through your command history. By default, you do that with `Alt-p` and `Alt-n` for the next and previous command, respectively. Some people prefer to use the Up- and Down- arrows instead. To set this up, do the following in the IDLE window:

```
Options -> Configure IDLE -> Keys
select "history-next" in the "Custom Key Bindings" menu
click "Get New Keys for Selection"
select "Down Arrow"
click "OK"
```

You will be prompted (just the first time to give a name to the key setting. Give it one. Then do the analogous thing for "history-previous" and the up-arrow. Adjust any other settings to your liking.

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# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 12/06/2013
2. Department requesting this course: Linguistics
3. Semester and year in which course will be first offered: Fall, 2014

### Final Catalog Listing

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Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

#### **LING 5000. Introduction to Computational Linguistics**

3 credits. Lecture. Recommended preparation: At least one course in Linguistics or Computer Science.

Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation.

### Items Included in Catalog Listing

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#### **Obligatory Items**

1. [Abbreviation](#) for Department, Program or [Subject Area](#): LING
2. [Course Number](#): 5000
3. Course Title: Introduction to Computational Linguistics
4. [Number of Credits](#) (use digits, "3" not "three"): 3 credits
5. [Course Description](#) (second paragraph of catalog entry):

Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation.

6. [Course Type](#), if appropriate:  
\_\_X\_\_ Lecture \_\_ Laboratory \_\_ Seminar \_\_ Practicum

#### **Optional Items**

7. [Prerequisites](#), if applicable: N/A
8. [Recommended Preparation](#), if applicable: At least one course in Linguistics or Computer Science
9. [Consent of Instructor](#), if applicable: N/A
10. [Exclusions](#), if applicable: N/A
11. [Repetition for credit](#), if applicable: N/A
12. [S/U grading](#): N/A

## **Justification**

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1. [Reasons for adding this course](#): No course in Computational Linguistics is currently offered in the Linguistics Department or elsewhere at UConn. The subject is of growing importance to students of Linguistics as well as other students seeking to apply computational analysis tools to linguistic data.

2. [Academic merit](#): The field of Computational Linguistics has been of growing importance for at least two reasons: First, the increasing availability of large data sets and computational analysis tools has transformed linguistic research, both theoretically and methodologically, to the point that familiarity with these tools and methods is becoming a prerequisite for successful careers in graduate school and beyond. Secondly, outside of the academic sector, natural-language processing plays an important role in a range of industries (social media, search engines, etc.), opening up new employment opportunities for graduating students.

This course will benefit a diverse population of students. Those majoring in Linguistics and closely related areas become familiar with computational techniques and resources, while Engineering students learn about approaches and problems specific to natural-language applications. Students will be encouraged to work on projects in teams with diverse backgrounds. The course also covers topics of common concern in Linguistics and Computer Science, such as formal language theory and complexity. In this way, in addition to acquiring useful and widely applicable skills, students will learn to appreciate the value of an interdisciplinary perspective.

3. [Overlapping courses](#): None in Linguistics; None known elsewhere
4. Number of students expected: 20-40
5. Number and size of sections: 1
6. [Effects on other departments](#): N/A
7. [Staffing](#): The course will be overseen by Stefan Kaufmann, and taught by Stefan Kaufmann or other faculty, postdocs or adjuncts.
8. [Dates approved](#) by

Department Curriculum Committee: 12/03/2013

Department Faculty: 12/03/2013

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

Stefan Kaufmann, 486-8123, stefan.kaufmann@uconn.edu

## **Syllabus**

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A [syllabus](#) for the new course must be attached to your submission email.

## **Additional Approval**

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New graduate courses must also be approved by the Graduate Faculty Council.

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# **Ling 3798: Introduction to Computational Linguistics**

**Fall, 2013**  
Oak Hall 308  
MWF 9:05-9:55 AM

**Instructor: Stefan Kaufmann**

*Email:* [stefan.kaufmann@uconn.edu](mailto:stefan.kaufmann@uconn.edu)

*Office:* Oak Hall, Rm. 364

*Phone:* 860-486-8123

*Office Hours:* Wed 10:30-12:00  
and by appointment

*Last updated: October 07, 2013*



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# Ling 3798: Introduction to Computational Linguistics

## General Information

**Course Description:** This course is an introduction to computational methods in empirical linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation. The main objective is to familiarize students with core questions and approaches in the field. Theoretical material on such topics as formal languages, automata and complexity, finite-state and context-free methods,  $n$ -grams etc. will be supplemented with practical exercises and mini-projects to give students some hands-on experience in the use of corpora and the implementation of algorithms.

Programming skills are not required, but are a plus. Students' projects may be scaled to their level of expertise. Some background in linguistics is definitely an advantage.

**Registration:** Students should register for LING 3798, listed with the title "Variable Topics." (The course is a new addition to the Linguistics offerings and does not yet have its own course number.)

**Prerequisites:** At least one course in Linguistics, or permission of the instructor.

**Teaching method:** Lectures, discussions, in-class exercises, homeworks, programming projects.

**Evaluation:** Six take-home assignments (60%); final exam (30%); participation (10%). Substitution of individual programming project(s) for some of the homeworks can be negotiated. The format of the final exam will be announced later in the semester.

**Readings:** Jurafsky, D. and J.H. Martin. 2009. *Speech and Language Processing*. 2nd edition. Prentice Hall.

This is a good book to own, but students are not required to buy it, since we will only use excerpts from it and supplement them with other readings where appropriate.

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*Last updated: August 30, 2013*

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# Ling 3798:

## Introduction to Computational Linguistics

### Schedule

**Note:** This schedule is subject to change, but not without notice. Any changes will be announced in class and reflected on these pages. Be sure to check regularly.

Dates	Topics	Methods	Readings
Aug 26 [Mo]	<i>Introduction</i> Computers in linguistics and Natural Language Processing The nature and use of text corpora	Some programming basics	Jurafsky & Martin Ch. 1
Aug 28, 30 [We, Fr]	<i>Regular expressions</i> Pattern matching Corpus search and counting	File handling, control structures	J&M Ch. 2.1
Sep 2 [Mo]	<i>No class (Labor Day)</i>		
Sep 4, 6 [We, Fr]	<i>Regular languages</i> Finite-state automata Operations and closure properties Pumping Lemma	Set theory	J&M Ch. 2.2
Sep 9-13 [Mo-Fr]	<i>Finite-state linguistics</i> Transducers Morphological analysis	NLTK	J&M Ch. 3
Sep 16-20 [Mo-Fr]	<i>N-grams</i> Language modeling Smoothing Evaluation	Probability theory NLTK	J&M Ch. 4
Sep 23-27	<i>Part-of-Speech Tagging</i>	NLTK	J&M Ch. 5

[Mo-Fr]	Word classes and tagsets Rule-based and stochastic POS tagging Hidden Markov Models Evaluation		
Sep 30-Oct 4 [Mo-Fr]	<i>Further topics in sequence linguistics</i> Maximum entropy models	Information theory Programming exercises	J&M Ch. 6
Oct 7-11 [Mo-Fr]	<i>Context-free languages</i> Syntactic ambiguity Context-free grammars Push-down automata Pumping lemmas Chomsky Hierarchy		J&M Ch. 12, 16
Oct 14-21 [Mo-Mo]	<i>Parsing</i> Search and dynamic programming Chart parsing (CKY, Earley) Chunking Evaluation	NLTK	J&M Ch. 13
Oct 23, 25 [We, Fr]	<i>No class</i>		
Oct 28-Nov 1 [Mo-Fr]	<i>Further topics in tree linguistics</i> Probabilistic context-free grammars Statistical parsing	Treebanks; <code>tgrep</code>	J&M Ch. 14 <code>Tgrep</code> User Manual
Nov 4, 6 [Mo, We]	<i>Meaning</i> Some approaches and desiderata Syntax-semantics interface Compositionality	Logic	J&M Ch. 17
Nov 8 [Fr]	<i>No class</i>		
Nov 11-15 [Mo-Fr]	<i>Word meaning</i> Semantic ambiguity Semantic relations Semantic roles	WordNet, FrameNet NLTK	J&M Ch. 19
Nov 18-22	<i>Computational lexical semantics</i>	NLTK, <code>infomap</code>	J&M Ch. 20

[Mo-Fr]	(Un)supervised word sense disambiguation Classifiers Vector-space semantics
Nov 25-29 [Mo-Fr]	<i>Thanksgiving break</i>
Dec 2-6 [Mo-Fr]	<i>TBA</i>
Dec 9 - 13 [Mo-Fr]	<i>Finals week</i> Our slot: Wed, Dec 11, 8-10am

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# Ling 3798:

## Introduction to Computational Linguistics

### Readings

- Bird, S., E. Klein, and E. Loper. 2009. *Natural Language Processing with Python*. O'Reilly.
- Dickinson, M., C. Brew, and D. Meurers. 2012. *Language and Computers*. Wiley-Blackwell.
- Johnson, K. 2008. *Quantitative Methods in Linguistics*. Blackwell Publishing.
- Jurafsky, D. and J.H. Martin. 2009. *Speech and Language Processing*. 2nd edition. Prentice Hall.
- Lutz, M. and D. Ascher. 2004. *Learning Python*. 2nd edition. O'Reilly.

### Links

#### Python

- [Python Standard Library](#)
- [Try Python Simulator](#)
- [Visual Python Tutor](#)

#### NLTK

- [NLTK Home](#)
- [NLTK Book](#)

#### Regular expressions

- Grant Skinner's [RegExr](#) testing tool
- Steven Livithan's [RegexPal](#) testing tool
- [Python Regular Expression HOWTO](#)
- [Python Regular Expression Syntax](#)
- [The Odds & Ends of Regular Expressions](#) (Python Central)

#### Finite-state machines

- [OpenFst Library](#)
- [Stuttgart Finite State Transducer](#)
- [J. Novak's slides on operations on weighted FSTs](#)

#### POS Taggers

- [Xerox FST](#) POS tagger online demo

*Last updated: October 07, 2013*

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- [How do I tell IDLE where to find my files?](#)
  - [How do I scroll through the command history in IDLE?](#)
- 

## How do I make IDLE find my files?

You need to keep your files (e.g., data and Python scripts) in directory in which you can permanently store things. The `P:` drive is a good option (it's automatically mounted when you log in with your NetID); alternatively, you could use a USB stick, or a cloud-based system like Dropbox or Google Drive or the like. For instance, if I store the file `moby.txt` in my Dropbox directory and start IDLE from the Windows Startup menu, I get an error message:

```
>>> myfile = open('moby.txt', 'r')

Traceback (most recent call last):
  File "", line 1, in
myfile = open('moby.txt', 'r')
IOError: [Errno 2] No such file or directory: 'moby.txt'
>>>
```

Basically there are two options:

1. Change the current working directory, so Python will keep looking for (and writing to) files in this directory for the remainder of this session. This requires that you import the module `os` (short for "operating system"):

```
>>> import os
>>> os.getcwd()
'C:\\Python27'
>>> os.chdir(r'C:\Users\stk12004\Dropbox\Classes\UConn\3798\Materials')
>>> myfile = open('moby.txt', 'r')
>>>
```

2. OR you can refer to the file with its full path. In this case, the current working directory remains as before, so you'll have to give full paths throughout the session:

```
>>> myfile = open(r'C:\Users\stk12004\Dropbox\Classes\UConn\3798\Materials\moby.txt', 'r')
>>>
```

[↑ top of this page](#)

## How do I scroll through the command history in IDLE?

One convenient feature of the IDLE environment is that it lets you scroll through your command history. By default, you do that with `Alt-p` and `Alt-n` for the next and previous command, respectively. Some people prefer to use the Up- and Down- arrows instead. To set this up, do the following in the IDLE window:

```
Options -> Configure IDLE -> Keys
select "history-next" in the "Custom Key Bindings" menu
click "Get New Keys for Selection"
select "Down Arrow"
click "OK"
```

You will be prompted (just the first time to give a name to the key setting. Give it one. Then do the analogous thing for "history-previous" and the up-arrow. Adjust any other settings to your liking.

[⤴ top of this page](#)

University of Connecticut  
College of Liberal Arts and Sciences  
Committee on Curricula and Courses

## **Proposal to Add a New Undergraduate Course**

Last revised: December 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 10/16/2013
2. Department requesting this course: Sociology
3. Semester and year in which course will be first offered:  
First or Second 20XX

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

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see [Note O](#)): SOCI
2. Course Number (see [Note B](#)): 2XXX  
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: Society and Climate Change
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](#)):  
Sociological perspectives on the social, economic and political causes of global climate change and the social, economic, political *and* environmental consequences.

#### **Optional Items**

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): No Prerequisites
9. Recommended Preparation, if applicable (see [Note G](#)): SOCI 1001
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](#)): Open to sophomores or higher
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) Climate change is a topic of increasing global importance as evidence continues to grow indicating the need for a more complex understanding of the social issues involved. No such course coverage exists at UCONN.

2. Academic Merit (see Note L):

This course will present a historical overview of the relationship between human societies and the environment (themselves) in order to shed light on this historical moment in human history. This moment is historic because some human societies- generally speaking those in the industrialized West- seem to be threatening our very survival in terms of changing the climate of the planet. Given that from a sociological perspective this situation is understood to be socially based, the purpose of this class is to investigate: what is happening in relation to the environment as in anthropogenic climate change / ecosystem collapse; what and who are possibly the causes in terms of the intersections of social class / race / gender and the ideologies of progress and prosperity; how and why these changes are happening; what are the potential negative repercussions and to whom again in terms of social class / race / gender, as well as geographic region and species; and finally what are some social solutions in terms of mitigation and adaptation on the part of individuals / communities / institutions / governments / nations / corporations ...etc. Given the complexity of the topic students will do readings from many different perspectives and disciplines, although all will support the evidence that anthropogenic climate change and on-going ecological destruction are realities. To this end students will also explore in depth why this position remains nevertheless debated and what are the social issues involved in the opposing views. Finally, in addressing Western culture's relationship with nature / itself this course will attempt to spark students' interest and motivate their actions by engaging a uniquely creative and innovative form of pedagogy.

3. Overlapping Courses (see Note M): ANTH 1010 Global Climate Change and Human Societies

4. Number of Students Expected: 45

5. Number and Size of Section: ?

6. Effects on Other Departments (see Note N): I contacted Dr. Merrill Singer whose course comes closest to this proposed course. Prof Singer felt that his course and my proposed course have some overlap. I do too, but feel that they are complementary. This proposed course covers many sociological topics that his doesn't like: global capitalism, US government / US corporate collusion, war, corporate media, international development, ideologies and social constructions of culture, including gender, race, social class, the Western body, religion, science, technology, nationalism and concepts of progress, prosperity, wealth and pedagogy.

I also contacted Dr. Mark Boyer in Environmental Studies who reviewed the proposal and fully supports the course.

Finally, I contacted Dr. Matthew Singer in Poli Sci who also reviewed the course and sees no negative effects on any of their courses.

7. Effects on Regional Campuses: -
8. Staffing (see Note P): Phoebe Godfrey / Richard Rockwell
9. Dates approved by (see Note Q):
  - Department Curriculum Committee: 11-13-13
  - Department Faculty: 11-04-13
10. Name, Phone Number, and e-mail address of principal contact person:  
Dr. Phoebe Godfrey 860-486-9398, phoebe.godfrey@uconn.edu

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: February 15, 2014
2. Department requesting this course: Anthropology
3. Nature of Proposed Change: I am proposing the course as a CA1 and a W
4. If proposing to add this course to a CLAS general education area A-E, then
  - a. Specify a CLAS area, A-E: A and E
  - b. Provide justification for inclusion in CLAS area, A-E:  
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year): Spring 2015  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy

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#### **3450. Anthropological Perspectives on Art**

(285) Three credits.

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa.

### Proposed Catalog Copy

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

#### **3450W. Anthropological Perspectives on Art**

(285) Three credits

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa. (CA1)

### Justification

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1. [Reasons for changing this course](#): To enable the students to learn and analyze what they are learning in this course, they need to write every week and produce a synthetic paper-museum exhibit proposal at the end of the semester in which they address some of the following issues: what is art? What is an artist? How can art be represented? Where? When? What kind of collaborations are/should

be encouraged to rethink museum representations? How would you address the representations of specific objects of your choice in a major US museum? Or at an international museum? At the end of the semester they produce a 20-page document similar to one produced by professional curator to guide the thematic selections of works of art for primarily discussed by the museum exhibition team.

2. Effect on Department's curriculum: There would be another W course for a non-ethnographic course, and there is a paucity of W courses in general in our department offered to students every semester so they can all graduate on time

3. Other departments consulted: none

4. [Effects on other departments](#): none

5. Effects on regional campuses: The course has never been taught on regional campuses

6. [Staffing](#): Full-time faculty

7. [Dates approved](#) by

Department Curriculum Committee: May 10, 2013

Department Faculty: May 10, 2013

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

Françoise Dussart, (on leave Spring 2014, 01 559 9003)

francoise.dussart@uconn.edu

Anthropological Perspectives on Art  
Anth 3450W. DRAFT ONLY

TuTh:

Professor Françoise Dussart

Email: [francoise.dussart@uconn.edu](mailto:francoise.dussart@uconn.edu)

Course description:

This course will consider approaches to cultural creativity and aesthetics in the graphic and plastic arts. Empirical examples from Non-Western artistic traditions will be provided. Special attention will also be given to the entire issues of museuming, as well as marketing “culture” through “art”. Through the study of particular traditions the following topics will be addressed: basic concepts and definition of human symbolic activity; theories; individual, society and creativity; art and systems of communication; meaning, function, content, style, structure, form; "primitive" art; change in aesthetic productions, tourism and art; museuming, and marketing and the reification of Otherness.

Requirements:

The success of this course depends on students taking responsibilities as course-participants seriously. Discussions will be built around the readings and visual presentations in-class. Students will gain little from the class sessions if they fail to read assigned chapters ahead of time. The readings will be discussed in class and students need to be prepared to answer questions on the assigned readings.

In class Examinations will be based on the lectures and the readings. There will be one required mid-term examination and one required final examination. **Each exam = 10%**

There will be 4 assignments to email me before class (2-5 paragraphs), which will count for **15% for the midterm**,

**15% on class participation.** By class participation I do not mean just showing up to class, but participating in discussions, asking questions on assigned readings, as well as participating in the class discussions about exhibitions and films.

Students will each produce a paper, which will be written in 4 different stages. The purpose of the paper is two-fold: First student will produce a working document (10 pages) in which they will present a project for a future exhibition on marginalized and/or indigenous arts. I will comment on this first draft and students will subsequently revise it. Once this first half of the paper is revised, students will work on the second half of the paper and produce a 10-page paper explaining clearly what specific themes will be used to frame the display of specific objects that they will select. I will make comment this second paper. Student will revise the second paper, and combine both documents. This final paper will be due during exam week. Each paper counts for 25%, drafts and revised versions will be graded. **Final paper is worth 50 %.**

Students discuss via email or after class with me their ideas about each phase of their papers. Remember I do not answer email between midnight and 6AM.

**Remember you cannot pass the course if you do not pass the written part ie Final Paper.**

**\*\*Use of Personal laptops is not permitted in this class\*\***

**\*\*\*Please do not use your cellular phones in class\*\*\***

ALL READING MATERIAL CAN BE FOUND ON HUSKYCT

DATE	TOPIC
Tuesday	Introduction.
Thursday:	Museum Tour. Benton
Tuesday	<b>Functionalism:</b> Read: Franz Boas. (2 pdfs)
Thursday	<b>Symbols and Structures:</b> Read Claude Lévi-Strauss.
Tuesday	<b>Psychological and Symbolic interpretations: A Case Study: Rock Art of Southern Africa</b> Read -J.D. Lewis-Williams: "The San Artistic Achievement." -J.D. Lewis-Williams: "A Dream of Eland." -J.D. Lewis-Williams & T.A. Dowson: "On Vision and Power in the Neolithic"
Thursday	<b>Abelam Artist</b> Read Anthony Forge: And Brigitta Hauser-Schäublin

**Before class and by 10 AM please email me your answer.**

Tuesday	<b>Anonymous Artists and Collections</b> Read Susan Vogel
Thursday	<b>Primitivism", Indigenous Anonymous and Western Artists:</b> Read William Rubin
Tuesday	<b>Primitivism", Indigenous Anonymous and Western Artists cont.:</b> Read Sally Price

**Before class and by 10 AM please email me your answer**

Thursday                      In class discussion of what is an outline, what is expected in your papers and museum exhibition projects

Tuesday                      **Museum visit.**

Thursday February 28 **Aesthetics and Spiritual Power:**  
Read Howard Morphy

**First Detailed outline (working document) due**

Tuesday March 5            **Antiquities and the Far Eastern Art**  
Read Craig Clunas: Oriental Antiquities

**Detailed outline returned to students with comments**

Thursday March 7           **MID-TERM EXAM.**

Tuesday March 12          Natural History Museum  
**Commodification, Activism, and the remaking of the Others’ Art:**  
Read Nelson Graburn

First Draft of first paper (Working document) due

Thursday March 14        **Contemporary Australian Aboriginal Art. Is it “New Art”?:**  
Read Dussart

**Spring Recess**

Tuesday                      **Museum visit**

**Working document draft returned with comments to student**

Thursday                      **Contemporary Australian Aboriginal Art and the Art Markets**  
Read Fred Myers

**Start revising working document**

Tuesday                      In class discussion of second paper

Thursday                      **Trading Near and Far:**  
Read Christopher Steiner

**Second Outline due for exhibition themes document**

Tuesday                      **Collecting, Displaying, Indigenizing**  
Read Ruth Phillips: Museums and Indigenization  
**Before class and by 10 AM please email me your answer**

Thursday                    **Museum visit**  
Museum **Indigenous Curatorial Perspectives**  
Read Jolene Rickard (two articles)

**Return Second outline with comments**

Tuesday                    **Contemporary Maori Art and National Imaginings**  
Read Nicholas Thomas  
**Before class and by 10 AM please email me your answer**

Thursday                    **Guest Speaker:**  
**Second Paper due (Exhibition themes document)**

Tuesday                    **Guest Speaker:**

Thursday                    **Rearranging art categories, venues**  
FILM: Exit\_Through\_the\_Gift\_Shop

Tuesday                    **Museum visit**

**Return second paper with comments**

Thursday                    **Wrapping up**

FINAL EXAM DATE TO BE ANNOUNCED  
FINAL PAPER DUE DURING EXAM WEEK



# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change an Existing Course

Last revised: September 24, 2013

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  - b. Provide justification for inclusion in CLAS area, A-E:  
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year): Spring 2015  
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(285) Three credits.

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa.

### Proposed Catalog Copy

---

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

#### **3450W. Anthropological Perspectives on Art**

(285) Three credits

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa. (CA1)

### Justification

---

1. [Reasons for changing this course](#): To enable the students to learn and analyze what they are learning in this course, they need to write every week and produce a synthetic paper-museum exhibit proposal at the end of the semester in which they address some of the following issues: what is art? What is an artist? How can art be represented? Where? When? What kind of collaborations are/should

be encouraged to rethink museum representations? How would you address the representations of specific objects of your choice in a major US museum? Or at an international museum? At the end of the semester they produce a 20-page document similar to one produced by professional curator to guide the thematic selections of works of art for primarily discussed by the museum exhibition team.

2. Effect on Department's curriculum: There would be another W course for a non-ethnographic course, and there is a paucity of W courses in general in our department offered to students every semester so they can all graduate on time

3. Other departments consulted: none

4. [Effects on other departments](#): none

5. Effects on regional campuses: The course has never been taught on regional campuses

6. [Staffing](#): Full-time faculty

7. [Dates approved](#) by

Department Curriculum Committee: May 10, 2013

Department Faculty: May 10, 2013

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

Françoise Dussart, (on leave Spring 2014, 01 559 9003)

francoise.dussart@uconn.edu

## CURRICULUM VITAE

### Françoise Dussart

Department of Anthropology  
University of Connecticut  
Beach Hall, U-2176  
Storrs, CT 06269-2176  
U.S.A

Office Phone: 1 (860) 486 4517  
Office Fax: 1 (860) 486 1719  
Home: 1 (401) 274 7897  
Cell: 1 (401) 559 9003

### Education

1989 Ph.D. (Anthropology) *Warlpiri Women's Yawulyu Ceremonies: A forum for socialization and innovation*, Australian National University, Canberra, Australia  
1982 D.E.A. in Social & Comparative Anthropology, Sorbonne, Paris, France  
1981 Maîtrise (MASTERS) in Social Anthropology, Ethnolinguistics & Sociology, Sorbonne, Paris, France  
1980 Licence (Honors) Sociology & Applied Anthropology Sorbonne, Paris France  
1979 D.E.U.G in Sociology Université Paul Valéry III Montpellier, France

### Professional Experience

2006-Present Professor of Anthropology, University of Connecticut  
2005-2006 Acting Director, The Humanities Institute, University of Connecticut  
2001-2008 Associate Director, The Humanities Institute, University of Connecticut  
1997-2006 Associate Professor of Anthropology and Women's Studies, University of Connecticut  
1991-1997 Assistant Professor of Anthropology and the Women's Studies, University of Connecticut  
1990-1991 Assistant Professor of Anthropology, New York University (part-time)  
1989-1991 Assistant Professor of Anthropology, Rutgers University (half-time)

### University Service (selected)

2012-2013 Assessment Report for General Education Content Area 1 (Arts and Humanities) courses  
2010-2014 Co-Chair, General Education Overseeing Committee for Arts and Humanities (GEOC) Content Area 1  
2008-2011 Member, Dean's Advisory Committee (Promotion and Tenure Review Committee)  
2007-Present Member, Office of Undergraduate Research Executive Board (OUR)  
2002-2005 Chair, General Education Overseeing Committee for Arts and Humanities (GEOC)  
2003-Present Member, Executive Board, Human Rights Institute  
1991-Present Member, Executive Board, Women's Studies Program  
1991-Present Member, Executive Board, Women's Studies Curriculum Committee  
2001-2003 Member, Research Advisory Council Social Science Grant Review Panel  
1997-2000 Chair of Graduate Studies, Department of Anthropology  
1995-2000 Chair, Graduate Admission Committee, Department of Anthropology  
1992-1995 Chair, Department of Anthropology Colloquia Series 1992-1995

### Curatorial Positions (selected)

2013-2015 Curator, "Beyond the Sacred: Aboriginal Arts from Australia." Musée de La Civilisation, Québec, Canada.  
2009 Co-Curator, "Yuruyurula: Women's Paintings From Yuendumu". Kluge-Ruhe Art Collection. University of Virginia, Charlottesville.

- 1999 Curator, Margaret Mead Film and Video Festival “Marks of Identity: Women's Body Paintings from Australia,” New York
- 1993 Co-Curator, “Australian Aboriginal Painting,” National Museum of African and Oceanic Art, Paris
- 1991 Collections Advisor, National Museum of African and Oceanic Art, Paris
- 1988 Anthropological Consultant, Film Australia, for a television series on Aboriginal Art
- 1988 Co-curator, “Aboriginal Art of Yuendumu,” South Australia Museum, Adelaide
- 1987 Consultant, “Dreamings: the Art of Aboriginal Australia,” Asia Society, New York
- 1987 Advisor, on ethnographic art, Australian National Gallery
- 1979-1982 Curator, Museum of Popular Arts & Traditions of the Parc Régional du Haut Languedoc, (Fraïsse sur Agoût), France.

### **Consultant and Editorial Experience (Selected)**

- 2010-to Present Australian Institute of Aboriginal and Torres Strait Islander Studies Press
- 2004-2008 International Professors Project Fellow and Advisor for Implementation of Internationalized Curricula. [http://www.internationalprofs.org/people\\_fellows.htm](http://www.internationalprofs.org/people_fellows.htm)
- 2004-2005 Member, Advisory Board for the *Oxford Encyclopedia of Women in World History*, edited by Bonnie Smith. Oxford University Press.
- 2004-2005 Member Advisory Board, Pew Center for Media and Religion. NYU
- 2000-2001 Member, Advisory Board, Margaret Mead Film and Video Festival, New York
- 1999-2000 Member, Editorial Board, *Encyclopedia of Myths and Legends*, Macmillan Library Reference
- 1997-1998 Consultant Anthropologist, Center for European Studies, University of Massachusetts, Boston
- 1993-1997 Associate Editor, *Journal de la Société des Océanistes*, France
- 1983-1991 Consultant Anthropologist, Land Claims, Central Land Council, Alice Springs, Australia
  
- 2002 Art Advisor, for a NEH-sponsored show at the Bowers Museum of Cultural Art
- 2000 Acquisitions Consultant, National Museum of African and Oceanic Art, Paris
  
- 1989-Present Grant and fellowship reviewer for: National Science Foundation (USA); Australian Institute of Aboriginal and Torres Strait Islander Studies (Australia); Australian Research Council (ARC), Australian National University (Australia); Post-doctoral Fellowship Program University of Sydney (Australia)
  
- 1990-Present Article reviewer for: *American Anthropologist* (USA), *Cultural Anthropology* (USA), *American Ethnologist* (USA), *Annals of Tourism* (USA), *Journal of Royal Anthropology Institute* (UK), *Japanese Society Journal* (Japan), *Current Anthropology* (USA)
  
- 1995-Present Manuscript reviewer for: National Native Title Tribunal Press, Aboriginal Congress (Australia), *Tübinger Materialhefte* Press (Germany), University of Toronto Press (Canada), Smithsonian Institution Press (USA), Vanderbilt University Press (USA), Hawaii University Press (USA)

### **Research Interests**

Aesthetics and visual media, ethnographic art, cross-cultural exchange, indigenous rights, religion, ritual and social organization, gender and identity, diabetes and health, Australia

### **Fieldwork**

- 2012 “Governance, Agency , Cultural and Individual Rights: Life Stories”. Central Australia

2009	“Health-Care Delivery: How to switch from “acute mode” to “prevention?” Central Australia.
2006-2007	“Diabetes, Chronic illnesses at Yuendumu: Collection of Narratives”. Yuendumu. Australia
2004	“Living the Chronic”: Dialysis in Aboriginal Australia, Australia
1999-2000	Cultural Analysis of Governmental Arts Policy, Australia
1991-1997	Social Analysis of Art Production Among Aboriginal Women in Central Australia
1987-1989	Social Analysis of Widowhood and Remarriage in Central Australia
1983-1989	Cultural Analysis of Australian Aboriginal Iconography and Aesthetics
1983-1985	Cultural Analysis of Ritual, Gender, and Kinship among the Warlpiri Aborigines of Yuendumu, Australia
1981-1982	Sociological Study of Street Artists at the Pompidou Center in Paris
1980-1981	Ethnolinguistic Analysis of the Transformation of West African Naming Systems in Paris
1979-1980	Ethnographic Study of Endangered Crafts: Slate Factories in Lacaune, France
1978-1979	Analysis of High Security Prison System in Muret, France

## Teaching Experience

### Lecture Courses

Social Anthropology  
 Culture and Religion  
 Other People's Worlds  
 Anthropological Perspectives on Women  
 Anthropological Perspectives on Art  
 Aborigines in Contemporary Australia  
 Indigenous Rights and Aboriginal Australia  
 Development of Anthropological Theory  
 Research and Methods in Feminist Theories

### Seminars

Reading Ethnographies  
 Systems of Values  
 Contemporary Anthropological Theory  
 History of Anthropological Theory  
 Research and Methods  
 Gender and Culture  
 The Analysis of Rituals  
 Research and Methods in Feminist Theories  
 Cultural Rights

## Grants and Fellowships

2012	“Governance, Agency , Cultural and Individual Rights: Life Stories”. Central Australia. <b>Australian National University</b> Research Grant. Co-Pi (30%) with Professor Nicolas Peterson
2007	Living with Chronic Illness in Aboriginal Australia: Engendered Health Practices, Beliefs and Aspirations at Yuendumu, Northern Territory. <b>Wenner Gren Foundation</b> . Research Grant.
2006	Coping with ill-health in Aboriginal Australia. <b>Australian Institute of Aboriginal and Torres Strait Islander Studies</b> . Research Grant
2006-2008	Visiting Research Professor, School Anthropology and Archeology, <b>Australian National University</b> .

- 2006 Coping with ill-health in Yuendumu. **University of Connecticut Human Rights Institute**. Research Grant.
- 2004 “Dialysis, cultural practices and beliefs: Preliminary Field-research”. **University of Connecticut**. Small Research Grant.
- 2000 “Cross-cultural exchanges of Aboriginal Art,” Visiting Research Scholar, Department of Archeology and Anthropology, **Australian National University**.
- 2000 **Institute for Teaching and Learning**, University of Connecticut. To enhance 1995 interactive initiative that created real-time satellite links between Aboriginal artists in Central Australia and university students in Central Connecticut. Working Grant
- 1999-2000 “Post-Colonial Iterations of Aboriginal Iconography,” research undertaken as a Visiting Scholar at the Department of Anthropology, **New York University**
- 1999-2000 “Intracultural and Intercultural Aboriginal Representations in the New Millennium” **University of Connecticut**. Research Grant.
- 1995-1996 “The Currency of Ritual,” **National Endowment for the Humanities**. Research fellowship at the School of American Research, Santa Fe, New Mexico
- 1995-1996 “Social Identity, Gender, Ritual and Age”. **University of Connecticut**. Research Grant.
- 1995-1997 **Institute for Teaching and Learning**, University of Connecticut. To develop interdisciplinary and interactive media undergraduate and graduate courses. Grant
- 1993-1994 Teaching and Media. **University of Connecticut** Research Grant.
- 1993 Curatorial Grant, **National Museum of African and Oceanic Arts**, Paris, for a special exhibition on Aboriginal Ritual Designs
- 1991 “Politics of Identities, Gender and Post-Colonialities” **Wenner Gren Foundation**. Research Grant
- 1991 “Warlpiri Media” **Northern Australian National University**. Research Grant
- 1991 “Kinship and Gender,” **Australian Institute of Aboriginal and Torres Strait Islanders Studies** Research Grant
- 1990 “Hunters and Gatherers,” **National Science Foundation** Colloquium Travel Grant
- 1987-1988 “Gender Politics: Body Paintings on Acrylic Canvas”, **Australian National University** Research Grant
- 1984-1985 Field Research on Warlpiri rituals, **Australian Institute of Aboriginal and Torres Strait Islanders Studies** Research Grant
- 1983-1986 Aboriginal Ritual Life: Forum of socialization, **Australian National University**. Graduate Research Fellowship

#### **Awards**

- 2012 **Faculty Mentor of the Year**. The Institute on Teaching and Mentoring. Atlanta, Georgia

- 2001 *Politics of Ritual in an Aboriginal Settlement*, Finalist for the Stanner Book Prize, AIATSIS
- 2000 Award: American Association of Museums Publications Award. Honorable Mention for *Art from the Land: Dialogues with the Kluge-Ruhe Collection of Australian Aboriginal Art*. University of Virginia and Kluge-Ruhe Aboriginal Art Collection
- 1989 Ainsfield-Wolf Book Award for *Dreamings: Art from Aboriginal Australia*. New York, Braziller Publishers

## PUBLICATIONS

### Works in Progress

- In Progress Dussart, F and S. Poirier (co-editors) *Entangled Ontologies: Interpretations of relations to land in Australian and Canadian neo-settler states*. University of Toronto Press. (12 chapters, + introduction and epilogue)
- In Progress "Religions of Aboriginal Australia." In *Oxford Handbook of the Anthropology of Religion*, co-edited by S. Coleman and J. Robbins. Due 08/2014
- In Progress Charismatic Christianities, Aboriginal Diabetes Sufferers, and Australian Neo-Settler State. To be submitted 08/2014
- In Progress *What I am Part of: An Autobiography by Rex Japanangka Granites*. Assisting in the writing and translation. To be published 08/2014

### Monographs and Edited Volumes

- Submitted Dussart, F and S. Poirier (Guest Editors) *A Deluge Of Ontologies: Vestiges, Traces And Entanglement*. *Anthropologica*, Special Invited Issue, 2016.
- 2010 Dussart F. and C. Schwarz (Guest Editors) *Engaging Christianity in Aboriginal Australia*. The Australian Journal of Anthropology. Special Invited Issue. Volume 21.
- 2006 Guest editor. *Media Matters: Representations of the Social in Aboriginal Australia*. Visual Anthropology Review, Special Volume 21(1&2) Fall/Spring 2005, pp. 1-200
- 2005 Charlesworth, M., Dussart, F., Morphy, H. (eds) *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press.
- 2000 *The Politics of Ritual in an Aboriginal Settlement: Kinship, Gender and the Currency of Knowledge*. Washington: The Smithsonian Institution Press.
- 1993 *La Peinture des Aborigènes d'Australie (Australian Aboriginal Painting)*. Paris, Parenthèses and the Réunion des Musées Nationaux. (A Third Edition appeared in 2000)

### Peer-Reviewed Book Chapters

- Forthcoming " 'Culturel et Politiques Identitaires : Peintures Aborigènes à l'Acrylique d'Australie Centrale' [Cultural and Identity Politics: Aboriginal Acrylic Paintings from Central Australia] in *Le Patrimoine Autochtone à l'Ère de la Globalisation: Transmission, Conservation et Création. Les Avancées de la Recherche Collaborative*, France Tardif and Elise Dubuc (eds.). Québec: Les Presses de L' Université du Québec

- 2010 “De la Terre à la Toile. Peintures Acryliques de l’Australie Centrale” [From the Ground to the Canvas. Acrylic Paintings from Central Australia] in *La Fabrique des Images*, Philippe Descola (ed.). Paris: Le Musée du Quai Branly and Somogy Editions, pp.138-145
- 2005 “Big Businesswomen” in *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press, pp.93-112 (Revised extract of chapter 3 published in Dussart, 2000 *The Politics of Ritual in an Aboriginal Settlement: Kinship, Gender and the Currency of Knowledge*. Washington: The Smithsonian Institution Press)
- 2003 “The Engendering of Ceremonial Knowledge Between (and among) Warlpiri Women and Men in the Australian Central Desert.” *Society for Economic Anthropology Monograph Series*, Vol. 21.; *Values and Valuables: From the Sacred to the Symbolic*. Cynthia Werner and Duran Bell, (eds). Washington: American Anthropological Association and Altamira Press, pp.49-63.
- 1999 “What an Acrylic Can Mean: The Meta-Ritualistic Resonances of a Central Desert Painting” in *Art from the Land*, Howard Morphy and Margo Smith Boles (eds.). Charlottesville: The University of Virginia and Kluge-Ruhe Aboriginal Art Collection, pp. 193-218. (Hardcopy and paperback)
- 1997 “A Body Painting in Translation,” in *Rethinking Visual Anthropology*, Howard Morphy & Marcus Banks (eds.). New Haven: Yale University Press, pp. 186-202. (Paperback edition published in 1999)
- 1993 “First Impressions: Diary of a French Anthropologist in New York,” in *Distant Mirrors: America as a Foreign Culture*, Philip DeVita & James Armstrong (eds.). Belmont: Wadsworth, pp. 66-7. (5<sup>rd</sup> edition)
- 1988 (co-authored with Christopher Anderson) “Dreamings in Acrylic: Contemporary Western Desert Art,” in *Dreamings: Art from Aboriginal Australia*, Peter Sutton (ed.). New York: Braziller Publishers, , pp. 89-142.

### **Peer-Reviewed Book Essays**

- 2012 “Mediating Art: Painters of Acrylics at Yuendumu (1983-2011).” In *Crossing Cultures: The Owen and Wagner Collection of Contemporary Australian Aboriginal Art at the Hood Museum of Art*. Gilchrist, S. (ed.). University Press of New England, pp. 65-74.
- 2005 “Warlpiri Religion” *Encyclopedia of Religion* . 2<sup>nd</sup> Edition, Farmington Hills, MacMillan Reference and Thomson Gale., pp. 9693-9697.
- 2000 “The Politics of Representation: Kinship and Gender in the Performance of Public Ritual” in *Oxford Companion to Aboriginal Art and Culture*, S. Kleinert and M. Neale (eds), Melbourne and London, Oxford Press, pp. 75-78.
- 1999 “The Warlpiri,” in *Foraging Peoples: An Encyclopedia of Contemporary Hunters and Gatherers*, Richard Lee and Richard Daly (eds.), Cambridge University Press, pp. 363-66. (Paperback edition first published in 2004)



## Peer-Reviewed Articles

- Submitted S. Poirier and F. Dussart "Anthropology of Ontologies, New Directions?" In F.Dussart and S. Poirier (Guest Editors) *A Deluge Of Ontologies: Vestiges, Traces And Entanglement*. In *Anthropologica*, Special Invited Issue, 2016.
- In Press "Mise-en-Intrigue": Quelques Réflexions sur l'Exposition Muséale de Peintures Acryliques d'Aborigènes du Territoire du Nord (Australie)" ("Mise-en-Intrigue": Acrylic paintings from Aboriginal people in Central Australia, Exhibitions, and Some Reflections). In *Anthropologie et Sociétés, Vues de l'autre, voix de l'objet : matérialiser l'immatériel dans les musées*, L. Jérôme (Guest Editor) 38(3), (2014).
- 2010 "Christianity in Aboriginal Australia Revisited" C. Schwarz and F. Dussart, In, C. Schwarz and F. Dussart (Guest Editors) *Engaging Christianity in Aboriginal Australia*. In *The Australian Journal of Anthropology*, 21, pp. 1-13.
- 2010 "It is Hard to be Sick Now": Diabetes and the Reconstruction of Indigenous Sociality." In *Anthropologica.*, 52(1), pp. 77-87.
- 2009 "Diet, Diabetes, And Relatedness In A Central Australian Aboriginal Settlement: Some Qualitative Recommendations To Facilitate The Creation Of Culturally-Sensitive Health Promotion Initiatives." In *Health Promotion Journal of Australia*, 20(3), pp. 202-207.
- 2007 "Canvassing Identities: Reflecting on the Acrylic Art Movement in an Australian Aboriginal Settlement" In *Aboriginal History*. Special Thirtieth Anniversary Volume *Exchanging Histories*, pp. 156-168.
- 2006 "Why Media Matters?" In *Media Matters: Representations of the Social in Aboriginal Australia*. *Visual Anthropology Review*. Dussart, F. Guest Editor, Special Issue vol. 21 (1&2), Fall/Spring 2005, pp. 5-10.
- 2004 "Shown But Not Shared, Presented but not Proffered: Redefining Ritual Identity Among Warlpiri Ritual Actors (1990-2000). *The Australian Journal of Anthropology* (formerly *Mankind*), 15(3), pp. 272-287.
- 2004 "Montrés sans être Partagés; Présentés sans être Proférés: Redéfinition de l'identité rituelle chez les interprètes de rituels warlpiris. *Anthropologie et Sociétés*, 24, pp. 67-87.
- 1994 "Quelle Evolution Pour Les Collections Australiennes D'Art Aborigène Sous La Pression Du Marché: Un Bref Aperçu Historique (Museum Collections of Australian Aboriginal Art in Australia and the Pressures of the Market. A Brief Historical Perspective.) *Les Cahiers de Publics et Musées*, Paris, Direction des Musées de France, Ministère de la Culture et de la Francophonie & Collège International de Philosophie, pp. 49-53.
- 1992c "Warlpiri Paintings: Symbols Tell Stories." *Australia Through Time*. Faces Series, American Museum of Natural History & Cobblestone Press. VIII (IX), pp. 32-35.
- 1992b "The Politics of Female Identity: Warlpiri Widows at Yuendumu." *Ethnology*. 31 (4), pp. 337-350.
- 1992a "Creation and Innovation: Tania's Dream". *Journal de la Société des Océanistes*, 94(1), pp. 25-34.

- 1989 "Rêves à l'Acrylique" (Acrylic Dreams.) *Australie Noire: Les Aborigènes, un Peuple d'Intellectuels*. Merleau-Ponty, Claire & Anne Tardy (eds.) in *Autrement*, March, Hors Série 37, pp. 104-111.
- 1988 "Notes on Warlpiri Women's Personal Names." *Journal de la Société des Océanistes*, 86 (1), pp. 53-60.
- 1984 "Les Aléas d'une Politique Militaire Intégrative: Le Cas de Samori" in *Culture et Développement. Revue Internationale des Sciences du Développement*, XVI (3-4), pp. 611-62.

#### **Commissioned Essays (Reviewed by Editorial Boards)**

- 2012 "Gestures of Translation and Activism." In *Gestuelles: The Art of Transmission by Aboriginal Desert Women*. Sydney, International Development for Australian Indigenous Art pp. 8-12.
- 2012 "Artists and Acrylics as Agents of Social Change." In *Kunga. Carry On*. Paris, Flammarion-Skira Editions pp. 21-45.
- 2011 "Women's Acrylic Paintings From Yuendumu," In *How Aborigines invented the Idea Of Contemporary Art* (ed.) Ian McLean, Sydney, Power Publications. pp. 189-192.
- 2009 "Warlpiri Women and Acrylics" Essay/catalogue for *Yuru-yururla: Women's Painting from Yuendumu* exhibitions at Kluge Ruhe Museum, January-May 2009,  
And  
The Australian Embassy, Washington DC. May-Sep 2009.
- 2006 "Portals of Promise: The Dreaming Doors at Yuendumu" in *Opening Doors*. Utrecht, Aboriginal Art Museum, pp. 20-25
- 2005 Introduction to Part 3: "Sacred Places" in *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press, p. 113
- 2005 Introduction to Part 4: "Art and Religion" in *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press, p. 157
- 2004 "An Educator, Artist and Reformer. Dolly Nampijinpa Daniels." In *Sydney Morning Herald*, 11/30/04
- 2001 "To the Rescue With Pluck and a Parasol" on Marcus, J., 2001, *The Indomitable Miss Pink: A Life in Anthropology*, University of New South Wales Press. In *Sydney Morning Herald* 2-2-2002 (Edition: Late), p. 12.
- 1998 Review Essay: Moisseff, M. 1995, *Un long Chemin Semé d'Objets Culturels*. Editions de l'Ecole des Hautes Etudes en Sciences Sociales. Review Essay In *Aboriginal History* 22, pp. 243-5.
- 1993 "L'Australie: La Peinture du Centre et le Colonialisme," (Australia: Paintings from the Central Desert and the Impact of Colonialism.) *Encyclopædia Universalis*, Florence Flon-Granveaud (ed.) pp. 518-520.
- 1989 "We are not a dying race: an interview with Marcia Langton" (Nous ne sommes pas un peuple en voie d'extinction: entretien avec Marcia Langton.) *Australie Noire: Les Aborigènes, un Peuple d'Intellectuels*, Merleau-Ponty, Claire & Anne Tardy (eds.) in *Autrement*, March, Hors Série 37, pp. 175-181.

- 1988 "Women's Acrylic Paintings From Yuendumu," in *Inspired Dream*, Margie West (ed.), Brisbane, Queensland Art Gallery, Australia. pp. 35-39. (**Revised** for 2011 *How Aborigines invented the Idea Of Contemporary Art* (ed.) Ian McLean, Sydney, Power Publications.)

### Book and Media Reviews

- 2007 Morphy H., P. Deveson & K. Hayne, 2005, *The Art of Narrijin Maymuru*, CD-ROM. Canberra, Australian National University, Centre for Cross-Cutlural Research, Buku-larrngay Mulka Art Centre and Film Australia. In American Anthropologist, 109(2), pp. 363-364.
- 2004 Myers, F. 2002, *Painting Culture: The Making of an Aboriginal High Art*. Durham: Duke University Press. In Anthropological Forum, 14(2), pp. 213-224.
- 2003 Hume, L. 2002, *Ancestral Power: The Dreaming, Consciousness and Aboriginal Australians*. Melbourne, Melbourne University Press. in Australian Aboriginal And Torres Strait Islanders Institute Journal, (2), pp. 111-112
- 2003 Keen, I. & T. Yamada (eds.) 2001, *Identity and Gender in Hunting and Gathering Societies*, Senri Ethnological Studies n°56, Osaka: National Museum of Ethnology. In American Anthropologist, 105(1), pp. 195-196
- 2002 Frances E. Mascia-Lees & Patricia Sharpe (eds.), 2000, *Taking a Stand in a Postfeminist World*, Suny Press. In American Anthropologist, 104(2), pp. 687-688.
- 2002 Maurice Godelier & Michel Panoff (eds.). 1998, *Le Corps Humain: Supplicié, Possédé, Cannibalisé*, Amsterdam, Editions des Archives Contemporaines, In Oceania, 72(2), pp. 150-151.
- 2001 Gell 1998, A. *Art and Agency: An Anthropological Theory* New York, Oxford University Press. In American Anthropologist, 102(4), pp. 938-939.
- 1998 Poirier, S. 1996, *Les Jardins du Nomade*. Münster & Paris, Lit Verlag & Centre National de Recherches Scientifiques. In Oceania, 69(2), pp. 135-136.
- 1995 Swain, T. 1993, *A Place for Strangers: Towards a History of Australian Aboriginal Being*. Cambridge, Cambridge University Press. In American Ethnologist 22 (3), pp. 1041-1042.
- 1994 Morgan, M. 1994, *Mutant Message Down Under*. New York, Harper Collins. In The Australian Weekend Review Oct. 29-30, p. 5.
- 1994 Testart, A. 1992, *De la nécessité d'être initié: Rites d'Australie*. Paris, Société d'Ethnologie. In Man, 29, pp. 754-755.
- 1992 Fortes, M. 1987, *Religion, Morality and the Person*. Cambridge, Cambridge University Press. In Canberra Anthropology 15(1), pp. 125-126.
- 1991 Blackman, M. (ed.), 1990, *Australian Aborigines and the French*, Occasional Monograph, n°3, Sydney, University of New South Wales. In Oceania, Vol. 62 (1), p. 75.
- 1991 Brock, P. (ed.), 1989, *Women, Rites and Sites*. Sydney, Allen and Unwin. In Oceania, vol. 61(4), pp. 363-364.

- 1990 Róheim, G. 1988 *Children of the Desert II. Myths and Dreams of the Aborigines of Central Australia*. Oceania Publications, Sydney. In American Ethnologist, 17(3), pp. 587-588.
- 1988 Testart, A. 1986, *Le Communisme Primitif*. Ed. De La Maison des Sciences de L'Homme. Paris. Canberra. In Canberra Anthropology, 10(2), pp. 100-103.
- 1987 Jones, P. & P. Sutton, 1986, *Art and Land. Aboriginal Sculptures of the Lake Eyre Region*. Adelaide, South Australian Museum. In Oceania, 58, p. 320.

#### **Commissioned Reports (Selected)**

- 2009 Report on Interactions Between Patients and Health Staff. Willowra Yuendumu Nyirrpri Health Service Aboriginal Corporation. Typescript, 15 pages
- 2008 Manual for running home-based workshop for diabetes patients and their relatives. Prepared for Department of Health. Centre for Remote Health. Chronic Disease, Alice Springs, NT. Australia. Typescript, 10 pages
- 2007b Guide For Health Care Provider To Facilitate Interaction With Patients And Their Relatives. Published by Willowra Yuendumu Nyirrpri Health Service Aboriginal Corporation. Typescript, 5 pages
- 2007a Guide For Health Care Facility Manager: Making the Clinic Patient-Friendly. Published by Willowra Yuendumu Nyirrpri Health Service Aboriginal Corporation. Typescript 10 pages
- 1989b *Western Desert Land Claim*. Central Land Council. (co-authored with Nicolas Peterson and Joh Bornman).Typescript, 157 pages
- 1989a *Report on Land Claim Hearing of Mt. Frederick/Western Desert*. Genealogies. Typescript, 25 pages.
- 1987b *Yuendumu Artists: Biographies and Dreaming Stories*. Manuscript prepared for the Australian National Gallery, Canberra, Australia. Typescript, 10 pages.
- 1987a *Dreaming Track, Stories and Genealogies for MT Frederick Land Claim*. Central Land Council, Alice Springs, Australia. Typescript, 25 pages.
- 1986 *Survey for Eligibility for Excisions on Yambah/Bond Springs*. Central Land Council, Alice Springs, Australia. Typescript, 66 pages.
- 1985e *Report on the Survey of the Yuendumu Road from Yuendumu to 34 kilometers North*. Central Land Council, Alice Springs, Australia, (co-authored with D. McClay & G. Spencer) Typescript, 5 pages. Maps.
- 1985d *Sites and Significance in the Region of the Granites*. Central Land Council, Alice Springs, Australia. (co-authored with D. McClay & G. Spencer) Typescript 47 pages. Maps.
- 1985c *Report on Search for Appropriate Name for an Aboriginal Land Trust at Mt. Allan*. Central Land Council, Alice Springs, Australia. Typescript, 5 pages.
- 1985b *Relevant Dreaming Tracks and Stories for Mt. Frederick Land Claim*. Central Land Council, Alice Springs, Australia. Typescript, 35 pages. Maps.
- 1985a *Survey of Kamira/Tanami Current Road and New Alignment*. Central Land Council, Alice Springs, Australia. Typescript, 8 pages. Maps.

- 1984      *Report on Survey of Tanami Road and Hooker Creek road.* Central Land Council, Alice Springs, Australia.(co-authored with D. Brooks)    Typescript, 20 pages. Maps.
- 1983      *Compilation of Genealogical Material for Jila Land Claim.* Northern Territory. Central Land Council, Alice Springs, Australia. Figures.

### **Conferences/Sessions Organized (Selected)**

- 2013      10<sup>th</sup> Conference on Hunting and Gathering Societies, Invited Session. Relationships to the Land: Ontological Resistance and Entanglement in the 21<sup>st</sup> Century. Co-organized with Dr. Sylvie Poirier (Université Laval) Liverpool, UK.
- 2012      Australian Anthropological Society, Annual Meeting. Invited Session. *Moral Economies of Sickness and Health.* Co-organized with Dr. Daniela Heil (University of Newcastle, Australia) Brisbane, Australia.
- 2011      American Anthropology Annual Meetings. AAA Executive Committee Session. *A Deluge of Ontologies: Vestiges, Traces and Reconfiguration.* Co-Organized with Dr. Sylvie Poirier (Université Laval) Montreal, Canada.
- 2009      American Anthropology Annual Meetings. Two Sessions co-sponsored by AAA Executive Committee and Society for Visual Anthropology. *Culture-Making And Embodied Material Forms: Papers In Honor Of Fred R. Myers.* Philadelphia, PA.
- 2008      ASA, ASAANZ, AAS, WCAA (Australian, UK and Commonwealth Anthropology meeting). Presidential Session. Co- Co-organizer and co-chair (with Dr. Yasmine Musharbash). *Ethnography and the Production of Anthropological Knowledge.* Auckland, NZ.
- 2008      American Anthropological Annual Meetings. Session Reviewed by Society of Medical Anthropology. Co-organizer and co-chair (with Dr.. Daniela Heil) *Indigenous Subjects, Diabetes, Rights and Advocacy Practices.* San Francisco, CA
- 2008      University of Connecticut Humanities Institute. Interdisciplinary conference. *A Day in the Humanities: Artist, State and Celebrity.* Storrs, CT
- 2006      American Anthropological Annual Meetings. AAA Presidential Session. Organizer/Chair: *Critical Intersections, Ethnographic Analyses and Theoretical Influence: In honor of Nancy Munn.* Washington, DC
- 2006      University of Connecticut Humanities Institute. Interdisciplinary conference. *A Day in the Humanities: Staging Invasion.*
- 2005      University of Virginia and the Kluge and Ruhe Art Collection. International Conference: *Media Matters.* Co-Organizer, Chair and Paper-presenter (“*Why Media Matters to Indigenous Peoples of Australia.*”). Charlottesville, Virginia.
- 1999      Margaret Mead Film and Video Festival. *Marks of Identity: Women's Body Paintings from Australia.* Curator, American Museum of Natural History, New York
- 1993      Northeastern Anthropological Meetings, Danbury, Organizer/Chair Invited Session: *The Politics of Women's Identity in Post-Colonial Contexts*
- 1991      Yuendumu Clinic Lecture Series, Yuendumu, Australia. Organizer and Paper-presenter: *Health Services and the Failure of Self-Determination Policies*

## Invited Presentations (Selected)

- 2013 American Anthropology Annual Meetings. **Discussant:** Session: *Indigenous Identity and the Discourse of Indigeneity from Comparative Point of View*. Organizers: Sachiko Kubota (Kobe University) and Ronald Niezen (McGill University), sponsored by General Anthropology Section. Chicago.
- 2013 American Anthropology Annual Meetings. Invited Paper: *Charismatic Christianities, Australian Aboriginal Diabetes Sufferers, and Neo-Settler States*. In session titled: *Rituals of healing, communication and exchange: socioeconomic and political perspectives*. Sponsored by Anthropology of Religion. Chicago.
- 2013 10<sup>th</sup> Conference on Hunting and Gathering Societies, **Discussant:** Invited Session. Relationships to the Land: Ontological Resistance and Entanglement in the 21<sup>st</sup> Century. Co-organizers Françoise Dussart (University of Connecticut) and Dr. Sylvie Poirier (Laval University) Liverpool, UK.
- 2013 Special Gallery Talk Series: *Memory, Imagination and Acrylic paintings from Central Australia*. Hood Museum, Dartmouth College, Hanover, NH.
- 2013 International Symposium On Australian Aboriginal Studies, at the Quai Branly Museum: *Australian Aboriginal Anthropology Today: Critical Perspectives From Europe*. Paper Titled: *Fora Of Identity: From Public Ceremonies Through Acrylic Painting To Evangelical Preaching*. Paris, France.
- 2012 Australian Anthropological Society, Annual Meeting. Invited Paper in Session. *Moral Economies of Sickness and Health*. Dr. Daniela Heil (University of Newcastle, Australia) and Françoise Dussart (University of Connecticut) Paper titled: *Self-Control<sup>2</sup> (Galatians. 5:22), and Indigenous Health in Central Australia*. Brisbane, Australia
- 2011 American Anthropology Annual Meetings. AAA Executive Committee Session. *A Deluge of Ontologies: Vestiges, Traces and Reconfiguration, An Introduction*. Montreal, Canada.
- 2011 Australian National University, **Distinguished Lecture:** “Far from Iconophobia: Warlpiri acrylic paintings “for sale” as archival performances in neo-colonial Australia” 60<sup>th</sup> Anniversary of Anthropology at ANU. Canberra, Australia.
- 2011 Hood Museum. **Keynote:** “Acrylic Paintings, Activism, and Archiving Over there. Collecting and Museuming over Here.” Dartmouth College.
- 2010 Centre Interuniversitaire d'Études et de Recherches Autochtones (CIERA). “Rencontres du Troisième Type Au Coeur de l'Australie: Indigénéité et Chrétienté.” Guest Lecture. Université de Laval, Québec, Canada.
- 2009 American Anthropological Annual Meetings. “Culture-Making And Embodied Material Forms in the Work of Fred Myers.” Invited Session *Culture-Making And Embodied Material Forms: Papers In Honor Of Fred R. Myers*. Philadelphia, PA.
- 2009 American Anthropological Annual Meetings. **Discussant** for Invited Session Council for Museum Anthropology “Gathering them Together, Bringing them Home: The Relational Museum in Action” organized by Howard Morphy and Joshua Bell. Philadelphia, PA.
- 2009 International Diabetes Federation, 20<sup>th</sup> World Diabetes Congress. Invited Poster Presentation: “Diet, Diabetes, And Relatedness In A Central Australian Aboriginal Settlement: Some Qualitative Recommendations To Facilitate The Creation Of Culturally-Sensitive Health

- Promotion Initiatives” for Invited Session *Indigenous Communities and Ethnicity Issues*. Montreal, Canada.
- 2009 Society for Medical Anthropology. Yale University. Paper Presented: “Diabetes, Pain and the Reconstruction of Sociality” And Discussant at Invited Session *Diabetes type II in Time and Space: Case Studies, Community & Transdisciplinary Philosophies in Practice*. New Haven, CT.
- 2008 ASA, ASAANZ, AAS, WCAA (Australian, UK and Commonwealth Anthropology meeting). “Concluding Remarks.” In 4 Special Invited Sessions, co-organizers (F.Dussart and Y. Musharbash), and discussant: *Ethnography and the Production of Anthropological Knowledge in Honour of Nicolas Peterson*. Auckland, NZ December
- 2008 American Anthropological Annual Meetings. “Rights-Based' Approaches And The Chronically-Ill Subject: Advocating Community-Based Initiatives” with Daniela Heil in Session Reviewed by Society of Medical Anthropology. Co-organizer and co-chair (with Prof. Daniela Heil) *Indigenous Subjects, Diabetes, Rights and Advocacy Practices*. San Francisco, CA
- 2008 “Produire, Négocier, et Consommer du “Culturel”: Peintures Aborigènes de l’Australie Centrale.” Presentation by Invitation Only for conference on: *Le Patrimoine Autochtone à l’Ère de la Globalisation: Transmission, Conservation et Création. Les Avancées de la Recherche Collaborative*. Organized by Université De Montréal, Jardin Des Premières-Nations Du Jardin Botanique De Montréal, Musée Des Abénakis À Odanak
- 2008 “Christianity at Large” University of Connecticut Humanities Institute. Faculty Luncheon Series. Storrs, CT.
- 2008 Annual Conference of the Canadian Anthropological Society/Société canadienne d’anthropologie (CASCA), Invited Session: *Land, Cultural And Political Imagination, And Indigenous Futures In Remote Communities In Canada And Australia. A Comparative Perspective*. Paper title: “ ‘It Is Hard To Be Sick Now’: Diabetes And The Reconstruction Of Indigenous Sociality.” Carleton University (Ottawa, Canada)
- 2007 Conference on “Design, Material Culture and Indigenous Community Development”. **Keynote:** *Acryliques d’Hier et d’Aujourd’hui. Résonances Politiques et Identitaires d’Un Mouvement Artistique*. Chicoutimi, Université de Québec.
- 2006 “Canvassing Identities” Department of Anthropology, University of Virginia. Colloquia series. Charlottesville.
- 2006 Society of Cultural Anthropology Biennial Spring Meeting “Translations of Value.” *Warlpiri Acrylic Art as Historical Practice*” Milwaukee.
- 2006 **Keynote** “Identités Acryliques du Désert Central Australien” for Colloque annuel du CIÉRA (Centre interuniversitaire de recherches et d’études autochtones) *Regards sur les Arts Autochtones : Créations, Productions et Réappropriations*. Université Laval. April 20-21.
- 2004 Pew Center for Media and Religion, New York University. Indigenous Cosmologies Working Group. “How to Teach About Ritual Performances in Interdisciplinary Settings”
- 2004 Brandeis University. **Keynote** for the opening of Material Culture Study Center: “Reararticulating Aboriginality: Deployment of Ritual Knowledge by Senior Aboriginal Women in Neo-Colonial Australia”
- 2004 Hood Museum, Dartmouth College. “Women’s Rituals. Stories from central Australia”

- 2004 Bruce Museum of Arts and Sciences. “*A Truncated History of Aborigines and ‘Aboriginalities’*”
- 2004 Willamette University. **Keynote** Lecture for the J. Whipple Visiting Professor-in-Residence: *Intracultural and Intercultural Aboriginal Representations: Acrylics from the Central Desert*.
- 2003 New York Academy of Sciences. **Discussant** for “*Unsettled Business: Acrylic Painting, Tradition, and Indigenous Being*” by Professor Fred Myers (NYU)
- 2003 American Anthropological Society Annual Meetings, “*Redefining politics at the margins of colonial space: inter-indigenous women's ritual activities in the central and western deserts of Australia.*” AES/SAR conference, Providence
- 2002 Society for Economic Anthropology. Plenary Session for and with Professor Maurice Godelier, *Exchange of Ceremonial Material between and among Warlpiri women and men in the Australian Central Desert*. Toronto, Canada
- 2002 European Society for Oceanists, *The Restructuring of Gender, Kinship and Personhood in neo-colonial Australia*. Vienna, Austria
- 2002 Ninth International Conference On Hunting and Gathering Societies (CHAG9), *The Right to Know and the Right to Perform*. General Session II, Edinburgh, Scotland
- 2002 Australian Anthropology Society (AAS) Annual meetings, *Performing Anthropology: Teaching is About Seeing*. Special Invited Session
- 2002 American Anthropological Association Annual Meetings, *Exchange of Ceremonial Material Between (and Among) Warlpiri Women and Men in the Australian Central Desert*, AAA Presidential Session: Society for Economic Anthropology Session: Valuables, Money and Exchange. Organizer and Chair: Duran Bell. New Orleans
- 2001 American Ethnological Society/Canadian Anthropologists Society. *Engendering ritual in colonial and neo-colonial contexts*. Invited Session: “Citizenship, postcolonialism and the democratic condition: indigenous spaces and agendas.” Petra Rethman and Sylvie Poirier (chairs and organizers) CASC/AES Meetings, McGill University Montreal
- 2001 Australian Institute of Aboriginal and Torres Strait Islanders Studies. The Power of Knowledge, the Resonance of Tradition – Indigenous Studies: International Conference, Invited Special Presentation. *Aboriginal public events and the projection of social identity*. Paper read by Prof. Deborah Rose. (trip cancelled due to September 11 events)
- 2000 Université de Montréal. Anthropology and Linguistics Colloquium Series: *Acrylic performance: Politics of Negotiation from Central Australia*
- 2000 New York University Interdisciplinary Seminars. Seminar: People and Things. *From Dance to Canvas: public events and the projection of social identity*
- 2000 University of Virginia, Celebrating 2000 Women. **Keynote** Lecture: *Engendering Acrylics*. University of Virginia, Women’s Centre and Kluge-Ruhe Aboriginal Art Collection
- 2000 American Anthropological Annual Meetings: *‘Fires’ of the imagination: towards an understanding of Warlpiri Aesthetics*. Session Sponsored by American Ethnology Association: The State of the (Anthropology of) Art. Organizer: Russell Sharman



- 1999 National Women's Studies Association Conference. *Women, Ritual and Leadership in Central Australia*. Presented in a session titled "Who Speaks for the Colonized Woman", Albuquerque
- 1999 Annual Lilly Conference on College Teaching. *Mediating Engagement: Should learning experiences become Y2K-compatible?* Boston
- 1998 Goucher College. Annual Lecture sponsored by the Lilian Welsh Fund. *Behind and Beyond an Acrylic Canvas: Politics of Negotiation from Central Australia*. Baltimore
- 1998 Wadsworth Athæneum Museum. *Aboriginal Acrylic Art from Central Australia*. Hartford
- 1997 Guest participant in a symposium on *Rock Art and Indigenous Culture* sponsored by the UNESCO, Paris, France
- 1997 Wenner Gren Sponsored Conference, Canberra Australia. "From Myth to Minerals." *Gender and Ritual Leadership in Central Australia*, Session 1. Modes of Knowledge and Action, Chaired by Jim Fox
- 1997 Advanced Seminar sponsored by the Morven Estate on Aboriginal Art. *What an Aboriginal Acrylic Can Mean: On the Meta-ritualistic Resonances of a Central Desert Painting*. Charlottesville, Virginia
- 1996 School of American Research, Colloquium, Santa Fe. *From Dreams to Dreaming: How 'Business' Women Constitute Their Power*
- 1996 European Society for Oceanists, Copenhagen, Denmark. *Ritual Redress and Laws of the Land: Aboriginal Negotiation of Territory in "Post-Act" Australia*. Session 1, Environment and Resources
- 1995 School of American Research. Colloquium, Santa Fe. *Dreaming and Its Kin*
- 1995 American Anthropological Association Annual Meetings, Washington, D.C., *Exhibitions of Identity: Kinship & Gender in the Performance of Public Ritual*, and co-chair for session sponsored by American Ethnology section
- 1994 European Society for Oceanists, Basel, Switzerland, *Exhibitions of Identity: Warlpiri Women & the Performance of Public Ritual*
- 1993 American Ethnological Society 115<sup>th</sup> Annual Meeting, Santa Fe, New Mexico. "Where is my dancing board? Never mind use the painting"... *Are Acrylics Becoming Ritual Objects?*
- 1993 ASA IV Decennial Conference. *Disembodiment of a Body Painting*. Oxford University, England
- 1993 American Anthropological Associations Annual Meetings, Session sponsored by Visual Anthropology: *Acrylic & the Ancestral Present*. Washington, D.C.
- 1992 University of Connecticut Medical Anthropology Network Series, Storrs. *Who Decides What's Ethical? Consulting Work in an Australian Aids Project*
- 1992 The French Ministry of Culture and The Louvre Museum, Paris, France. "The New Alexandria: A Research Seminar on Museum Methodology," Musée du Louvre et Musée Kwok-on, Paris. *Australian Aboriginal Art and Market Pressures*

- 1990 The Society of Oceanists Seminar at the Musée de l'Homme, Paris. *Creation and Innovation: Tania's Dream*
- 1990 Sixth International Conference on Hunting & Gathering Societies, Fairbanks Alaska. *The Choice of Widowhood among Warlpiri Women*
- 1990 American Anthropological Association Annual Meetings, New Orleans. *'I am Big Boss!' Women as Ritual Specialists*
- 1989 Columbia University Seminar on Contents and Methods, New York. *Warlpiri Widows*
- 1989 National Endowment for the Humanities Seminar on Multiculturalism and Curriculum, Rutgers University. *Students and Teachers: Interdisciplinarity Together?*
- 1988 Fifth International Conference on Hunting & Gathering Societies, Northern Territory Art Gallery and Museum, Darwin, Australia. *Dilemmas in the Production of Acrylic Paintings*
- 1988 Asia Society Symposium on Aboriginal Art, New York, *Aboriginal Aesthetics: Images in Sand*
- 1988 New York University Department of Anthropology Colloquium, New York. *Gender and Ritual Life: An Anthropological Problem*
- 1984 International Conference on Aboriginal Art, Australian National Gallery, Canberra. *A Warlpiri Women's Public Ceremony*

#### **Professional Societies (Selected)**

Life Member, Australian Institute of Aboriginal and Torres Strait Islander Studies  
 Member, American Anthropological Association  
 Member, Anthropology Ethnological Association  
 Member, European Society for Oceanists  
 Member, Australian Anthropological Society  
 Member, Canadian Anthropological Society

## CURRICULUM VITAE

### Françoise Dussart

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### Education

1989 Ph.D. (Anthropology) *Warlpiri Women's Yawulyu Ceremonies: A forum for socialization and innovation*, Australian National University, Canberra, Australia  
1982 D.E.A. in Social & Comparative Anthropology, Sorbonne, Paris, France  
1981 Maîtrise (MASTERS) in Social Anthropology, Ethnolinguistics & Sociology, Sorbonne, Paris, France  
1980 Licence (Honors) Sociology & Applied Anthropology Sorbonne, Paris France  
1979 D.E.U.G in Sociology Université Paul Valéry III Montpellier, France

### Professional Experience

2006-Present Professor of Anthropology, University of Connecticut  
2005-2006 Acting Director, The Humanities Institute, University of Connecticut  
2001-2008 Associate Director, The Humanities Institute, University of Connecticut  
1997-2006 Associate Professor of Anthropology and Women's Studies, University of Connecticut  
1991-1997 Assistant Professor of Anthropology and the Women's Studies, University of Connecticut  
1990-1991 Assistant Professor of Anthropology, New York University (part-time)  
1989-1991 Assistant Professor of Anthropology, Rutgers University (half-time)

### University Service (selected)

2012-2013 Assessment Report for General Education Content Area 1 (Arts and Humanities) courses  
2010-2014 Co-Chair, General Education Overseeing Committee for Arts and Humanities (GEOC) Content Area 1  
2008-2011 Member, Dean's Advisory Committee (Promotion and Tenure Review Committee)  
2007-Present Member, Office of Undergraduate Research Executive Board (OUR)  
2002-2005 Chair, General Education Overseeing Committee for Arts and Humanities (GEOC)  
2003-Present Member, Executive Board, Human Rights Institute  
1991-Present Member, Executive Board, Women's Studies Program  
1991-Present Member, Executive Board, Women's Studies Curriculum Committee  
2001-2003 Member, Research Advisory Council Social Science Grant Review Panel  
1997-2000 Chair of Graduate Studies, Department of Anthropology  
1995-2000 Chair, Graduate Admission Committee, Department of Anthropology  
1992-1995 Chair, Department of Anthropology Colloquia Series 1992-1995

### Curatorial Positions (selected)

2013-2015 Curator, "Beyond the Sacred: Aboriginal Arts from Australia." Musée de La Civilisation, Québec, Canada.  
2009 Co-Curator, "Yuruyurula: Women's Paintings From Yuendumu". Kluge-Ruhe Art Collection. University of Virginia, Charlottesville.

- 1999 Curator, Margaret Mead Film and Video Festival “Marks of Identity: Women's Body Paintings from Australia,” New York
- 1993 Co-Curator, “Australian Aboriginal Painting,” National Museum of African and Oceanic Art, Paris
- 1991 Collections Advisor, National Museum of African and Oceanic Art, Paris
- 1988 Anthropological Consultant, Film Australia, for a television series on Aboriginal Art
- 1988 Co-curator, “Aboriginal Art of Yuendumu,” South Australia Museum, Adelaide
- 1987 Consultant, “Dreamings: the Art of Aboriginal Australia,” Asia Society, New York
- 1987 Advisor, on ethnographic art, Australian National Gallery
- 1979-1982 Curator, Museum of Popular Arts & Traditions of the Parc Régional du Haut Languedoc, (Fraïsse sur Agoût), France.

### **Consultant and Editorial Experience (Selected)**

- 2010-to Present Australian Institute of Aboriginal and Torres Strait Islander Studies Press
- 2004-2008 International Professors Project Fellow and Advisor for Implementation of Internationalized Curricula. [http://www.internationalprofs.org/people\\_fellows.htm](http://www.internationalprofs.org/people_fellows.htm)
- 2004-2005 Member, Advisory Board for the *Oxford Encyclopedia of Women in World History*, edited by Bonnie Smith. Oxford University Press.
- 2004-2005 Member Advisory Board, Pew Center for Media and Religion. NYU
- 2000-2001 Member, Advisory Board, Margaret Mead Film and Video Festival, New York
- 1999-2000 Member, Editorial Board, *Encyclopedia of Myths and Legends*, Macmillan Library Reference
- 1997-1998 Consultant Anthropologist, Center for European Studies, University of Massachusetts, Boston
- 1993-1997 Associate Editor, *Journal de la Société des Océanistes*, France
- 1983-1991 Consultant Anthropologist, Land Claims, Central Land Council, Alice Springs, Australia
- 2002 Art Advisor, for a NEH-sponsored show at the Bowers Museum of Cultural Art
- 2000 Acquisitions Consultant, National Museum of African and Oceanic Art, Paris
- 1989-Present Grant and fellowship reviewer for: National Science Foundation (USA); Australian Institute of Aboriginal and Torres Strait Islander Studies (Australia); Australian Research Council (ARC), Australian National University (Australia); Post-doctoral Fellowship Program University of Sydney (Australia)
- 1990-Present Article reviewer for: *American Anthropologist* (USA), *Cultural Anthropology* (USA), *American Ethnologist* (USA), *Annals of Tourism* (USA), *Journal of Royal Anthropology Institute* (UK), *Japanese Society Journal* (Japan), *Current Anthropology* (USA)
- 1995-Present Manuscript reviewer for: National Native Title Tribunal Press, Aboriginal Congress (Australia), *Tübinger Materialhefte* Press (Germany), University of Toronto Press (Canada), Smithsonian Institution Press (USA), Vanderbilt University Press (USA), Hawaii University Press (USA)

### **Research Interests**

Aesthetics and visual media, ethnographic art, cross-cultural exchange, indigenous rights, religion, ritual and social organization, gender and identity, diabetes and health, Australia

### **Fieldwork**

- 2012 “Governance, Agency , Cultural and Individual Rights: Life Stories”. Central Australia

2009	“Health-Care Delivery: How to switch from “acute mode” to “prevention?” Central Australia.
2006-2007	“Diabetes, Chronic illnesses at Yuendumu: Collection of Narratives”. Yuendumu. Australia
2004	“Living the Chronic”: Dialysis in Aboriginal Australia, Australia
1999-2000	Cultural Analysis of Governmental Arts Policy, Australia
1991-1997	Social Analysis of Art Production Among Aboriginal Women in Central Australia
1987-1989	Social Analysis of Widowhood and Remarriage in Central Australia
1983-1989	Cultural Analysis of Australian Aboriginal Iconography and Aesthetics
1983-1985	Cultural Analysis of Ritual, Gender, and Kinship among the Warlpiri Aborigines of Yuendumu, Australia
1981-1982	Sociological Study of Street Artists at the Pompidou Center in Paris
1980-1981	Ethnolinguistic Analysis of the Transformation of West African Naming Systems in Paris
1979-1980	Ethnographic Study of Endangered Crafts: Slate Factories in Lacaune, France
1978-1979	Analysis of High Security Prison System in Muret, France

## Teaching Experience

### Lecture Courses

Social Anthropology  
 Culture and Religion  
 Other People's Worlds  
 Anthropological Perspectives on Women  
 Anthropological Perspectives on Art  
 Aborigines in Contemporary Australia  
 Indigenous Rights and Aboriginal Australia  
 Development of Anthropological Theory  
 Research and Methods in Feminist Theories

### Seminars

Reading Ethnographies  
 Systems of Values  
 Contemporary Anthropological Theory  
 History of Anthropological Theory  
 Research and Methods  
 Gender and Culture  
 The Analysis of Rituals  
 Research and Methods in Feminist Theories  
 Cultural Rights

## Grants and Fellowships

2012	“Governance, Agency , Cultural and Individual Rights: Life Stories”. Central Australia. <b>Australian National University</b> Research Grant. Co-Pi (30%) with Professor Nicolas Peterson
2007	Living with Chronic Illness in Aboriginal Australia: Engendered Health Practices, Beliefs and Aspirations at Yuendumu, Northern Territory. <b>Wenner Gren Foundation.</b> Research Grant.
2006	Coping with ill-health in Aboriginal Australia. <b>Australian Institute of Aboriginal and Torres Strait Islander Studies.</b> Research Grant
2006-2008	Visiting Research Professor, School Anthropology and Archeology, <b>Australian National University.</b>

- 2006 Coping with ill-health in Yuendumu. **University of Connecticut Human Rights Institute**. Research Grant.
- 2004 “Dialysis, cultural practices and beliefs: Preliminary Field-research”. **University of Connecticut**. Small Research Grant.
- 2000 “Cross-cultural exchanges of Aboriginal Art,” Visiting Research Scholar, Department of Archeology and Anthropology, **Australian National University**.
- 2000 **Institute for Teaching and Learning**, University of Connecticut. To enhance 1995 interactive initiative that created real-time satellite links between Aboriginal artists in Central Australia and university students in Central Connecticut. Working Grant
- 1999-2000 “Post-Colonial Iterations of Aboriginal Iconography,” research undertaken as a Visiting Scholar at the Department of Anthropology, **New York University**
- 1999-2000 “Intracultural and Intercultural Aboriginal Representations in the New Millennium” **University of Connecticut**. Research Grant.
- 1995-1996 “The Currency of Ritual,” **National Endowment for the Humanities**. Research fellowship at the School of American Research, Santa Fe, New Mexico
- 1995-1996 “Social Identity, Gender, Ritual and Age”. **University of Connecticut**. Research Grant.
- 1995-1997 **Institute for Teaching and Learning**, University of Connecticut. To develop interdisciplinary and interactive media undergraduate and graduate courses. Grant
- 1993-1994 Teaching and Media. **University of Connecticut** Research Grant.
- 1993 Curatorial Grant, **National Museum of African and Oceanic Arts**, Paris, for a special exhibition on Aboriginal Ritual Designs
- 1991 “Politics of Identities, Gender and Post-Colonialities” **Wenner Gren Foundation**. Research Grant
- 1991 “Warlpiri Media” **Northern Australian National University**. Research Grant
- 1991 “Kinship and Gender,” **Australian Institute of Aboriginal and Torres Strait Islanders Studies** Research Grant
- 1990 “Hunters and Gatherers,” **National Science Foundation** Colloquium Travel Grant
- 1987-1988 “Gender Politics: Body Paintings on Acrylic Canvas”, **Australian National University** Research Grant
- 1984-1985 Field Research on Warlpiri rituals, **Australian Institute of Aboriginal and Torres Strait Islanders Studies** Research Grant
- 1983-1986 Aboriginal Ritual Life: Forum of socialization, **Australian National University**. Graduate Research Fellowship

#### **Awards**

- 2012 **Faculty Mentor of the Year**. The Institute on Teaching and Mentoring. Atlanta, Georgia

- 2001 *Politics of Ritual in an Aboriginal Settlement*, Finalist for the Stanner Book Prize, AIATSIS
- 2000 Award: American Association of Museums Publications Award. Honorable Mention for *Art from the Land: Dialogues with the Kluge-Ruhe Collection of Australian Aboriginal Art*. University of Virginia and Kluge-Ruhe Aboriginal Art Collection
- 1989 Ainsfield-Wolf Book Award for *Dreamings: Art from Aboriginal Australia*. New York, Braziller Publishers

## PUBLICATIONS

### Works in Progress

- In Progress Dussart, F and S. Poirier (co-editors) *Entangled Ontologies: Interpretations of relations to land in Australian and Canadian neo-settler states*. University of Toronto Press. (12 chapters, + introduction and epilogue)
- In Progress "Religions of Aboriginal Australia." In *Oxford Handbook of the Anthropology of Religion*, co-edited by S. Coleman and J. Robbins. Due 08/2014
- In Progress Charismatic Christianities, Aboriginal Diabetes Sufferers, and Australian Neo-Settler State. To be submitted 08/2014
- In Progress *What I am Part of: An Autobiography by Rex Japanangka Granites*. Assisting in the writing and translation. To be published 08/2014

### Monographs and Edited Volumes

- Submitted Dussart, F and S. Poirier (Guest Editors) *A Deluge Of Ontologies: Vestiges, Traces And Entanglement*. *Anthropologica*, Special Invited Issue, 2016.
- 2010 Dussart F. and C. Schwarz (Guest Editors) *Engaging Christianity in Aboriginal Australia*. The Australian Journal of Anthropology. Special Invited Issue. Volume 21.
- 2006 Guest editor. *Media Matters: Representations of the Social in Aboriginal Australia*. *Visual Anthropology Review*, Special Volume 21(1&2) Fall/Spring 2005, pp. 1-200
- 2005 Charlesworth, M., Dussart, F., Morphy, H. (eds) *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press.
- 2000 *The Politics of Ritual in an Aboriginal Settlement: Kinship, Gender and the Currency of Knowledge*. Washington: The Smithsonian Institution Press.
- 1993 *La Peinture des Aborigènes d'Australie (Australian Aboriginal Painting)*. Paris, Parenthèses and the Réunion des Musées Nationaux. (A Third Edition appeared in 2000)

### Peer-Reviewed Book Chapters

- Forthcoming " 'Culturel et Politiques Identitaires : Peintures Aborigènes à l'Acrylique d'Australie Centrale' [Cultural and Identity Politics: Aboriginal Acrylic Paintings from Central Australia] in *Le Patrimoine Autochtone à l'Ère de la Globalisation: Transmission, Conservation et Création. Les Avancées de la Recherche Collaborative*, France Tardif and Elise Dubuc (eds.). Québec: Les Presses de L' Université du Québec

- 2010 “De la Terre à la Toile. Peintures Acryliques de l’Australie Centrale” [From the Ground to the Canvas. Acrylic Paintings from Central Australia] in *La Fabrique des Images*, Philippe Descola (ed.). Paris: Le Musée du Quai Branly and Somogy Editions, pp.138-145
- 2005 “Big Businesswomen” in *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press, pp.93-112 (Revised extract of chapter 3 published in Dussart, 2000 *The Politics of Ritual in an Aboriginal Settlement: Kinship, Gender and the Currency of Knowledge*. Washington: The Smithsonian Institution Press)
- 2003 “The Engendering of Ceremonial Knowledge Between (and among) Warlpiri Women and Men in the Australian Central Desert.” *Society for Economic Anthropology Monograph Series*, Vol. 21.; *Values and Valuables: From the Sacred to the Symbolic*. Cynthia Werner and Duran Bell, (eds). Washington: American Anthropological Association and Altamira Press, pp.49-63.
- 1999 “What an Acrylic Can Mean: The Meta-Ritualistic Resonances of a Central Desert Painting” in *Art from the Land*, Howard Morphy and Margo Smith Boles (eds.). Charlottesville: The University of Virginia and Kluge-Ruhe Aboriginal Art Collection, pp. 193-218. (Hardcopy and paperback)
- 1997 “A Body Painting in Translation,” in *Rethinking Visual Anthropology*, Howard Morphy & Marcus Banks (eds.). New Haven: Yale University Press, pp. 186-202. (Paperback edition published in 1999)
- 1993 “First Impressions: Diary of a French Anthropologist in New York,” in *Distant Mirrors: America as a Foreign Culture*, Philip DeVita & James Armstrong (eds.). Belmont: Wadsworth, pp. 66-7. (5<sup>rd</sup> edition)
- 1988 (co-authored with Christopher Anderson) “Dreamings in Acrylic: Contemporary Western Desert Art,” in *Dreamings: Art from Aboriginal Australia*, Peter Sutton (ed.). New York: Braziller Publishers, , pp. 89-142.

### **Peer-Reviewed Book Essays**

- 2012 “Mediating Art: Painters of Acrylics at Yuendumu (1983-2011).” In *Crossing Cultures: The Owen and Wagner Collection of Contemporary Australian Aboriginal Art at the Hood Museum of Art*. Gilchrist, S. (ed.). University Press of New England, pp. 65-74.
- 2005 “Warlpiri Religion” *Encyclopedia of Religion* . 2<sup>nd</sup> Edition, Farmington Hills, MacMillan Reference and Thomson Gale., pp. 9693-9697.
- 2000 “The Politics of Representation: Kinship and Gender in the Performance of Public Ritual” in *Oxford Companion to Aboriginal Art and Culture*, S. Kleinert and M. Neale (eds), Melbourne and London, Oxford Press, pp. 75-78.
- 1999 “The Warlpiri,” in *Foraging Peoples: An Encyclopedia of Contemporary Hunters and Gatherers*, Richard Lee and Richard Daly (eds.), Cambridge University Press, pp. 363-66. (Paperback edition first published in 2004)



## Peer-Reviewed Articles

- Submitted S. Poirier and F. Dussart "Anthropology of Ontologies, New Directions?" In F. Dussart and S. Poirier (Guest Editors) *A Deluge Of Ontologies: Vestiges, Traces And Entanglement*. In *Anthropologica*, Special Invited Issue, 2016.
- In Press "Mise-en-Intrigue": Quelques Réflexions sur l'Exposition Muséale de Peintures Acryliques d'Aborigènes du Territoire du Nord (Australie)" ("Mise-en-Intrigue": Acrylic paintings from Aboriginal people in Central Australia, Exhibitions, and Some Reflections). In *Anthropologie et Sociétés, Vues de l'autre, voix de l'objet : matérialiser l'immatériel dans les musées*, L. Jérôme (Guest Editor) 38(3), (2014).
- 2010 "Christianity in Aboriginal Australia Revisited" C. Schwarz and F. Dussart, In, C. Schwarz and F. Dussart (Guest Editors) Engaging Christianity in Aboriginal Australia. In *The Australian Journal of Anthropology*, 21, pp. 1-13.
- 2010 "It is Hard to be Sick Now": Diabetes and the Reconstruction of Indigenous Sociality." In *Anthropologica*, 52(1), pp. 77-87.
- 2009 "Diet, Diabetes, And Relatedness In A Central Australian Aboriginal Settlement: Some Qualitative Recommendations To Facilitate The Creation Of Culturally-Sensitive Health Promotion Initiatives." In *Health Promotion Journal of Australia*, 20(3), pp. 202-207.
- 2007 "Canvassing Identities: Reflecting on the Acrylic Art Movement in an Australian Aboriginal Settlement" In *Aboriginal History*. Special Thirtieth Anniversary Volume *Exchanging Histories*, pp. 156-168.
- 2006 "Why Media Matters?" In *Media Matters: Representations of the Social in Aboriginal Australia*. *Visual Anthropology Review*. Dussart, F. Guest Editor, Special Issue vol. 21 (1&2), Fall/Spring 2005, pp. 5-10.
- 2004 "Shown But Not Shared, Presented but not Proffered: Redefining Ritual Identity Among Warlpiri Ritual Actors (1990-2000). *The Australian Journal of Anthropology* (formerly *Mankind*), 15(3), pp. 272-287.
- 2004 "Montrés sans être Partagés; Présentés sans être Proférés: Redéfinition de l'identité rituelle chez les interprètes de rituels warlpiris. *Anthropologie et Sociétés*, 24, pp. 67-87.
- 1994 "Quelle Evolution Pour Les Collections Australiennes D'Art Aborigène Sous La Pression Du Marché: Un Bref Aperçu Historique (Museum Collections of Australian Aboriginal Art in Australia and the Pressures of the Market. A Brief Historical Perspective.) *Les Cahiers de Publics et Musées*, Paris, Direction des Musées de France, Ministère de la Culture et de la Francophonie & Collège International de Philosophie, pp. 49-53.
- 1992c "Warlpiri Paintings: Symbols Tell Stories." *Australia Through Time*. Faces Series, American Museum of Natural History & Cobblestone Press. VIII (IX), pp. 32-35.
- 1992b "The Politics of Female Identity: Warlpiri Widows at Yuendumu." *Ethnology*. 31 (4), pp. 337-350.
- 1992a "Creation and Innovation: Tania's Dream". *Journal de la Société des Océanistes*, 94(1), pp. 25-34.

- 1989 "Rêves à l'Acrylique" (Acrylic Dreams.) *Australie Noire: Les Aborigènes, un Peuple d'Intellectuels*. Merleau-Ponty, Claire & Anne Tardy (eds.) in *Autrement*, March, Hors Série 37, pp. 104-111.
- 1988 "Notes on Warlpiri Women's Personal Names." *Journal de la Société des Océanistes*, 86 (1), pp. 53-60.
- 1984 "Les Aléas d'une Politique Militaire Intégrative: Le Cas de Samori" in *Culture et Développement. Revue Internationale des Sciences du Développement*, XVI (3-4), pp. 611-62.

#### **Commissioned Essays (Reviewed by Editorial Boards)**

- 2012 "Gestures of Translation and Activism." In *Gestuelles: The Art of Transmission by Aboriginal Desert Women*. Sydney, International Development for Australian Indigenous Art pp. 8-12.
- 2012 "Artists and Acrylics as Agents of Social Change." In *Kunga. Carry On*. Paris, Flammarion-Skira Editions pp. 21-45.
- 2011 "Women's Acrylic Paintings From Yuendumu," In *How Aborigines invented the Idea Of Contemporary Art* (ed.) Ian McLean, Sydney, Power Publications. pp. 189-192.
- 2009 "Warlpiri Women and Acrylics" Essay/catalogue for *Yuru-yururla: Women's Painting from Yuendumu* exhibitions at Kluge Ruhe Museum, January-May 2009,  
And  
The Australian Embassy, Washington DC. May-Sep 2009.
- 2006 "Portals of Promise: The Dreaming Doors at Yuendumu" in *Opening Doors*. Utrecht, Aboriginal Art Museum, pp. 20-25
- 2005 Introduction to Part 3: "Sacred Places" in *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press, p. 113
- 2005 Introduction to Part 4: "Art and Religion" in *Aboriginal Religions in Australia: An Anthology of Recent Writings*. London, Ashgate Press, p. 157
- 2004 "An Educator, Artist and Reformer. Dolly Nampijinpa Daniels." In *Sydney Morning Herald*, 11/30/04
- 2001 "To the Rescue With Pluck and a Parasol" on Marcus, J., 2001, *The Indomitable Miss Pink: A Life in Anthropology*, University of New South Wales Press. In *Sydney Morning Herald* 2-2-2002 (Edition: Late), p. 12.
- 1998 Review Essay: Moisseff, M. 1995, *Un long Chemin Semé d'Objets Culturels*. Editions de l'Ecole des Hautes Etudes en Sciences Sociales. Review Essay In *Aboriginal History* 22, pp. 243-5.
- 1993 "L'Australie: La Peinture du Centre et le Colonialisme," (Australia: Paintings from the Central Desert and the Impact of Colonialism.) *Encyclopædia Universalis*, Florence Flon-Granveaud (ed.) pp. 518-520.
- 1989 "We are not a dying race: an interview with Marcia Langton" (Nous ne sommes pas un peuple en voie d'extinction: entretien avec Marcia Langton.) *Australie Noire: Les Aborigènes, un Peuple d'Intellectuels*, Merleau-Ponty, Claire & Anne Tardy (eds.) in *Autrement*, March, Hors Série 37, pp. 175-181.

- 1988 "Women's Acrylic Paintings From Yuendumu," in *Inspired Dream*, Margie West (ed.), Brisbane, Queensland Art Gallery, Australia. pp. 35-39. (**Revised** for 2011 *How Aborigines invented the Idea Of Contemporary Art* (ed.) Ian McLean, Sydney, Power Publications.)

### Book and Media Reviews

- 2007 Morphy H., P. Deveson & K. Hayne, 2005, *The Art of Narrijin Maymuru*, CD-ROM. Canberra, Australian National University, Centre for Cross-Cutlural Research, Buku-larrngay Mulka Art Centre and Film Australia. In American Anthropologist, 109(2), pp. 363-364.
- 2004 Myers, F. 2002, *Painting Culture: The Making of an Aboriginal High Art*. Durham: Duke University Press. In Anthropological Forum, 14(2), pp. 213-224.
- 2003 Hume, L. 2002, *Ancestral Power: The Dreaming, Consciousness and Aboriginal Australians*. Melbourne, Melbourne University Press. in Australian Aboriginal And Torres Strait Islanders Institute Journal, (2), pp. 111-112
- 2003 Keen, I. & T. Yamada (eds.) 2001, *Identity and Gender in Hunting and Gathering Societies*, Senri Ethnological Studies n°56, Osaka: National Museum of Ethnology. In American Anthropologist, 105(1), pp. 195-196
- 2002 Frances E. Mascia-Lees & Patricia Sharpe (eds.), 2000, *Taking a Stand in a Postfeminist World*, Suny Press. In American Anthropologist, 104(2), pp. 687-688.
- 2002 Maurice Godelier & Michel Panoff (eds.). 1998, *Le Corps Humain: Supplicié, Possédé, Cannibalisé*, Amsterdam, Editions des Archives Contemporaines, In Oceania, 72(2), pp. 150-151.
- 2001 Gell 1998, A. *Art and Agency: An Anthropological Theory* New York, Oxford University Press. In American Anthropologist, 102(4), pp. 938-939.
- 1998 Poirier, S. 1996, *Les Jardins du Nomade*. Münster & Paris, Lit Verlag & Centre National de Recherches Scientifiques. In Oceania, 69(2), pp. 135-136.
- 1995 Swain, T. 1993, *A Place for Strangers: Towards a History of Australian Aboriginal Being*. Cambridge, Cambridge University Press. In American Ethnologist 22 (3), pp. 1041-1042.
- 1994 Morgan, M. 1994, *Mutant Message Down Under*. New York, Harper Collins. In The Australian Weekend Review Oct. 29-30, p. 5.
- 1994 Testart, A. 1992, *De la nécessité d'être initié: Rites d'Australie*. Paris, Société d'Ethnologie. In Man, 29, pp. 754-755.
- 1992 Fortes, M. 1987, *Religion, Morality and the Person*. Cambridge, Cambridge University Press. In Canberra Anthropology 15(1), pp. 125-126.
- 1991 Blackman, M. (ed.), 1990, *Australian Aborigines and the French*, Occasional Monograph, n°3, Sydney, University of New South Wales. In Oceania, Vol. 62 (1), p. 75.
- 1991 Brock, P. (ed.), 1989, *Women, Rites and Sites*. Sydney, Allen and Unwin. In Oceania, vol. 61(4), pp. 363-364.

- 1990 Róheim, G. 1988 *Children of the Desert II. Myths and Dreams of the Aborigines of Central Australia*. Oceania Publications, Sydney. In American Ethnologist, 17(3), pp. 587-588.
- 1988 Testart, A. 1986, *Le Communisme Primitif*. Ed. De La Maison des Sciences de L'Homme. Paris. Canberra. In Canberra Anthropology, 10(2), pp. 100-103.
- 1987 Jones, P. & P. Sutton, 1986, *Art and Land. Aboriginal Sculptures of the Lake Eyre Region*. Adelaide, South Australian Museum. In Oceania, 58, p. 320.

### **Commissioned Reports (Selected)**

- 2009 Report on Interactions Between Patients and Health Staff. Willowra Yuendumu Nyirrpri Health Service Aboriginal Corporation. Typescript, 15 pages
- 2008 Manual for running home-based workshop for diabetes patients and their relatives. Prepared for Department of Health. Centre for Remote Health. Chronic Disease, Alice Springs, NT. Australia. Typescript, 10 pages
- 2007b Guide For Health Care Provider To Facilitate Interaction With Patients And Their Relatives. Published by Willowra Yuendumu Nyirrpri Health Service Aboriginal Corporation. Typescript, 5 pages
- 2007a Guide For Health Care Facility Manager: Making the Clinic Patient-Friendly. Published by Willowra Yuendumu Nyirrpri Health Service Aboriginal Corporation. Typescript 10 pages
- 1989b *Western Desert Land Claim*. Central Land Council. (co-authored with Nicolas Peterson and Joh Bornman).Typescript, 157 pages
- 1989a *Report on Land Claim Hearing of Mt. Frederick/Western Desert*. Genealogies. Typescript, 25 pages.
- 1987b *Yuendumu Artists: Biographies and Dreaming Stories*. Manuscript prepared for the Australian National Gallery, Canberra, Australia. Typescript, 10 pages.
- 1987a *Dreaming Track, Stories and Genealogies for MT Frederick Land Claim*. Central Land Council, Alice Springs, Australia. Typescript, 25 pages.
- 1986 *Survey for Eligibility for Excisions on Yambah/Bond Springs*. Central Land Council, Alice Springs, Australia. Typescript, 66 pages.
- 1985e *Report on the Survey of the Yuendumu Road from Yuendumu to 34 kilometers North*. Central Land Council, Alice Springs, Australia, (co-authored with D. McClay & G. Spencer) Typescript, 5 pages. Maps.
- 1985d *Sites and Significance in the Region of the Granites*. Central Land Council, Alice Springs, Australia. (co-authored with D. McClay & G. Spencer) Typescript 47 pages. Maps.
- 1985c *Report on Search for Appropriate Name for an Aboriginal Land Trust at Mt. Allan*. Central Land Council, Alice Springs, Australia. Typescript, 5 pages.
- 1985b *Relevant Dreaming Tracks and Stories for Mt. Frederick Land Claim*. Central Land Council, Alice Springs, Australia. Typescript, 35 pages. Maps.
- 1985a *Survey of Kamira/Tanami Current Road and New Alignment*. Central Land Council, Alice Springs, Australia. Typescript, 8 pages. Maps.

- 1984      *Report on Survey of Tanami Road and Hooker Creek road.* Central Land Council, Alice Springs, Australia.(co-authored with D. Brooks)    Typescript, 20 pages. Maps.
- 1983      *Compilation of Genealogical Material for Jila Land Claim.* Northern Territory. Central Land Council, Alice Springs, Australia. Figures.

### **Conferences/Sessions Organized (Selected)**

- 2013      10<sup>th</sup> Conference on Hunting and Gathering Societies, Invited Session. Relationships to the Land: Ontological Resistance and Entanglement in the 21<sup>st</sup> Century. Co-organized with Dr. Sylvie Poirier (Université Laval) Liverpool, UK.
- 2012      Australian Anthropological Society, Annual Meeting. Invited Session. *Moral Economies of Sickness and Health.* Co-organized with Dr. Daniela Heil (University of Newcastle, Australia) Brisbane, Australia.
- 2011      American Anthropology Annual Meetings. AAA Executive Committee Session. *A Deluge of Ontologies: Vestiges, Traces and Reconfiguration.* Co-Organized with Dr. Sylvie Poirier (Université Laval) Montreal, Canada.
- 2009      American Anthropology Annual Meetings. Two Sessions co-sponsored by AAA Executive Committee and Society for Visual Anthropology. *Culture-Making And Embodied Material Forms: Papers In Honor Of Fred R. Myers.* Philadelphia, PA.
- 2008      ASA, ASAANZ, AAS, WCAA (Australian, UK and Commonwealth Anthropology meeting). Presidential Session. Co- Co-organizer and co-chair (with Dr. Yasmine Musharbash). *Ethnography and the Production of Anthropological Knowledge.* Auckland, NZ.
- 2008      American Anthropological Annual Meetings. Session Reviewed by Society of Medical Anthropology. Co-organizer and co-chair (with Dr.. Daniela Heil) *Indigenous Subjects, Diabetes, Rights and Advocacy Practices.* San Francisco, CA
- 2008      University of Connecticut Humanities Institute. Interdisciplinary conference. *A Day in the Humanities: Artist, State and Celebrity.* Storrs, CT
- 2006      American Anthropological Annual Meetings. AAA Presidential Session. Organizer/Chair: *Critical Intersections, Ethnographic Analyses and Theoretical Influence: In honor of Nancy Munn.* Washington, DC
- 2006      University of Connecticut Humanities Institute. Interdisciplinary conference. *A Day in the Humanities: Staging Invasion.*
- 2005      University of Virginia and the Kluge and Ruhe Art Collection. International Conference: *Media Matters.* Co-Organizer, Chair and Paper-presenter (“*Why Media Matters to Indigenous Peoples of Australia.*”). Charlottesville, Virginia.
- 1999      Margaret Mead Film and Video Festival. *Marks of Identity: Women's Body Paintings from Australia.* Curator, American Museum of Natural History, New York
- 1993      Northeastern Anthropological Meetings, Danbury, Organizer/Chair Invited Session: *The Politics of Women's Identity in Post-Colonial Contexts*
- 1991      Yuendumu Clinic Lecture Series, Yuendumu, Australia. Organizer and Paper-presenter: *Health Services and the Failure of Self-Determination Policies*

## Invited Presentations (Selected)

- 2013 American Anthropology Annual Meetings. **Discussant:** Session: *Indigenous Identity and the Discourse of Indigeneity from Comparative Point of View*. Organizers: Sachiko Kubota (Kobe University) and Ronald Niezen (McGill University), sponsored by General Anthropology Section. Chicago.
- 2013 American Anthropology Annual Meetings. Invited Paper: *Charismatic Christianities, Australian Aboriginal Diabetes Sufferers, and Neo-Settler States*. In session titled: *Rituals of healing, communication and exchange: socioeconomic and political perspectives*. Sponsored by Anthropology of Religion. Chicago.
- 2013 10<sup>th</sup> Conference on Hunting and Gathering Societies, **Discussant:** Invited Session. Relationships to the Land: Ontological Resistance and Entanglement in the 21<sup>st</sup> Century. Co-organizers Françoise Dussart (University of Connecticut) and Dr. Sylvie Poirier (Laval University) Liverpool, UK.
- 2013 Special Gallery Talk Series: *Memory, Imagination and Acrylic paintings from Central Australia*. Hood Museum, Dartmouth College, Hanover, NH.
- 2013 International Symposium On Australian Aboriginal Studies, at the Quai Branly Museum: *Australian Aboriginal Anthropology Today: Critical Perspectives From Europe*. Paper Titled: *Fora Of Identity: From Public Ceremonies Through Acrylic Painting To Evangelical Preaching*. Paris, France.
- 2012 Australian Anthropological Society, Annual Meeting. Invited Paper in Session. *Moral Economies of Sickness and Health*. Dr. Daniela Heil (University of Newcastle, Australia) and Françoise Dussart (University of Connecticut) Paper titled: *Self-Control<sup>2</sup> (Galatians. 5:22), and Indigenous Health in Central Australia*. Brisbane, Australia
- 2011 American Anthropology Annual Meetings. AAA Executive Committee Session. *A Deluge of Ontologies: Vestiges, Traces and Reconfiguration, An Introduction*. Montreal, Canada.
- 2011 Australian National University, **Distinguished Lecture:** “Far from Iconophobia: Warlpiri acrylic paintings “for sale” as archival performances in neo-colonial Australia” 60<sup>th</sup> Anniversary of Anthropology at ANU. Canberra, Australia.
- 2011 Hood Museum. **Keynote:** “Acrylic Paintings, Activism, and Archiving Over there. Collecting and Museuming over Here.” Dartmouth College.
- 2010 Centre Interuniversitaire d'Études et de Recherches Autochtones (CIERA). “Rencontres du Troisième Type Au Coeur de l'Australie: Indigénéité et Chrétienté.” Guest Lecture. Université de Laval, Québec, Canada.
- 2009 American Anthropological Annual Meetings. “Culture-Making And Embodied Material Forms in the Work of Fred Myers.” Invited Session *Culture-Making And Embodied Material Forms: Papers In Honor Of Fred R. Myers*. Philadelphia, PA.
- 2009 American Anthropological Annual Meetings. **Discussant** for Invited Session Council for Museum Anthropology “Gathering them Together, Bringing them Home: The Relational Museum in Action” organized by Howard Morphy and Joshua Bell. Philadelphia, PA.
- 2009 International Diabetes Federation, 20<sup>th</sup> World Diabetes Congress. Invited Poster Presentation: “Diet, Diabetes, And Relatedness In A Central Australian Aboriginal Settlement: Some Qualitative Recommendations To Facilitate The Creation Of Culturally-Sensitive Health

- Promotion Initiatives” for Invited Session *Indigenous Communities and Ethnicity Issues*. Montreal, Canada.
- 2009 Society for Medical Anthropology. Yale University. Paper Presented: “Diabetes, Pain and the Reconstruction of Sociality” And Discussant at Invited Session *Diabetes type II in Time and Space: Case Studies, Community & Transdisciplinary Philosophies in Practice*. New Haven, CT.
- 2008 ASA, ASAANZ, AAS, WCAA (Australian, UK and Commonwealth Anthropology meeting). “Concluding Remarks.” In 4 Special Invited Sessions, co-organizers (F.Dussart and Y. Musharbash), and discussant: *Ethnography and the Production of Anthropological Knowledge in Honour of Nicolas Peterson*. Auckland, NZ December
- 2008 American Anthropological Annual Meetings. “‘Rights-Based’ Approaches And The Chronically-Ill Subject: Advocating Community-Based Initiatives” with Daniela Heil in Session Reviewed by Society of Medical Anthropology. Co-organizer and co-chair (with Prof. Daniela Heil) *Indigenous Subjects, Diabetes, Rights and Advocacy Practices*. San Francisco, CA
- 2008 “Produire, Négocier, et Consommer du “Culturel”: Peintures Aborigènes de l’Australie Centrale.” Presentation by Invitation Only for conference on: *Le Patrimoine Autochtone à l’Ère de la Globalisation: Transmission, Conservation et Création. Les Avancées de la Recherche Collaborative*. Organized by Université De Montréal, Jardin Des Premières-Nations Du Jardin Botanique De Montréal, Musée Des Abénakis À Odanak
- 2008 “*Christianity at Large*” University of Connecticut Humanities Institute. Faculty Luncheon Series. Storrs, CT.
- 2008 Annual Conference of the Canadian Anthropological Society/Société canadienne d’anthropologie (CASCA), Invited Session: *Land, Cultural And Political Imagination, And Indigenous Futures In Remote Communities In Canada And Australia. A Comparative Perspective*. Paper title: “ ‘It Is Hard To Be Sick Now’: Diabetes And The Reconstruction Of Indigenous Sociality.” Carleton University (Ottawa, Canada)
- 2007 Conference on “Design, Material Culture and Indigenous Community Development”. **Keynote:** *Acryliques d’Hier et d’Aujourd’hui. Résonances Politiques et Identitaires d’Un Mouvement Artistique*. Chicoutimi, Université de Québec.
- 2006 “*Canvassing Identities*” Department of Anthropology, University of Virginia. Colloquia series. Charlottesville.
- 2006 Society of Cultural Anthropology Biennial Spring Meeting “Translations of Value.” *Warlpiri Acrylic Art as Historical Practice*” Milwaukee.
- 2006 **Keynote** “Identités Acryliques du Désert Central Australien” for Colloque annuel du CIÉRA (Centre interuniversitaire de recherches et d’études autochtones) *Regards sur les Arts Autochtones : Créations, Productions et Réappropriations*. Université Laval. April 20-21.
- 2004 Pew Center for Media and Religion, New York University. Indigenous Cosmologies Working Group. “*How to Teach About Ritual Performances in Interdisciplinary Settings*”
- 2004 Brandeis University. **Keynote** for the opening of Material Culture Study Center: “*Reararticulating Aboriginality: Deployment of Ritual Knowledge by Senior Aboriginal Women in Neo-Colonial Australia*”
- 2004 Hood Museum, Dartmouth College. “*Women’s Rituals. Stories from central Australia*”

- 2004 Bruce Museum of Arts and Sciences. “*A Truncated History of Aborigines and ‘Aboriginalities’*”
- 2004 Willamette University. **Keynote** Lecture for the J. Whipple Visiting Professor-in-Residence: *Intracultural and Intercultural Aboriginal Representations: Acrylics from the Central Desert*.
- 2003 New York Academy of Sciences. **Discussant** for “*Unsettled Business: Acrylic Painting, Tradition, and Indigenous Being*” by Professor Fred Myers (NYU)
- 2003 American Anthropological Society Annual Meetings, “*Redefining politics at the margins of colonial space: inter-indigenous women's ritual activities in the central and western deserts of Australia.*” AES/SAR conference, Providence
- 2002 Society for Economic Anthropology. Plenary Session for and with Professor Maurice Godelier, *Exchange of Ceremonial Material between and among Warlpiri women and men in the Australian Central Desert*. Toronto, Canada
- 2002 European Society for Oceanists, *The Restructuring of Gender, Kinship and Personhood in neo-colonial Australia*. Vienna, Austria
- 2002 Ninth International Conference On Hunting and Gathering Societies (CHAG9), *The Right to Know and the Right to Perform*. General Session II, Edinburgh, Scotland
- 2002 Australian Anthropology Society (AAS) Annual meetings, *Performing Anthropology: Teaching is About Seeing*. Special Invited Session
- 2002 American Anthropological Association Annual Meetings, *Exchange of Ceremonial Material Between (and Among) Warlpiri Women and Men in the Australian Central Desert*, AAA Presidential Session: Society for Economic Anthropology Session: Valuables, Money and Exchange. Organizer and Chair: Duran Bell. New Orleans
- 2001 American Ethnological Society/Canadian Anthropologists Society. *Engendering ritual in colonial and neo-colonial contexts*. Invited Session: “Citizenship, postcolonialism and the democratic condition: indigenous spaces and agendas.” Petra Rethman and Sylvie Poirier (chairs and organizers) CASC/AES Meetings, McGill University Montreal
- 2001 Australian Institute of Aboriginal and Torres Strait Islanders Studies. The Power of Knowledge, the Resonance of Tradition – Indigenous Studies: International Conference, Invited Special Presentation. *Aboriginal public events and the projection of social identity*. Paper read by Prof. Deborah Rose. (trip cancelled due to September 11 events)
- 2000 Université de Montréal. Anthropology and Linguistics Colloquium Series: *Acrylic performance: Politics of Negotiation from Central Australia*
- 2000 New York University Interdisciplinary Seminars. Seminar: People and Things. *From Dance to Canvas: public events and the projection of social identity*
- 2000 University of Virginia, Celebrating 2000 Women. **Keynote** Lecture: *Engendering Acrylics*. University of Virginia, Women’s Centre and Kluge-Ruhe Aboriginal Art Collection
- 2000 American Anthropological Annual Meetings: *‘Fires’ of the imagination: towards an understanding of Warlpiri Aesthetics*. Session Sponsored by American Ethnology Association: The State of the (Anthropology of) Art. Organizer: Russell Sharman



- 1999 National Women's Studies Association Conference. *Women, Ritual and Leadership in Central Australia*. Presented in a session titled "Who Speaks for the Colonized Woman", Albuquerque
- 1999 Annual Lilly Conference on College Teaching. *Mediating Engagement: Should learning experiences become Y2K-compatible?* Boston
- 1998 Goucher College. Annual Lecture sponsored by the Lilian Welsh Fund. *Behind and Beyond an Acrylic Canvas: Politics of Negotiation from Central Australia*. Baltimore
- 1998 Wadsworth Athæneum Museum. *Aboriginal Acrylic Art from Central Australia*. Hartford
- 1997 Guest participant in a symposium on *Rock Art and Indigenous Culture* sponsored by the UNESCO, Paris, France
- 1997 Wenner Gren Sponsored Conference, Canberra Australia. "From Myth to Minerals." *Gender and Ritual Leadership in Central Australia*, Session 1. Modes of Knowledge and Action, Chaired by Jim Fox
- 1997 Advanced Seminar sponsored by the Morven Estate on Aboriginal Art. *What an Aboriginal Acrylic Can Mean: On the Meta-ritualistic Resonances of a Central Desert Painting*. Charlottesville, Virginia
- 1996 School of American Research, Colloquium, Santa Fe. *From Dreams to Dreaming: How 'Business' Women Constitute Their Power*
- 1996 European Society for Oceanists, Copenhagen, Denmark. *Ritual Redress and Laws of the Land: Aboriginal Negotiation of Territory in "Post-Act" Australia*. Session 1, Environment and Resources
- 1995 School of American Research. Colloquium, Santa Fe. *Dreaming and Its Kin*
- 1995 American Anthropological Association Annual Meetings, Washington, D.C., *Exhibitions of Identity: Kinship & Gender in the Performance of Public Ritual*, and co-chair for session sponsored by American Ethnology section
- 1994 European Society for Oceanists, Basel, Switzerland, *Exhibitions of Identity: Warlpiri Women & the Performance of Public Ritual*
- 1993 American Ethnological Society 115<sup>th</sup> Annual Meeting, Santa Fe, New Mexico. "Where is my dancing board? Never mind use the painting"... *Are Acrylics Becoming Ritual Objects?*
- 1993 ASA IV Decennial Conference. *Disembodiment of a Body Painting*. Oxford University, England
- 1993 American Anthropological Associations Annual Meetings, Session sponsored by Visual Anthropology: *Acrylic & the Ancestral Present*. Washington, D.C.
- 1992 University of Connecticut Medical Anthropology Network Series, Storrs. *Who Decides What's Ethical? Consulting Work in an Australian Aids Project*
- 1992 The French Ministry of Culture and The Louvre Museum, Paris, France. "The New Alexandria: A Research Seminar on Museum Methodology," Musée du Louvre et Musée Kwok-on, Paris. *Australian Aboriginal Art and Market Pressures*

- 1990 The Society of Oceanists Seminar at the Musée de l'Homme, Paris. *Creation and Innovation: Tania's Dream*
- 1990 Sixth International Conference on Hunting & Gathering Societies, Fairbanks Alaska. *The Choice of Widowhood among Warlpiri Women*
- 1990 American Anthropological Association Annual Meetings, New Orleans. *'I am Big Boss!' Women as Ritual Specialists*
- 1989 Columbia University Seminar on Contents and Methods, New York. *Warlpiri Widows*
- 1989 National Endowment for the Humanities Seminar on Multiculturalism and Curriculum, Rutgers University. *Students and Teachers: Interdisciplinarity Together?*
- 1988 Fifth International Conference on Hunting & Gathering Societies, Northern Territory Art Gallery and Museum, Darwin, Australia. *Dilemmas in the Production of Acrylic Paintings*
- 1988 Asia Society Symposium on Aboriginal Art, New York, *Aboriginal Aesthetics: Images in Sand*
- 1988 New York University Department of Anthropology Colloquium, New York. *Gender and Ritual Life: An Anthropological Problem*
- 1984 International Conference on Aboriginal Art, Australian National Gallery, Canberra. *A Warlpiri Women's Public Ceremony*

#### **Professional Societies (Selected)**

Life Member, Australian Institute of Aboriginal and Torres Strait Islander Studies  
 Member, American Anthropological Association  
 Member, Anthropology Ethnological Association  
 Member, European Society for Oceanists  
 Member, Australian Anthropological Society  
 Member, Canadian Anthropological Society

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Feb 17, 2014
2. Department requesting this course: Pols
3. Nature of Proposed Change: Change title and course description
4. If proposing to add this course to a CLAS general education area A-E, then
  - a. Specify a CLAS area, A-E: n/a
  - b. Provide justification for inclusion in CLAS area, A-E:  
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year): ASAP  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy

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#### **3612. Political Opinion and Electoral Behavior**

Three credits. Prerequisite: Open to juniors or higher.

Analysis of public opinion and its potential to affect government policies.

Emphasis on explaining elections and the basis for voters' decisions.

#### **3625. Public Opinion in American Politics**

Three credits. Prerequisite: Open to juniors or higher.

Structure and dynamics of public opinion in American politics

### Proposed Catalog Copy

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

#### **3612. Electoral Behavior**

Three credits. Prerequisite: Open to juniors or higher.

Explaining elections and the basis for voters' decisions.

#### **3625. Public Opinion**

Three credits. Prerequisite: Open to juniors or higher

Structure and dynamics of public opinion **in American politics.**

## Justification

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1. [Reasons for changing this course](#): Pols 3612 focuses primarily on elections while Pols 3625 focuses more on public opinion. As those divisions in topics between the two courses have become more explicit over time, we want the course description to better signal to students the difference. For the 3625 course, it was also felt that specifying "and American politics" focused too much on the connection of public opinion and political outcome when much of the course focuses on structures and dynamics of public opinion itself. This title will better communicate the focus of the course.
2. Effect on Department's curriculum: None-we hope this will help students see why they might consider taking both 3612 and 3625.
3. Other departments consulted: None
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): Sam Best
7. [Dates approved](#) by  
Department Curriculum Committee: Feb 1, 2014  
Department Faculty: Feb 1, 2014
8. Name, Phone Number, and e-mail address of principal contact person:

Matthew Singer  
6-2615  
Matthew.m.singer@uconn.edu

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2-17-2014
2. Department requesting this course: POLS
3. Nature of Proposed Change: Change course name and description
4. If proposing to add this course to a CLAS general education area A-E, then
  - a. Specify a CLAS area, A-E: n/a
  - b. Provide justification for inclusion in CLAS area, A-E:  
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year): ASAP  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy

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#### **POLS 5406. Seminar in the American Political System**

Examination of empirical research in American politics, including institutions and processes.

### Proposed Catalog Copy

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

#### **POLS 5406. Special Topics in American Politics**

Advanced study of selected topics. Intensive examination of research literature dealing with particular aspects of American politics.

### Justification

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1. [Reasons for changing this course](#): This course has acted as a de facto special topics course while the other core graduate courses on American politics (5407, 5408, 5409) have more fixed content. This change recognizes that difference by emphasizing the potential for content to differ across instructors.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#):

7. [Dates approved](#) by

Department Curriculum Committee: Feb 1, 2014

Department Faculty: Feb 1, 2014

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

Matthew Singer

6-2615

Matthew.m.singer@uconn.edu

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2-17-14
2. Department requesting this course: POLS
3. Nature of Proposed Change: Change class titles to more accurately reflect course content and whether the topics change.
4. If proposing to add this course to a CLAS general education area A-E, then
  - a. Specify a CLAS area, A-E: N/A
  - b. Provide justification for inclusion in CLAS area, A-E:  
(Please consult CLAS guidelines for areas A-E.)
5. Effective Date (semester, year): ASAP  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy

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#### **POLS 5407. Special Topics in American Political Institutions and Policy**

The institutions and policy-making process of American government.

#### **POLS 5408. Special Topics in American Political Behavior**

The political behavior of the American public, including public opinion, voting behavior, and other forms of participation.

#### **POLS 5409. Special Topics in American Race, Gender, and Ethnic Politics**

The politics of American race, gender and ethnicity, with a focus on disadvantaged groups and their influence on the political process.

### Proposed Catalog Copy

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

#### **POLS 5407. American Political Institutions and Policy**

The institutions and policy-making process of American government.

#### **POLS 5408. American Political Behavior**

The political behavior of the American public, including public opinion, voting behavior, and other forms of participation.

**POLS 5409. American Race, Gender, and Ethnic Politics**

The politics of American race, gender and ethnicity, with a focus on disadvantaged groups and their influence on the political process.

**Justification**

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1. Reasons for changing this course: For these three graduate courses, it was felt that the "special topics in" designator implied that the context would change over time whereas these courses are the core for our students seeking to have American politics as an emphasis.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing:
7. Dates approved by  
    Department Curriculum Committee: Feb 1, 2014  
    Department Faculty: Feb 1, 2014
8. Name, Phone Number, and e-mail address of principal contact person:

Matthew Singer  
6-2615  
Matthew.m.singer@uconn.edu



# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a New Undergraduate Course

1. Date: 1/30/2014
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Second Semester, 2015

### Final Catalog Listing

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Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

#### **PNB 3120W. Scientific Writing in Physiology and Neurobiology**

Second semester. One credit. Prerequisite: One 2000 level course in PNB. ENGL 1010 or 1011 or 3800. Open to juniors or higher. Instructor consent required.

Principles of effective scientific writing focusing on the communication of physiology and neurobiology to lay audiences.

### Items Included in Catalog Listing

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#### **Obligatory Items**

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PNB
2. [Course Number](#): 3120W
3. Course Title: Scientific Writing in Physiology and Neurobiology
4. [Number of Credits](#): One
5. [Course Description](#) (second paragraph of catalog entry): Principles of effective scientific writing focusing on the communication of physiology and neurobiology to lay audiences.

#### **Optional Items**

6. [Pattern of instruction](#), if not standard: standard
7. [Prerequisites](#), if applicable: One 2000level course in PNB; ENGL1010 or 1011 or 3800
  - a. [Consent of Instructor](#), if applicable: required
  - b. [Open to sophomores/juniors or higher](#): open only to juniors or higher
8. [Recommended Preparation](#), if applicable:
9. [Exclusions](#), if applicable:
10. [Repetition for credit](#), if applicable: not applicable
11. [Skill codes](#) "W", "Q" or "C": W
12. University General Education Content Area(s), if any: \_\_\_\_\_
  - a. If Content Area 1, specify a CLAS area, A-E: \_\_\_\_\_
  - b. Justification for inclusion in CLAS area, A-E:  
(Please consult [CLAS guidelines](#) for areas A-E.)
13. [S/U grading](#): no

## Justification

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1. **Reasons for adding this course:** The PNB department currently offers two W courses, both tied to a laboratory. This more broadly focused course will give all PNB majors the opportunity to meet their graduation requirements within our department in a non-laboratory based W course.
2. **Academic merit:** This new course, "Scientific Writing in Physiology and Neurobiology", is designed to be a writing intensive course within the Physiology and Neurobiology department. It will enroll 19 students in a single section, which will be offered in the Spring semester beginning in Spring 2015. Students who pursue higher education in the sciences acquire highly specialized knowledge and skillsets to prepare them for a wide variety of careers. Many of these careers will require our graduates to have some level of interaction with a lay audience. There are currently no courses offered within our department that are specifically designed to teach students the skills to communicate effectively about topics related to physiology and neurobiology with a non-scientific audience. This course will expose students to primary literature spanning various topics in physiology and neurobiology. With guidance from the instructor, the students will learn to identify the key components of a research study and practice their ability to summarize primary literature by writing short abstracts, and ultimately, a focused review article on a topic of their choosing. In the second half of the course, the students will be given writing samples from professional scientific writers (e.g. articles from *Scientific American* or *The New York Times*) and asked to compare and contrast this popular media with the primary source material on that topic. They will then rewrite their abstracts from earlier in the semester, now specifically for a lay audience, and suitable for publication in a newspaper or magazine. Written assignments will be reviewed by both the instructor and fellow students (i.e., peer reviewing and editing). Several rounds of revision will be required prior to the completion of a final draft. Additionally, students will have the opportunity to submit samples of their final work for publication to the campus newspaper and other outlets.
3. **Overlapping courses:** none
4. Number of students expected: 19
5. Number and size of sections: 1 section of 19 students
6. **Effects on other departments:** The course will not affect any other departments. Biology (MCB, EEB) departments, English and Journalism have been notified about this new course offering and have not expressed any concerns.
7. Effects on regional campuses: none
8. **Staffing:** John Redden
9. **Dates approved** by  
Department Curriculum Committee: 2/7/2014  
Department Faculty: 2/7/2014
10. Name, Phone Number, and e-mail address of principal contact person: John Redden (john.redden@uconn.edu)

## **Syllabus**

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A [syllabus](#) for the new course must be attached to your submission email.

# **Scientific Writing in Physiology and Neurobiology**

PNB3120W

Instructor: John M. Redden, Ph.D.  
e-mail: john.redden@uconn.edu  
office: TLS19  
office hours: TBA

"In science, the credit goes to the man who convinces the world, not to the man to whom the idea first occurs." – Sir William Osler

## **Course Objectives:**

The overarching goal of this course is provide you with the requisite skills to effectively communicate scientific and medical information to diverse audiences. We will first examine the key components of scientific writing and develop strategies for writing clearly, concisely, and compellingly. You will then apply these skills by authoring articles on topics in physiology and neurobiology, relying on source material from peer-reviewed journals. Your articles will be aimed at publication in general interest science periodicals (e.g. *Scientific American*), and mass media (e.g. *The New York Times*). Evaluation of your written assignments will be by both the instructor and your peers. You will be required to participate in classroom-based editorial sessions. At the end of the course, you will have the opportunity to submit samples of your best work for publication.

## **Required Texts:**

Title: *Sin and Syntax: How to Craft Wicked Good Prose*,  
Author: Constance Hale  
ISBN: 0767903099

## **Grading:**

### **Written Assignments (70%):**

#### Finding the Fundamentals of a Research Study

- Abstract (10%) [Minimum: 2pg. **Revised Writing**]
- Review Article (25%) [Minimum: 10 pg. **Revised Writing**]

#### The Art of a Summary: Science for the Masses

- Newspaper Article (15%) [Minimum: 3pg. **Revised Writing**]
- News & Views (20%) [Minimum: 5 pg. **Revised Writing**]

## **Peer Evaluations (30%)**

Students will be expected to participate in the peer review process throughout the course. This will consist of designing and applying a rubric to evaluate the work of their classmates. The reviewers themselves will be evaluated based upon their ability to defend and discuss their assigned papers with the rest of the class.

## **Revised Writing**

All revised writing assignments will include submission of a first draft for instructor and peer review. Assignments must then be revised to address concerns raised by the reviewers and resubmitted in final form. All drafts will be graded

**According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.** In this course you will be responsible for a minimum of 18 pages of revised writing.

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## **University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

## **Academic Integrity**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study

together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

### **Students With Disabilities**

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: Jan 2014
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: Spring 2015

### Final Catalog Listing

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Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

PSYC 5150. Neurodevelopment and Plasticity  
3 credits. Seminar. Open to graduate students in Psychology, SLHS, PNB;  
others with consent of instructor.

Overview of brain development including: embryonic neurogenetics; evolution and evo-devo; how emergent behavioral capabilities reflect neural growth in neurobehavioral development; and how disruptions of neurodevelopment cause developmental disabilities. Also offered as COGS 5130. Offered bi-annually in Spring semester.

### Items Included in Catalog Listing

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#### Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): PSYC
2. [Course Number](#): 5150
3. Course Title: Neurodevelopment and Plasticity
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

Overview of brain development including: embryonic neurogenetics; evolution and evo-devo; how emergent behavioral capabilities reflect neural growth in neurobehavioral development; and how disruptions of neurodevelopment cause developmental disabilities. Also offered as COGS 5130. Offered bi-annually in Spring semester.

6. [Course Type](#), if appropriate:  
\_\_ Lecture \_\_ Laboratory  X  Seminar \_\_ Practicum

## Optional Items

7. [Prerequisites](#), if applicable:
8. [Recommended Preparation](#), if applicable: COGS 5110 (Foundations I); PSYC 5140 (Foundations in Neuropsychology)
9. [Consent of Instructor](#), if applicable: Consent required
10. [Exclusions](#), if applicable:
11. [Repetition for credit](#), if applicable:
12. [S/U grading](#):

## Justification

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1. [Reasons for adding this course](#): No other graduate-level course at UConn integrates an in-depth treatment of developmental neurobiology (including genetic factors modulating neural proliferation, migration, etc.) with cognitive behavioral development and disability.
2. [Academic merit](#): The course will employ an optional text that bridges these domains (Brain Development and Cognition: A Reader), but will focus on topical peer-reviewed journal articles pertinent to weekly topics.
3. [Overlapping courses](#): PSYC 5420 Cognitive development (covers only behavioral aspects of development but *not* neurobiology); PNB 6147 Developmental neurobiology (covers only neurobiologic aspects of brain development but *not* behavior).
4. Number of students expected: 12
5. Number and size of sections: 1 section
6. [Effects on other departments](#): None (but available as resource)
7. [Staffing](#): Fitch
8. [Dates approved](#) by  
Department Curriculum Committee: Feb. 12, 2014  
  
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: R. Holly Fitch, 486-2554, roslyn.h.fitch@uconn.edu

## Syllabus

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A [syllabus](#) for the new course must be attached to your submission email.



## **Additional Approval**

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New graduate courses must also be approved by the Graduate Faculty Council.

**COGS 5130/PYSC 5150**  
**Neurodevelopment and Plasticity**

**3 credits**

**Class size:** 12 graduate students, various divisions

**Instructor:** Dr. Holly Fitch

**Email:** [roslyn.h.fitch@uconn.edu](mailto:roslyn.h.fitch@uconn.edu)

**Day:** xx

**Time:** xx

**Location:** xx

**Class website:** [www.fitchlab.com](http://www.fitchlab.com)

Optional text, Brain Development and Cognition: A Reader. 2002. Mark H. Johnson (Editor), Yuko Munakata (Editor), Rick O. Gilmore (Editor)\*\*

*\*\*Note that assigned chapters from this book will be scanned and uploaded to the class website so purchase is not required.*

\*\*\*\*\*

**FORMAT:** Each week we will read several papers as posted on the class webpage. *All* students will come to class with a printed list of comments/thoughts/questions about each paper (2 per paper, minimum), to be turned in at the start of class. (Keep a copy for yourself!)

In class, *one* student will be responsible for reviewing (using PowerPoint) each paper (one student/paper). These reviews should be *direct*, using a maximum of 6 slides (presentation and discussion of key figures from the paper itself is suggested). The student will then use several additional slides to introduce a *related* paper or topic on which the class has *not* read (which the student has selected), and which is informed by the primary paper in some way. [Example, take a paper on general neurocognitive development, and then present a short paper or finding about a specific disorder that has been mapped over development using the same framework or measures; or for a paper on plasticity after a type of early injury, present a new paper or article or YouTube about interventions for such injury]. If you are having trouble choosing a related paper please contact Dr. Fitch (but not the day before your presentation!)

**The total of the review and new presentation is a maximum of 25 min, and I will aggressively observe this limit, so be sure to practice and time out your talks!** (Points will be subtracted if you can't finish).

**Each student should sign up for FOUR talks.** There are 10 students in the class (10X4=40), and 38 papers. Note that some papers are longer and more complex so that I have assigned 2 students for these talks. These are denoted by \*\*\*\*\*. I will cover the extra papers.

After the presentation we will have a 15-20 min discussion period in which students from the class can raise points from their prepared list of questions and comments, or raise new questions or comments about the new material.

At the *end* of class, we'll have a brief (20-30 min) review by Dr. Fitch in which terminology and critical concepts for the following weeks papers will be presented.

**GRADES:** Grades will be comprised primarily of scores from the class presentations (70%), along with submitted weekly comments (10%) and class participation (20%).

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**Jan xx – Introduction, distribute syllabus.**

- Review class format and presentation expectations.
- Sign up for presentations.
- Review of neurodevelopmental terminology and principles to prep for next class/readings.

**Jan xx -- Basics of Human NeuroDevelopment (prenatal/early postnatal)**

1) Nowakowski & Hayes, 2002, [chapter 5], General Principles of CNS Brain Development.

2) Webb, Monk & Nelson, 2001, Mechanisms of postnatal neurobiological development: Implications for human development.

**Feb x – Genetic Mechanisms of NeuroDevelopmental**

3) Developmental genetics of vertebrate glial-cell specification. 2010. Rowitch & Kriegstein

4) Mitsuhashi & Takahashi, 2009, Genetic regulation of proliferation/differentiation characteristics of neural progenitor cells in the developing neocortex.

5) Walsh, 2000, Genetics of neuronal migration in the cerebral cortex.

**Feb xx – NeuroDevelopment, Phylogeny, and Evolution ("Evo-Devo")**

6) Willmore, 2010, Development influences evolution.

7) Finlay, 1998, Patterns of vertebrate neurogenesis and the paths of vertebrate evolution.

8) Rakic, 2009, Evolution of the neocortex: a perspective from developmental biology.

**Feb xx - Disruption of Perinatal NeuroDevelopment**

9) Rice & Barone, 2000, Critical periods of vulnerability for the developing nervous system: Evidence from humans and animal models.

10) Aylward, 2005, Neurodevelopmental outcomes of infants born prematurely.

11) Stiles et al., 2002, [chapter 15], Linguistic and spatial cognitive development in children with pre- and perinatal focal injury.

**Feb xx – Plasticity, Part I. Synaptic circuits and experience.**

12) Johnston et al., 2001, Sculpting the developing brain.

13) Katz & Shatz, 1996, Synaptic activity and the construction of cortical circuits.

14) Randy Nudo, 2006, Plasticity.

**March x – Plasticity, Part II. Deprivation and re-organization.**

15) Neville & Bavelier. 2002. [chapter 14]. Specificity and plasticity in neurocognitive development in humans.

16) Mauerer et al. 2005, Missing sights: consequences for visual development.

17) Harrison et al., 2005, Is there a critical period for cochlear implantation in congenitally deaf children? Analyses of hearing and speech perception performance after implantation.

**March xx -- Cognitive NeuroDevelopment.**

18) Casey et al., 2005, Imaging the Developing Brain: What Have we Learned about Cognitive Development?

(Note that B.J. Casey is to speak in the Psych Dept. friday Feb 1, 4pm, room 160)

19) Toga et al., 2006, Mapping brain maturation.

20) Kuhl & Rivera-Gaxiola, 2008, Neural Substrates of Language Acquisition.

For color version of Kuhl & Rivera-Gaxiola, see:

<http://www.annualreviews.org/doi/full/10.1146/annurev.neuro.30.051606.094321>

**March xx -- Spring Break**

**March xx – Motor Development and Cerebral Palsy**

21) Martin, 2005, The corticospinal system: from development to motor control.

22) Martin et al., 2004, Corticospinal system development depends on motor experience.

23) Silbereis et al., 2010, Towards improved animal models of neonatal white matter injury associated with cerebral palsy.

24) Johnston, 2009. Plasticity in the developing brain: implications for rehabilitation.

#### **April x - Computational and Theoretical Models of NeuroDevelopment**

25) Thelan. 2002. Self-organization in developmental processes: Can systems approaches work? [Chapter 18].

26) Karmiloff-Smith. 2002. Development itself is the key to understanding developmental disorders. [Chapter 19].

27) Bates & Elman. 2002. Connectionism and the study of change. [Chapter 21]

#### **April x - LLI/Dyslexia and NeuroDevelopment.**

28) Bishop, 2009, Genes, cognition and communication. Insights from neurodevelopmental disorders.

29) SLI paper – TBD (see Grela & Meyers)

30) Galaburda et al. 2006. From Genes to Behavior in Dyslexia.

#### **April xx – Autism and NeuroDevelopment**

31) Geschwind and Levitt, 2007, Autism spectrum disorders: developmental disconnection syndromes.

32) Amaral et al., 2008, Neuroanatomy of autism.

33) Courchesne et al., 2007, Mapping early brain development in autism.

#### **April xx – Williams Syndrome and NeuroDevelopment**

34) Bellugi et al., 1999, Bridging cognition, the brain and molecular genetics: evidence from Williams syndrome.

35) Williams paper 2

36) Levitin et al., 2004, Characterizing the musical phenotype in individuals with Williams Syndrome.

#### **April xx – ADHD and NeuroDevelopment**

37) Durston, 2008, Converging methods in studying attention-deficit/hyperactivity disorder: What can we learn from neuroimaging and genetics?

38) Andersen & Navalta., 2004, Altering the course of neurodevelopment: a framework for understanding the enduring effects of psychotropic drugs.

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## COMMITTEE ON CURRICULA AND COURSES

### **Proposal to Cross List Courses**

Last revised: September 24, 2013

Please consult the cross listing rules before completing this form.

1. Date: Jan 2014
2. Department initiating this proposal: PSYC
3. Effective Date (semester, year): Spring 2015  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### **Current Catalog Copy/Copies**

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### **Proposed Catalog Copy/Copies**

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

PSYC 5150. Neurodevelopment and Plasticity

3 credits. Seminar. Open to graduate students in Psychology, SLHS, PNB; others with consent of instructor.

Overview of brain development including: embryonic neurogenetics; evolution and evo-devo; how emergent behavioral capabilities reflect neural growth in neurobehavioral development; and how disruptions of neurodevelopment cause developmental disabilities. Also offered as COGS 5130. Offered bi-annually in Spring semester.

COGS 5130. Neurodevelopment and Plasticity

3 credits. Seminar. Open to graduate students in Psychology, SLHS, PNB; others with consent of instructor.

Overview of brain development including: embryonic neurogenetics; evolution and evo-devo; how emergent behavioral capabilities reflect neural growth in neurobehavioral development; and how disruptions of neurodevelopment cause developmental disabilities. Also offered as PSYC 5150. Offered bi-annually in Spring semester.

### **Justification**

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1. Reasons for adding this course if it is new: Please see separate course proposal.
2. Reasons for cross listing this course: Pertinent to both Depts.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? ☒ Yes ☐ No
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Fitch

## **Approvals**

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

1. List the name of each department or program which will be involved in the cross-listing.
2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
  - Cognitive Science Steering Committee: Feb. 17, 2014
  - Psychology Curriculum Committee: Feb 12, 2014
  - Department or Program Faculty:
  - Department or Program Head:

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:  
Robert Henning: [robert.henning@uconn.edu](mailto:robert.henning@uconn.edu); 6-5918

**Neurobiology of Typical and Atypical Cognition and Language Development**  
**Psychology 5470 (current topics)/5445/COGS 5140 Spring 2014**  
**Letitia Naigles, Inge-Marie Eigsti, Rachel Theodore**

The goal of the course is to survey and critique current research on language acquisition in developmentally delayed/pathological populations, including autism, Williams Syndrome, Down Syndrome, fragile X syndrome, maltreatment, Specific Language Impairment, dyslexia, and post-natal brain damage. We will examine what do the language delays & deficits reveal

- About each disorder? For example, is the language deficit central to the disorder? Do other deficits “follow” from the language one?
- About the processes of language acquisition? For example, which aspects of language development proceed similarly to the typical case? Are some aspects of language development delayed because of deficits in other aspects that need to be acquired first?
- About the representation & organization of language? For example, do the delays/deficits adhere to/follow the subcomponents of language? To what extent do the delays/deficits reveal how language relies on non-linguistic cognition?
- About the biology/neuropsychology/genetics of language? For example, What is the relationship between the timing of typical and atypical language development and different aspects of brain development? How can we tie together processes at the gene, neural, and behavioral levels?

All participants will be required to read the papers for each class. Students will lead/facilitate the discussions of the readings (1-2 per student) each week, beginning with Week 3. Class leadership and class participation each comprise 20% of your final grade. Class participation requires, at minimum, that you raise at least two questions during each class. Please send the questions to us via e-mail by 5pm each Thursday evening: [letitia.naigles@uconn.edu](mailto:letitia.naigles@uconn.edu), [inge-marie.eigsti@uconn.edu](mailto:inge-marie.eigsti@uconn.edu).

Instructions for class leadership/presentations: Your job is to describe the issue of the day, and then describe and critique the evidence that ‘your’ article brings. Please bring a 1-2 page handout (already copied) to distribute to the class, which outlines the evidence. You are NOT to read from the articles as you present them, although you may refer to and quote specific passages and/or data.

Outreach project (15%): You will design/create a webpage /blog for our (under development) ‘Child Research at UCONN’ website, in which you present information on an issue concerning atypical language development to members of the wider community, such as parents, teachers, policy makers or professionals. This will be due mid-semester. Website design info for UCONN, and training, can be found at <http://aurora.uconn.edu>. For additional technical assistance, contact Professor Eigsti.

Group project (45%): Triads of students from different departments/divisions will team up to design a ‘Special Issue’ of a journal such as *Journal of Child Language*, *Journal of Speech, Language, & Hearing Research*, *Journal of Autism and Developmental Disorders*, that is focused on atypical language development. You choose the more specific area (e.g., brain and . . . /genes and . . . /phonology and . . . /semantics and . . . / etc.), select the papers from those already published (or in press), and then write the introduction. The intro should be more than a summary of the papers included; it should also provide a framework for organizing this subfield, critiques of methods/participants/findings as well as future directions for this specific area.

**Week 1: Introduction to the course, selection of presentation week, primer on language development**

Please read before the first class, if not already familiar with linguistics:  
Pinker, S. (1994) *The language instinct*. Chapters 1, 2, 3, 4, 5, 9



## **Week 2: Introduction to language pathologies**

- Finestack, L. H., Richmond, E. K., & Abbeduto, L. (2009). Language Development in Individuals with Fragile X Syndrome. *Top Lang Disord*, 29(2), 133-148.
- Miller, C. A. (2011). Auditory processing theories of language disorders: past, present, and future. *Lang Speech Hear Serv Sch*, 42(3), 309-319. doi: 10.1044/0161-1461(2011/10-0040)
- Musolino, J., & Landau, B. (2012). Genes, language, and the nature of scientific explanations: the case of Williams syndrome. *Cogn Neuropsychol*, 29(1-2), 123-148. doi: 10.1080/02643294.2012.702103
- Volkmar, F. R., & McPartland, J. C. (2013). From Kanner to DSM-5: Autism as an Evolving Diagnostic Concept. *Annu Rev Clin Psychol*. doi: 10.1146/annurev-clinpsy-032813-153710

## **Week 3: Methods of studying developmental language pathologies**

- Shaked M, Yirmiya N. (2004) Matching procedures in autism research: evidence from meta-analytic studies. *J Autism Dev Disord* 34(1):35-40.
- Ellis Weismer, S., Lord, C., Esler, A. (2010) Early Language Patterns of Toddlers on the Autism Spectrum Compared to Toddlers with Developmental Delay. *J Autism Dev Disord* (2010) 40:1259–1273
- Dennis, M., Francis, D., Cirino, P., Schachar, R., Barnes, M., & Fletcher, J. (2009) Why IQ is not a covariate in cognitive studies of neurodevelopmental disorders. *Journal of the International Neuropsychological Society* (2009), 15 , 331 – 343 .
- Spaulding, T. (2012) Comparison of severity ratings on norm-referenced tests for children with specific language impairment. [Journal of Communication Disorders 45 \(2012\) 59–68](#)

## **Week 4: Auditory and working memory processes**

- Pierpont, E. I., Richmond, E. K., Abbeduto, L., Kover, S. T., & Brown, W. T. (2011). Contributions of phonological and verbal working memory to language development in adolescents with fragile X syndrome. *J Neurodev Disord*, 3(4), 335-347. doi: 10.1007/s11689-011-9095-2
- Riches, N. G., Loucas, T., Baird, G., Charman, T., & Simonoff, E. (2011). Non-word repetition in adolescents with specific language impairment and autism plus language impairments: a qualitative analysis. *J Commun Disord*, 44(1), 23-36. doi: 10.1016/j.jcomdis.2010.06.003
- Skoe, E., Krizman, J., & Kraus, N. (2013). The impoverished brain: disparities in maternal education affect the neural response to sound. *Journal of Neuroscience*, 33(44), 17221-17231. doi: 10.1523/jneurosci.2102-13.2013
- Tyson, K. E., Kelley, E., Fein, D. A., Orinstein, A., Troyb, E., Barton, M., . . . Rosenthal, M. (2013). Language and verbal memory in individuals with a history of autism spectrum disorders who have achieved optimal outcomes. *Journal of Autism and Developmental Disorders*.

### **Week 5: Social contributions to language acquisition**

Gliga, T., Elsabbagh, M., Hudry, K., Charman, T., Johnson, M., The BASIS Team\* (2012) Gaze Following, Gaze Reading, and Word Learning in Children at Risk for Autism. *Child Development* 83, 926–938.

Goodwin, A., Fein, D., & Naigles, L. (in press) The role of maternal input in the development of wh-question comprehension in autism and typical development *Journal of Child Language*.

Chevallier, C., Huguet, P., Happe', F., George, N., Conty, L., (2013) Salient Social Cues are Prioritized in Autism Spectrum Disorders Despite Overall Decrease in Social Attention. *J Autism Dev Disord* 43:1642–1651.

Watson, L., Roberts, J., Baranek, G., Mandulak, K., Dalton, J. (2012) Behavioral and Physiological Responses to Child-Directed Speech of Children with Autism Spectrum Disorders or Typical Development. *J Autism Dev Disord* 42:1616–1629 DOI 10.1007/s10803-011-1401-z

### **Week 6: Speech perception**

Chonchaiya, W., Tardif, T., Mai, X., Xu, L., Mingyan, L., Kaciroti, N., Kileny, P. R., Shao, J., & Lozoff, B. (2013). Developmental trends in auditory processing can provide early predictions of language acquisition in young infants. *Developmental Science*, 16, 159-172.

Hazan, V., Messaoud-Galusi, S., & Rosen, S. (2013). The effect of talker and intonation variability on speech perception in noise in children with dyslexia. *Journal of Speech, Language, and Hearing Research*, 56, 44-62.

Ramus, F., Marshall, C. R., Rosen, S., & van der Lely, H. K. (2013). Phonological deficits in specific language impairment and developmental dyslexia: Towards a multidimensional model. *Brain*, 136, 630-645.

Ziegler, J. C., Pech-Georgel, C., George, F., & Lorenzi, C. (2011). Noise on, voicing off: Speech perception deficits in children with specific language impairment. *Journal of Experimental Child Psychology*, 110, 362-372.

### **Week 7: Word learning and lexical/semantic organization**

Bani Hani, H., Gonzalez-Barrero, A., & Nadig, A. (2013) Children's referential understanding of novel words and parent labeling behaviors: similarities across children with and without autism spectrum disorders. *Journal of Child Language* 40, 971-1002

de Marchena, A., Eigsti, I-M, Worek, A., Ono, K., Snedeker, J. (2011) Mutual exclusivity in autism spectrum disorders: Testing the pragmatic hypothesis. *Cognition* 119, 96–113

Tek, S., Jaffery, G., Fein, D., & Naigles, L.R. (2008) Do children with autism show a shape bias in word learning? *Autism Research* 1, 202-215.

McDuffie, A., Kover, S., Hagerman, R., Abbeduto, L. (2013) Investigating Word Learning in Fragile X Syndrome: A Fast-Mapping Study *J Autism Dev Disord* 43:1676–1691.

## **Week 8: Pragmatics and theory of mind**

- de Marchena, A., & Eigsti, I. M. (in revisions). Executive and nonverbal contributions to pragmatic language in autism spectrum disorder. *Journal of Child Language*.
- John, A. E., Rowe, M. L., & Mervis, C. B. (2009). Referential communication skills of children with Williams syndrome: understanding when messages are not adequate. *Am J Intellect Dev Disabil*, 114(2), 85-99. doi: 10.1352/2009.114.85-99
- Norbury, C. F., Gemmell, T., & Paul, R. (2013). Pragmatics abilities in narrative production: a cross-disorder comparison. *J Child Lang*, 1-26. doi: 10.1017/s030500091300007x
- Taylor, L. J., Maybery, M. T., Wray, J., Ravine, D., Hunt, A., & Whitehouse, A. J. (2013). Brief report: do the nature of communication impairments in autism spectrum disorders relate to the broader autism phenotype in parents? *Journal of Autism and Developmental Disorders*, 43(12), 2984-2989. doi: 10.1007/s10803-013-1838-3

## **Week 9: Grammatical acquisition and representation**

- Levy, Y. & Eilam, A. (2013) Pathways to language: a naturalistic study of children with Williams syndrome and children with Down syndrome. *Journal of Child Language* 40, 106-138.
- Musolino, J., Chunyo, G. & Landau, B. (2010) Uncovering Knowledge of Core Syntactic and Semantic Principles in Individuals With Williams Syndrome. *Language Learning and Development*, 6: 126–161.
- Allen, M., Haywood, S., Rajendran, G., & Branigan, H. (2011) Evidence for syntactic alignment in children with autism. *Developmental Science* 14:3 540–548.
- Rakhlin, N., Kornilov, S., & Grigorenko, E. (in press) Gender and agreement processing in children with Developmental Language Disorder. *Journal of Child Language*.

## **Week 10: Brain 1: Functional connectivity and language deficits**

- Barttfeld, P., Wicker, B., Cukier, S., Navarta, S., Lew, S., & Sigman, M. (2011). A big-world network in ASD: dynamical connectivity analysis reflects a deficit in long-range connections and an excess of short-range connections. *Neuropsychologia*, 49(2), 254-263. doi: 10.1016/j.neuropsychologia.2010.11.024
- Hall, S. S., Jiang, H., Reiss, A. L., & Greicius, M. D. (2013). Identifying large-scale brain networks in fragile X syndrome. *JAMA Psychiatry*, 70(11), 1215-1223. doi: 10.1001/jamapsychiatry.2013.247
- Stevenson, R. A., Siemann, J. K., Schneider, B. C., Eberly, H. E., Woynaroski, T. G., Camarata, S. M., & Wallace, M. T. (2014). Multisensory temporal integration in autism spectrum disorders. *Journal of Neuroscience*, 34(3), 691-697. doi: 10.1523/jneurosci.3615-13.2014
- Verly, M., Verhoeven, J., Zink, I., Mantini, D., Oudenhove, L. V., Lagae, L., . . . Rommel, N. (2013). Structural and functional underconnectivity as a negative predictor for language in autism. *Hum Brain Mapp*. doi: 10.1002/hbm.22424

Optional:

- Shen, M. D., Shih, P., Ottl, B., Keehn, B., Leyden, K. M., Gaffrey, M. S., & Muller, R. A. (2012). Atypical lexicosemantic function of extrastriate cortex in autism spectrum disorder: evidence from functional and effective connectivity. *Neuroimage*, 62(3), 1780-1791. doi: 10.1016/j.neuroimage.2012.06.008

## **Week 11: Brain 2: Neural underpinnings of language deficits**

- Eigsti, I. M., Schuh, J., Mencl, E., Schultz, R. T., & Paul, R. (2012). The neural underpinnings of prosody in autism. *Child Neuropsychol*, 18(6), 600-617. doi: 10.1080/09297049.2011.639757

- Joseph, R. M., Fricker, Z., Fenoglio, A., Lindgren, K. A., Knaus, T. A., & Tager-Flusberg, H. (2013). Structural asymmetries of language-related gray and white matter and their relationship to language function in young children with ASD. *Brain Imaging Behav.* doi: 10.1007/s11682-013-9245-0
- Kuhl, P. K., Coffey-Corina, S., Padden, D., Munson, J., Estes, A., & Dawson, G. (2013). Brain responses to words in 2-year-olds with autism predict developmental outcomes at age 6. *PLoS One*, 8(5), e64967. doi: 10.1371/journal.pone.0064967
- Williams, D., Botting, N., & Boucher, J. (2008). Language in autism and specific language impairment: where are the links? *Psychological Bulletin*, 134(6), 944-963. doi: 2008-14745-006 [pii] 10.1037/a0013743

### **Week 12: Motor processing and imitation**

- Botting, N., Riches, N., Gaynor, M., & Morgan, G. (2010). Gesture production and comprehension in children with specific language impairment. *Br J Dev Psychol*, 28(Pt 1), 51-69.
- Corriveau, K. H., & Goswami, U. (2009). Rhythmic motor entrainment in children with speech and language impairments: tapping to the beat. *Cortex*, 45(1), 119-130. doi: 10.1016/j.cortex.2007.09.008
- Silverman, L. B., Bennetto, L., Campana, E., & Tanenhaus, M. K. (2010). Speech-and-gesture integration in high functioning autism. *Cognition*, 115(3), 380-393. doi: S0010-0277(10)00015-6 [pii] 10.1016/j.cognition.2010.01.002 [doi]
- Watson, L. R., Crais, E. R., Baranek, G. T., Dykstra, J. R., & Wilson, K. P. (2013). Communicative gesture use in infants with and without autism: a retrospective home video study. *Am J Speech Lang Pathol*, 22(1), 25-39. doi: 10.1044/1058-0360(2012/11-0145)

### **Week 13: Genetic influences**

- Mills, D., Dai, L., Fishman, Y., Yam, A., Appelbaum, L., St George, M., Galaburda, A., Bellugi, U., Korenberg, J. (2013) Genetic mapping of brain plasticity across development in Williams syndrome: ERP markers of face and language processing. *Dev Neuropsychol.* 38, 613-42.
- Geschwind, D. (2011) Genetics of autism spectrum disorders. *Trends in Cognitive Sciences* 15, 409-416.
- Rice, M. (2012) Toward epigenetic and gene regulation models of specific language impairment: looking for links among growth, genes, and impairments *Journal of Neurodevelopmental Disorders* 4:27.
- Graham, S. A., & Fisher, S. E. (2013). Decoding the genetics of speech and language. *Current Opinion in Neurobiology*, 23, 43-51.

## **Week 14: Computational modeling**

Elman, J.L. (2005). Connectionist models of cognitive development: Where next? *Trends in Cognitive Science*, 9, 111-117.

Lewis, J.D., & Elman, J.L. (2008). Growth-related neural reorganization and the autism phenotype: A test of the hypothesis that altered brain growth leads to altered connectivity. *Developmental Science*, 11(1), 135-55.

Munakata, Y. and McClelland, J. L. (2003). Connectionist models of development. *Developmental Science*, 6, 413-429.

One of these, TBD:

Chang F, Janciauskas M, Fitz H (2012) Language adaptation and learning: Getting explicit about implicit learning. *Language and Linguistics Compass* vol 6 issue 5 pp 259-278.

Chang. F, Dell, G. S., Bock, K. (2006) Becoming syntactic. *Psychological Review* 113, 234-272.

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: December 2013
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: Spring 2016

### Final Catalog Listing

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Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

PSYC 5445. Neurobiology of Language: Typical and Atypical Cognition and Language Development  
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

### Items Included in Catalog Listing

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#### Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): PSYC
2. [Course Number](#): 5445
3. Course Title: Neurobiology of Language: Typical and Atypical Cognition and Language Development
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

6. [Course Type](#), if appropriate:  
\_\_\_Lecture \_\_\_ Laboratory \_X\_ Seminar \_\_\_ Practicum

### **Optional Items**

7. [Prerequisites](#), if applicable:  
8. [Recommended Preparation](#), if applicable: PSYC 5440 or COGS 5110 or COGS 5120 or COGS 5130 or COGS 5150 or SLHS 5348 or LING 5110.  
Note: A total of 5 new COGS courses is anticipated.  
9. [Consent of Instructor](#), if applicable: Consent required only for undergraduates, or graduate students from departments other than LING, SLHS, or PSYC.  
10. [Exclusions](#), if applicable:  
11. [Repetition for credit](#), if applicable:  
12. [S/U grading](#):

### **Justification**

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1. [Reasons for adding this course](#): No other graduate-level course exists that focuses on language development in both typically developing children and those with developmental or acquired language disorders. Unlike SLHS 5348, which focuses on assessment and intervention of language disorders, the current course targets the underlying genetic, neurobiological, linguistic, cognitive, social, and motor bases of these disorders, and what these reveal about the nature of language and the processes of language acquisition. This course has been taught as Special Topics in Developmental Psychology and we have now decided to convert it to a regular course.
2. [Academic merit](#): The course will survey current research concerning the processes and products of language development in children with developmental or acquired language disorders, including but not restricted to autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Students will become familiar with the language delays & deficits of each disorder, with both established and innovative behavioral and neuroimaging methods for investigating the processes and organization of language in children with these disorders, and with the complexities of their (epi)genetics.
3. [Overlapping courses](#): SLHS 5348 checked but deemed non-overlapping (see Justification). None in PSYC or LING
4. Number of students expected: 20
5. Number and size of sections: 1 section
6. [Effects on other departments](#):

7. [Staffing](#): Naigles, Eigsti (co-taught)
8. [Dates approved](#) by  
Department Curriculum Committee:  
Psychology, 12/4/13  
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact  
person: Letitia Naigles, 6-4942, Letitia.naigles@uconn.edu

## **Syllabus**

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A [syllabus](#) for the new course must be attached to your submission email.

## **Additional Approval**

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New graduate courses must also be approved by the Graduate Faculty Council.



# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: December 4, 2013
2. Department initiating this proposal: COGS
3. Effective Date (semester, year): Spring 2016  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy/Copies

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#### Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): PSYC
2. [Course Number](#): 5445
3. Course Title: Neurobiology of Language: Typical and Atypical Cognition and Language Development
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

### Proposed Catalog Copy/Copies

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PSYC 5445. Neurobiology of Language: Typical and Atypical Cognition and Language Development

3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language. Also offered as COGS 5140.

COGS 5140. Neurobiology of Language: Typical and Atypical Cognition and Language Development

3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language. Also offered as PSYC 5445.

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

### **Obligatory Items**

1. [Abbreviation](#) for Department, Program or [Subject Area](#): PSYC
2. [Course Number](#): 5445
3. Course Title: Neurobiology of Language: Typical and Atypical Cognition and Language Development
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays & deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language. Also offered as COGS 5140.

### **Justification**

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1. [Reasons for adding this course if it is new](#):

No other graduate-level course exists that focuses on language development in both typically developing children and those with developmental or acquired language disorders. Unlike SLHS 5348, which focuses on assessment and intervention of language disorders, the current course targets the underlying genetic, neurobiological, linguistic, cognitive, social, and motor bases of these disorders, and what these reveal about the nature of language and the processes of language acquisition. This course has been taught as Special Topics in Developmental Psychology and we have now decided to convert it to a regular course.

2. Reasons for cross listing this course: As listed in the title, the course is relevant to both Cognitive Neuroscience (i.e., Neurobiology) and Psychology (i.e.,

Cognition and Language Development). The course is co-taught; at least one of the professors is from Psychology.

3. Does the title or [course description](#) clearly indicate that the course is appropriate to list under all headings? ☒ Yes ☐ No
4. [Effects on other departments](#): Psychology is supportive of this course, and has approved the course as being cross-listed (CC&C meeting on Dec. 4, 2013).
5. Effects on regional campuses:
6. [Staffing](#): Letitia Naigles and Inge-Marie Eigsti

## **Approvals**

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

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

Cognitive Science

Psychology

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

Department or Program Curriculum Committee:

Psychology, December 4, 2013.

Cognitive Science, December 9, 2013

Department or Program Faculty:

Department or Program Head:

(Duplicate above, as needed)

2. Name, Phone Number, and e-mail address of principal contact person:  
Letitia Naigles, 6-4942, [Letitia.naigles@uconn.edu](mailto:Letitia.naigles@uconn.edu)

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: 2/19/14
2. Department initiating this proposal: EVST (Program Director currently sits in POLS)
3. Effective Date (semester, year): Fall 2014  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy/Copies

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#### **POLS 3412. Global Environmental Politics**

Three credits. Prerequisite: Open to juniors or higher.

Politics of how humans and natural systems interact. Managing the global environment, regulating resource commons, and coordinating to solve environmental problems.

### Proposed Catalog Copy/Copies

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

#### **POLS 3412. Global Environmental Politics**

Three credits. Prerequisite: Open to juniors or higher.

(Also offered as EVST 3412) Politics of how humans and natural systems interact. Managing the global environment, regulating resource commons, and coordinating to solve environmental problems.

#### **EVST 3412. Global Environmental Politics**

Three credits. Prerequisite: Open to juniors or higher.

(Also offered as POLS 3412) Politics of how humans and natural systems interact. Managing the global environment, regulating resource commons, and coordinating to solve environmental problems.

## Justification

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1. [Reasons for adding this course if it is new](#):
2. Reasons for cross listing this course:

POLS 3412 is a social science core course for the Environmental Studies major. It is the program's hope to cross-list most of its core courses, so that the program can offer them, when needed, regardless of the staffing demands in the home department.

3. Does the title or [course description](#) clearly indicate that the course is appropriate to list under all headings? ☒ Yes ☐ No
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): Mark Boyer is currently the only faculty teaching this course. But during leave times, it may be necessary to offer this core course with another instructor or through the proposed EVST number.

## Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. Political Science
2. For each department or program, list the [dates of approval](#) by the appropriate departmental or program review process(see [Note Q](#)):  
Department or Program Curriculum Committee: 2/19/14 (re: Matt Singer below)  
Department or Program Faculty: 2/19/14 (re: Matt Singer below)  
Department or Program Head: 2/19/14 (re: David Yalof below)

(Duplicate above, as needed)

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

Mark A. Boyer, x63156, [mark.boyer@uconn.edu](mailto:mark.boyer@uconn.edu)

.....  
**Matt Singer (POLS CnC chair)**

**From:** <Singer>, Matthew <[matthew.m.singer@uconn.edu](mailto:matthew.m.singer@uconn.edu)> **Date:** Wednesday, February 19, 2014 at 9:56 AM **To:** CLAS <[mark.boyer@uconn.edu](mailto:mark.boyer@uconn.edu)> **Subject:** RE: proposal to cross-list POLS 3412 w/ EVST

As long as David is fine with it, I am fine with it (I usually put today's date for C&C and department approval since this kind of change is covered by the blanket resolution at the beginning of the year). By the way, you have an "it's" where you mean "its" in the justification for the change.

.....

**David Yalof (POLS Head)**

**From:** <Yalof>, David <[david.yalof@uconn.edu](mailto:david.yalof@uconn.edu)>  
**Date:** Wednesday, February 19, 2014 at 1:18 PM  
**To:** CLAS <[mark.boyer@uconn.edu](mailto:mark.boyer@uconn.edu)>  
**Subject:** RE: proposal to cross-list POLS 3412 w/ EVST

You have my own approval on the attached.

David

David Alistair Yalof  
Professor and Department Head  
University of Connecticut  
Department of Political Science  
365 Fairfield Way, Unit 1024  
Storrs, CT 06269-1024  
(860-486-0416)

Office is located in The Oak Building, Room 412 Students please schedule appointments at <http://advapp.uconn.edu/> Yalof

**University of Connecticut  
College of Liberal Arts and Sciences  
Committee on Curricula and Courses**

Proposal to Change an existing Major

Last revised: Tuesday, April 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

**1. Date:** 2/19/14

**2. Department requesting this change:** Urban and Community Studies

**3. Title of Major:** Urban and Community Studies

**4. Nature of Change:**

**1) Add a course as another option for fulfilling Group 3 (Methods) requirement:** With its growth into a field of study in and of itself, UCS has also developed methods unique to the types of issues studied. Last year we added a quantitative-focused URBN designated methods course. This year, we would like to expand the options available to include a qualitative-focused course, *URBN 2302. Qualitative Methods in Urban and Community Studies*. Given the capacity of our very limited faculty, we will continue to allow students to take methods courses in other disciplines (see #3 in "Requirements of the major" below), but we will encourage students to enroll in one of the two URBN methods courses whenever possible.

**4) Add a course to options in Group 4 ("Supporting") category.** We would like to add *URBN 3991. Internship in Urban Studies: Field Study* to the choices available for fulfilling the category requirement. Students must co-enroll in *URBN 3981: Internship in Urban Studies: Seminar* when taking the field study course, but currently they can use only the credits earned in URBN 3981 to fulfill a major requirement. The majority of UCS majors take the two internship courses for a total of three credits (1 credit URBN 3981, 2 credits URBN 3991), but can use only the one credit hour of URBN 3981 toward the major. We would like to allow students to use up to three credit hours for URBN 3981/3991 combined.

## **5. Existing catalog Description of the Major (as of Fall 2014):**

### **Urban and Community Studies**

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, planning, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Urban and Community Studies. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

### **Requirements of the major.**

1. URBN 2000 and URBN 4000
2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3842 or PP 3031; POLS/URBN 3632W; PP 4034; SOCI 3901/URBN 3275, SOCI 3425, 3911; URBN 3000.
3. One of the following: ECON 2327; GEOG 3500Q, 4500, POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q; URBN 2301Q
4. Two additional courses selected from group 2, group 3, or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; EKIN 3547; ENGL 3235W; GEOG 4200W; HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, 3110, 3510, 3530, 3540; INTD 3584; POLS 2622; POLS/HRTS 3212; POLS 3617; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001, 3020, 3033, 4033; SOCI 2301; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3501, 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN 3993, 3995, 3998, 4000, 4499W, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594.



## **6. Proposed catalog Description of the Major:** (see highlighted changes)

### **Urban and Community Studies**

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, planning, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Urban and Community Studies. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

### **Requirements of the major.**

1. URBN 2000 and URBN 4000
2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3842 or PP 3031; POLS/URBN 3632W; PP 4034; SOCI 3901/URBN 3275, SOCI 3425, 3911; URBN 3000.
3. One of the following: ECON 2327; GEOG 3500Q, 4500, POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q; URBN 2301Q; **URBN 2302**
4. Two additional courses selected from group 2, group 3, or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; EKin 3547; ENGL 3235W; GEOG 4200W; HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, 3110, 3510, 3530, 3540; INTD 3584; POLS 2622; POLS/HRTS 3212; POLS 3617; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001, 3020, 3033, 4033; SOCI 2301; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3501, 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981/**URBN 3991 (3 CREDITS COMBINED)** or INTD 3594; URBN 3993, 3995, 3998, 4000, 4499W, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594.

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

## Justification

1. **Why is a change required?** As mentioned earlier, we desire to have two uniquely urban and community studies method courses to introduce students to the specific methods of the field. We are add the internship course to the list of supporting course electives because we believe a well-directed and thought-out internship experience can be an integral part of a student's learning experience, and we want those students who do an internship to be allowed major credit for the course.

2. **What is the impact on students?** Because the qualitative methods course has already been available as a variable topics course, the only impact there will be to having it formally in the curriculum is that students will no longer need to request a substitution when preparing their final plan of study. Adding the internship field course will allow students to count a 3-credit hour internship toward their degree. This should help a fair number of students.

3. **What is the impact on regional campuses?** The UCS program has students actively pursuing the degree on several regional campuses, with significant numbers of students on the Greater Hartford and Waterbury campuses. URBN 2302 will be offered every other year on the Greater Hartford and/or Waterbury campuses. The URBN 3981/3991 internship courses are available to all UCS majors, regardless their home campus.

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

Department Curriculum Committee: February 4, 2014

Department Faculty: February 19, 2014

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

Edith J. Barrett, Director, Urban and Community Studies

860-570-9029

Edith.barrett@uconn.edu

University of Connecticut  
College of Liberal Arts and Sciences  
Committee on Curricula and Courses

## **Proposal to Add a New Undergraduate Course**

Last revised: December 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: **2/19/2014**
2. Department requesting this course: **Urban and Community Studies**
3. Semester and year in which course will be first offered: **Fall 2014**

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

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

### **URBN 2302. Qualitative Methods in Urban and Community Studies**

Either semester. Three credits. Open to sophomores.

An introduction to qualitative methods used in urban social research. Students will learn interdisciplinary techniques for data collection and analysis, including: visual and narrative analysis, participant observation, interviewing, and archival research.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see [Note O](#)): **URBN**
2. Course Number (see [Note B](#)): **2302**  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? **X** Yes \_\_\_ No
3. Course Title: Qualitative Methods in Urban and Community Studies
4. Semester offered (see [Note C](#)): **Fall, Spring**
5. Number of Credits (see [Note D](#)): **3**
6. Course description (second paragraph of catalog entry -- see [Note K](#)): **An introduction to qualitative methods used in urban social research. Students will learn interdisciplinary techniques for data collection and analysis, including: visual and narrative analysis, participant observation, interviewing, and archival research.**

#### **Optional Items**

7. Number of Class Periods, if not standard (see [Note E](#)): **NA**
8. Prerequisites, if applicable (see [Note F](#)): **NA**
9. Recommended Preparation, if applicable (see [Note G](#)): **NA**

10. Consent of Instructor, if applicable (see Note T) **NA**
11. Exclusions, if applicable (see Note H): **NA**
12. Repetition for credit, if applicable (see Note I): **NA**
13. Instructor(s) names if they will appear in catalog copy (see Note J): **NA**
14. Open to Sophomores (see Note U): **Yes**
15. Skill Codes "W", "Q", or "C" (see Note T): **NA**
16. S/U grading (see Note W): **NA**

## **Justification**

1. Reasons for adding this course: (see Note L) **Urban and Community Studies research incorporates both quantitative and qualitative techniques. We recently added a quantitative focused course (URBN 2301Q) and would like now to add a qualitative focused course. Students are required to take at least one methods course, but by offering both a quantitative and qualitative course, students and their academic advisor can select the course that best fits their career objectives. The course had been taught as a variable topics course in previous years on the Waterbury campus, and this Spring it is being offered on the Storrs campus as a variable topics course. Student response has been positive.**
2. Academic Merit (see Note L): **Students will learn qualitative analysis skills useful for researching urban problems.**
3. Overlapping Courses (see Note M): **None**
4. Number of Students Expected: **60/year**
5. Number and Size of Section: **1 section per year on Storrs; every other year on Greater Hartford and Waterbury campuses. Because of the project-based nature of the material, classes will be capped at 40 students per section.**
6. Effects on Other Departments (see Note N): **None expected. Representatives from Geography, Political Science, and Sociology have been notified and none suggested any conflict.**
7. Effects on Regional Campuses: **The course will be offered every other year on the Greater Hartford and/or Waterbury campuses, the two regional campuses offering the Urban and Community Studies major.**
8. Staffing (see Note P): **The UCS program has faculty qualified to teach the course.**
9. Dates approved by (see Note Q):  
Department Curriculum Committee: **2/5/2014**  
Department Faculty: **2/18/2014**
10. Name, Phone Number, and e-mail address of principal contact person:  
**Edith Barrett**  
**Director, Urban and Community Studies**  
**860-570-9029**  
[Edith.barrett@uconn.edu](mailto:Edith.barrett@uconn.edu)

## **SAMPLE SYLLABUS (Rosa, Spring 2014)**

### **COURSE DESCRIPTION**

This course serves as an introduction to a wide range of qualitative methods used in urban social research. The class is structured around interdisciplinary techniques for fieldwork and data collection including: visual and narrative analysis, participant observation, interviewing, and archival research. Students will have the opportunity to collect and analyze a variety of data through project-based assignments and will learn about the practicalities, ethics, and relevance of research in the social sciences.

### **DISCUSSION TOPICS AND CALENDAR (SUBJECT TO ALTERATION)**

#### **PART 1: MAKING SENSE OF METHOD**

**Week 1 (January 27-31):** Introduction; knowledge claims; epistemology and ontology; research design frameworks

**Week 2 (February 3-7):** Changing paradigms of qualitative research; understanding the positionality of the researcher; research ethics

**Week 3 (February 10-14):** Case study research; mixed-method approaches; relationship between research and social policy; selecting a research topic

#### **PART 2: INTERVIEW METHODS**

**Week 4 (February 17-21):** Sampling, design and strategy; introduction to recording equipment and Audacity program for audio editing; introduction to f5 program for transcription

**Week 5 (February 24-28):** Strategies for planning and conducting semi-structured interviews; creating an interview guide; filtering data; preparing for follow-up interviews

#### **PART 3: ARCHIVAL RESEARCH METHODS**

**Week 6 (March 3-7):** Distinguishing and utilizing primary and secondary data; orientation to the Alternative Press Collection at the Dodd Center; methods of using the internet as archive

**Week 7 (March 10-14):** Evaluating the validity, credibility, and biases of sources; filtering and coding data, using Zotero for citation management

*March 14: Final project research proposal due*

## **Week 8 (March 17-21): SPRING BREAK**

### **PART 4: ETHNOGRAPHIC METHODS**

**Week 9 (March 24-28):** Revisiting the Chicago School of sociology; participant observation; effectively recording field notes

**Week 10 (March 31- April 4):** Producing and analyzing audiovisual materials; analyzing environmental behavior; frontiers for doing ethnographic research on the internet

### **PART 5: QUALITATIVE DATA ANALYSIS**

**Week 11 (April 7-11):** Managing, organizing, and coding data

**Week 12 (April 14-18):** Narrative/Discourse Analysis; reflexivity, subjectivity and objectivity

**Week 13 (April 21-25):** Making truth claims: questions of validity and verifiability; data analysis workshop

**Week 14 (April 28-30):** Final project presentations

*April 30: Final Project due*

## **ASSIGNMENT DETAILS**

### **Final Project Paper and Presentation (Paper due April 30; presentations April 30 and during final exam session)**

You will be expected to conduct an original qualitative research project utilizing at least two of the methods explored in the course of the semester. The paper should relate to a particular research question relating to urban life and *will likely require off-campus fieldwork*. Students should consider potential research questions and/or topics from the beginning of the semester. A two-page proposal outlining your topic and research methods will be due on March 14. The structure and guidelines for the paper will be handed out early in the semester, and special emphasis will be placed on the methods of data collection and analysis. The final result will be a 10-page paper and a 15-minute presentation. (40 points)

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/27/2014
2. Department requesting this course: Philosophy
3. Nature of Proposed Change: Correction to a prerequisite
4. If proposing to add this course to a CLAS general education area A-E, then
  - a. Specify a CLAS area, A-E: \_\_\_\_\_
  - b. Provide justification for inclusion in CLAS area, A-E:  
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year): Spring 2015  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

### Current Catalog Copy

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#### 3218. Feminist Theory

(218) Three credits. Prerequisite: At least one of [PHIL 1101](#), [1102](#), [1103](#), [1104](#), [1105](#), [1106](#), [1107](#); or WGSS 1103, [1104](#), or [1124](#).

Philosophical issues in feminist theory. Topics may include the nature of gender difference, the injustice of male domination and its relation to other forms of domination, the social and political theory of women's equality in the home, in the workplace, and in politics.

### Proposed Catalog Copy

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

#### 3218. Feminist Theory

(218) Three credits. Prerequisite: At least one of [PHIL 1101](#), [1102](#), [1103](#), [1104](#), [1105](#), [1106](#), [1107](#); or WGSS [1104](#), [1105](#), or [1124](#).

Philosophical issues in feminist theory. Topics may include the nature of gender difference, the injustice of male domination and its relation to other forms of domination, the social and political theory of women's equality in the home, in the workplace, and in politics.

## Justification

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1. [Reasons for changing this course](#): WGSS notified Philosophy that there is no such course as WGSS 1103, which is currently listed as a way to satisfy the prerequisites. The intended course is WGSS 1105 (Gender and Sexuality in Everyday Life). The current catalog copy resulted from a typographic error at the time of the conversion to four-digit course numbers.
2. Effect on Department's curriculum: none
3. Other departments consulted: WGSS
4. [Effects on other departments](#): Correcting this error allows WGSS students who have taken WGSS 1105 to take the course.
5. Effects on regional campuses: none
6. [Staffing](#): as before
7. [Dates approved](#) by  
Department Curriculum Committee: 2/27/2014  
Department Faculty: 2/27/2014
8. Name, Phone Number, and e-mail address of principal contact person: Daniel Silvermint (Philosophy and WGSS), 6-7928, [daniel.silvermint@uconn.edu](mailto:daniel.silvermint@uconn.edu)



## **History 3995, China and the West, Fall 2014**

Dr. Victor Zatsepine

Office: Room 307, Wood Hall, History Department, UConn

Tel: 860-4714079

Lectures: 2 times a week

Discussions: selected days, TBA

This course analyses China's political, economic, and cultural encounters with the Western Powers from the seventeenth century to 1949. Students will consider the changing structure of Chinese society in order to understand how Imperial China perceived the West. Additionally, this course addresses different strategies employed by the Western Powers to gain influence in China, ranging from missionary work and the opium trade to military invasion. In the twentieth century, Chinese people borrowed such foreign concepts as republican government, revolution, and nationalism to overthrow the Qing dynasty and to launch political, economic, and social reforms that were unprecedented in scale and human cost. This course aims to help students reflect on the perceived and real impact of Chinese and Western civilizations on each other.

### **Learning objectives:**

This course will incorporate current and past historiography to familiarize us with problems that arise in studying Chinese modern history and in analysing Western accounts of China. By the end of this course, successful students will have increased their understanding of the history of Sino-Western interactions and of Western perceptions about China. Critical thinking and writing skills will be strengthened through reading, discussions, assignments and research for a term paper.

### **Required readings:**

Jonathan Spence, *To Change China* (Penguin, 1980, reprint 2002)

The search for Modern China: *A Documentary Collection* (W. W. Norton & Company, 1999)

### **Recommended reading:**

John S. Gregory, *The West and China Since 1500* (Palgrave Macmillan, 2002)

D.E. Mungello, *The Great Encounter of China and the West, 1500-1800* (Rowman and Littlefield, 2005)

### **Distribution of Grades:**

Paper proposal – 10%

Book review – 20%

Term paper – 30 %

Final exam– 20%

Participation, discussions – 20%

- This course has **three writing assignments** (a book review, a term paper proposal, and the term paper) and final test.
- 1) Book review: Jonathan Spence, *To Change China* (5 pages, double spaced)
  - 2) Term paper proposal (3 pages double-spaced). Each student will choose **either** a Western person who wrote about China, a Chinese person who wrote about the West, **or** a Western institution/ country, which got involved with China at any period from 1650 to 1949. You will write a brief plan of the term paper, which will include the topic, potential arguments, chronology and available sources. Selected sources can be used from the collection of documents by Jonathan Spence (required text). This exercise will prepare students for writing a successful term paper.
  - 3) Term Paper (10 pages double-spaced, including bibliography) will be based on your term paper proposal. This paper will critically evaluate any Western account of the Qing or Republican China or any Chinese account of the West from 1650 to 1949.
- 6 group discussions will be based on Jonathan Spence's document collection *In Search of Modern China* (See required texts).

Week 1: Chinese and Western approaches to Chinese history  
Travels of Marco Polo

Week 2: Portugal in Macao and early Europeans in China  
Qing dynasty and early emperors

Week 3: Jesuits at the Qing court  
China in the 18<sup>th</sup> century world

Week 4: European images of China  
**Discussion 1**

Week 5: European diplomatic missions in China  
**Discussion 2**

Week 6: Opium Wars and the "Opening of China."  
The Taiping Rebellion and Christianity

Week 7: Life in treaty ports and in colonial Hong Kong  
**Discussion 3**

Week 8: Western media on (images of) China  
**Discussion 4**

Week 9: Chinese labor in North America (19<sup>th</sup> century)  
Self-Strengthening movement (Learning from the West)

**Book review is due!**

Week 10: Boxer Rebellion (1900).  
**Discussion 5**

Week 11: Movie “55 days in Peking”  
Sun Yat-sen, the revolution and the end of Qing dynasty

Week 11: Soviet and US interests in Republican China (1920-1940)  
**Discussion 6**

Week 12: Chinese writings about the West  
The roots of Western stereotypes about China  
**Final paper is due!**

**Suggested readings for final paper.**

**1. General:**

Cameron, Nigel. *Barbarians and Mandarins: Thirteen Centuries of Western Travelers in China* (New York, 1989).

Hopkirk, Peter. *Foreign Devils on the Silk Road* (London, 1980)

Kerr, Douglas and Julia Kuehn. *A Century of Travels in China: Critical Essays on Travel Writing from 1840s to the 1940s* (HKU, 2007)

Liam Matthew Brockey. *Journey to the East: the Jesuit Mission to China (1579-1724)* (Harvard, 2008)

Nield, Robert. *The China Coast: Trade and the First Treaty Ports* (Hong Kong, 2010)

Spence, Jonathan. *The Memory Palace of Matteo Ricci* (Penguin, 1985)

Wood, Frances. *The Lure of China* (Hong Kong, 2009)

**2. Individuals experiences and accounts of China and the West:**

Bickers, Robert. *Empire Made Me: and Englishman Adrift in Shanghai* (Penguin, 2004)

Bird, Isabella. *The Yangtze Valley and Beyond: an Account of Journeys in China* (1899)

- Bland, J.O.P., *Houseboat Days in China* (1909)
- Buck, Pearl. *The Good Earth* (1931).
- J. L. Cranmer-Byng, ed. *An Embassy to China: Being the Journal Kept by Lord Macartney During his Embassy to the Emperor Ch'ien-lung, 1793-1794* (1962).
- Fleming, Peter. *News from Tartary: A Journey from Peking to Kashmir* (1936)
- Frodsham, J. D. *The First Chinese Embassy to the West: The Journals of Kuo Sung-T'ao, Liu His-Hung and Chang Te-yi* (1974).
- Hedin, Sven. *Ruins of Desert Cathay* (1912)
- Hooker, Mary. *Behind the Scenes in Peking* (1910)
- Johnston, Reginald F. *From Peking to Mandalay: a Journey from North China to Burma through Tibetan Ssuch'uan and Yunnan* (1908).
- Johnston, Reginald F. *Twilight in the Forbidden City*. With a preface by the Emperor (1934)
- Johnstone, Simon, trans. *Diary of a Chinese Diplomat: Zhang Deyi* (1992).
- Lattimore, Owen. *The Desert Road to Turkestan* (1928).
- Lo Hui-min, ed. *The Correspondence of G. E. Morrison* (Cambridge, 1978).
- Macartney, Catherine. *An English Lady in Chinese Turkestan* (1931).
- Maugham, Somerset. *On a Chinese Screen* (1934).
- Richard Smith and John K. Fairbank, ed. *Robert Hart and China's Early Modernization: His Journals, 1863-1866* (1991).
- Stuart, John Leighton. *Fifty Years in China: The Memoirs of John Leighton Stuart, Missionary and Ambassador* (New York, 1954)
- Trevor-Roper, Hugh. *Hermit of Peking: the Hidden Life of Sir Edmund Backhouse* (1979).
- Wu Tingfang, *America and Americans from a Chinese Point of View* (London, 1914)
- Xue Fucheng. *The European Diary of Hsieh Fucheng, Envoy Extraordinary of Imperial China* (New York, 1993)

Younghusband, Francis. *The Heart of a Continent: a Narrative of Travels in Manchuria, Across the Gobi Desert, Through the Himalayas, the Pamirs, and Chitral, 1884-1894*. (1896).

Yung Wing. *My Life in China and America* (New York, 1909)

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### **Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)**

Last revised: September 24, 2013

1. Date of this proposal: January 2014
2. Semester and year this 3995 course will be offered: Fall 2014
3. Department: HIST
4. Course number and title proposed:  
HIST 3995 China and the West
5. Number of Credits: 3
6. Instructor: Victor Zatsepine
7. Instructor's position: Assistant Professor
8. Has this topic been offered before? No
9. Is this a (XX) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description:  
This course analyses China's political, economic and cultural encounters with Western powers from the seventeenth century to 1949, and the impact of Chinese and Western civilizations on each other.
11. Please attach a sample/draft syllabus to first-time proposals: See attached
12. Comments, if comment is called for:
13. Dates approved by:  
Department Curriculum Committee: February 25, 2014  
Department Faculty: February 26, 2014
14. Name, Phone Number, and e-mail address of principal contact person:  
Micki McElya, micki.mcelya@uconn.edu, 6-2085

### **Supporting Documents**

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If required, attach a syllabus and/or instructor CV to your submission email in separate documents.

SEE ATTACHED

## **History 3995: Foreign Relations of China since 1949**

### **Spring 2015**

History, UConn

Dr. Victor Zatsepine

Office: Wood Hall, 307

Tel: 860-4860648

E-mail: [victor.zatsepine@uconn.edu](mailto:victor.zatsepine@uconn.edu)

Lectures: 2 lectures per week  
6 discussions

This course studies developments in China's foreign relations after 1949, with reference to historical influences, ideological premises, and practical political, strategic, and economic considerations. Special attention is given to the domestic influence on China's foreign relations, the evolution of the impact of China's foreign policy on international politics and vice versa, and the assessment of major foreign policymakers.

This course will analyze current and past historiography and will introduce students to several historical stages of China's foreign policy. By the end of this course, successful students will increase their understanding of China's contradictory foreign policy as a result of conflicting domestic policies. The students will learn about the role of Chinese ambassadors, leaders and communist ideology in shaping China's relations with major global powers during and after the Cold War. Critical thinking and writing skills will be strengthened through reading primary documents, written assignments and research for a term paper. This course does not require previous knowledge of Chinese history or politics.

### **Required texts:**

1) Liu Xiaohong, *Chinese Ambassadors: The Rise of Diplomatic Professionalism Since 1949* (The University of Hong Kong Press, 2001).

2) Selected Readings Packet: Mao Zedong, Zhou Enlai, and Deng Xiaoping on Chinese foreign policy.

### **Distribution of Grades:**

Book Review – 10%

Paper proposal – 20%

Term Paper – 30%

Final Exam– 20 %

Participation – 20%

- The class will have several in-class **discussions** based on primary documents.
  - Attendance is required.
  - This course has final exam, and **three writing assignments** (a book review, a term paper proposal, and the term paper) and a final **exam based on lectures**.
- 1) Book review: Liu Xiaohong, *Chinese Ambassadors* (5 pages, double spaced)
  - 2) Term paper proposal (3 pages double-spaced). Each student will choose one aspect of Chinese foreign policy (leadership, event, or China's relations with a certain country) and will write a brief plan of the term paper, which will include the topic, potential arguments, chronology and available sources. You will have to defend your proposal and answer questions during the tutorial immediately preceding the submission date. This exercise will prepare you for writing a successful term paper.
  - 3) Term Paper (10 pages double-spaced, including bibliography). This paper will answer one of three broad questions about the history of China's foreign policy.

### **Lectures:**

Week 1: Pre-1949 sources of PRC foreign policy.  
China's territory and borders

Week 2: The establishment of the PRC in 1949 and its position in the world.  
Mao Zedong and his analysis of China's foreign relations

Week 3: Korean War  
Sino-Soviet Friendship in the 1950s

Week 4: **Discussion 1:** Mao Zedong, *On Diplomacy*

Week 5: Zhou Enlai and China's foreign policy  
China and the developing world in the 1950s

Week 6: **Discussion 2:** Each student will defend her/his proposal before submitting it  
**Term paper proposal is due!**

Week 7: Radicalization of China's domestic and foreign policies  
Great Leap Forward

Week 8: Sino-Soviet Split  
**Discussion 3**

Week 9: China-India border clashes.  
China's Cultural Revolution and isolationism

Week 10: Nixon's 1972 visit and normalization of China-US relations



Documentary on Nixon's visit to China

Week 9: Deng Xiaoping and China's shift in foreign policy

**Discussion 4:** Deng on foreign relations

Week 10: **Discussion 5:** Liu Xiaohong *Chinese Ambassadors*

**Book review is due!**

China's alliances and rivals in Asia

Week 11: Sino-Vietnamese conflict

Sino-Japanese trade and frictions

Week 11: The end of the Cold War and China's foreign policy

**Discussion 6**

Week 12: Hong Kong's road to 1997.

Tiananmen Square (1989)

Week 13: The principles of China's current foreign policy.

1990s: New leadership and new priorities

### **Suggested Books for Final Paper:**

#### **I. China's Foreign Policy Since 1949– general:**

- Andrew J. Nathan and Robert S. Ross, *The Great Wall and the Empty Fortress: China's Search for Security* (1997).
- Yong Deng and Fei-Ling Wang, *China Rising: Power and Motivation in Chinese Foreign Policy* (2005).
- Daniel L. Byman, Roger Cliff, *China's Arms Sales: Motivations and Implications* (1999).
- Sujian Guo and Shiping Hua eds., *New Dimensions of Chinese Foreign Policy* (2007).
- Robert G. Sutter, *Chinese Foreign Relations: Power and Policy since the Cold War* (2008).
- Alastair Iain Johnston and Robert S. Ross ed., *New Directions in the Study of China's Foreign Policy* (2006).
- Kuo-kang Shao, *Zhou Enlai and the Foundations of Chinese Foreign Policy* (1996).
- Suisheng Zhao ed., *Chinese Foreign Policy: Pragmatism and Strategic Behavior* (2004).
- Judith F. Kornberg, John R. Faust, *China in World Politics: Policies, Processes, Prospects* (2005).
- Ma Jisen, *The Cultural Revolution in the Foreign Ministry of China* (2004)
- Henry Kissinger, *On China* (2011).
- Chian Wang, *The Republic of China's Foreign Policy, 1949-1988: Factors Affecting Change in Foreign Policy Behavior* (1995).
- Guoli Liu, ed., *Chinese Foreign Policy in Transition* (2004).

- Deepak Bhattasali, Shantong Li, and Will Martin eds., *China and the WTO: Accession, Policy Reform, and Poverty Reduction Strategies* (2004).

## **II. China and Individual Countries/Regions:**

- Yufan Hao and Lin Su, *China's Foreign Policy Making: Societal Force and Chinese American Policy* (2005).
- Elizabeth Wishneck, *Mending Fences: The Evolution of Moscow's China Policy From Brezhnev to Yeltsin* (2001).
- Leo Suryadinata, *China and the ASEAN States: The Ethnic Chinese Dimension* (2005).
- Kokubun Ryosei and Wang Jisi, *The Rise of China and a Changing East Asian Order* (2004).
- Niklas Swanström, *Foreign Devils, Dictatorship, or Institutional control: China's Foreign Policy Towards Southeast Asia* (2001).
- Rabindra Sen, *China and ASEAN : Diplomacy During the Cold War and After* (2002).
- Francine R. Frankel and Harry Harding, ed., *The India-China Relationship: What the United States Needs to Know* (2004).
- Xuanli Liao, *Chinese Foreign Policy Think Tanks and China's Policy Towards Japan* (2006).
- Gerrit Gong and Victor Teo, *Reconceptualising the Divide: Identity, Memory and Nationalism in Sino-Japanese Relations* (2010).
- Mohamed Bin Huwaidin, *China's Relations with Arabia and the Gulf, 1949-1999* (2002).
- Ian Taylor, *China and Africa: Engagement and Compromise* (2006).
- Gaston Fornes, Alan Butt-Philip, *The China-Latin America axis: Emerging Markets and the Future of Globalization* (2011).

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### **Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)**

Last revised: September 24, 2013

1. Date of this proposal: January 2014
2. Semester and year this xx95 course will be offered: Spring 2015
3. Department: HIST
4. Course number and title proposed:  
HIST 3995 Foreign Relations of China since 1949
5. Number of Credits: 3
6. Instructor: Victor Zatsepine
7. Instructor's position: Assistant Professor
8. Has this topic been offered before? No
9. Is this a (XX) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description:  
This course studies developments in China's foreign relations after 1949, with reference to historical influences, leadership, ideological premises, and practical political, strategic, and economic considerations.
11. Please attach a sample/draft syllabus to first-time proposals. SEE ATTACHED
12. Comments, if comment is called for:
13. Dates approved by:  
Department Curriculum Committee: February 25, 2014  
Department Faculty: February 26, 2014
14. Name, Phone Number, and e-mail address of principal contact person:  
Micki McElya, micki.mcelya@uconn.edu, 6-2085

### **Supporting Documents**

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If required, attach a syllabus and/or instructor CV to your submission email in separate documents.

See Attached

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### **Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)**

Last revised: September 24, 2013

1. Date of this proposal: February 20, 2014
2. Semester and year this xx95 course will be offered: Fall 2014
3. Department: HIST
4. Course number and title proposed:  
HIST 3995 America's Asian Wars
5. Number of Credits: 3
6. Instructor: Simpson
7. Instructor's position:  
Associate Professor of History and Asian/Asian American Studies
8. Has this topic been offered before? No If yes, when?
9. Is this a ( X ) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description:

This course will explore America's wars and interventions in Asia in the twentieth and twenty-first centuries, focusing on five conflicts: the Spanish American War and conquest of the Philippines (1898-1903), the Pacific War (1941-1945), the Korean War (1945-1953), the Vietnam War (1945-1975), and the US war in Afghanistan (2001-2013). We will explore the reasons for the long-term US engagement with Asia, the immediate sources of each conflict, as well as their impact and legacy, both domestically and internationally.

11. Please attach a sample/draft syllabus to first-time proposals. see attached
12. Comments, if comment is called for: n/a
13. Dates approved by:  
Department Curriculum Committee: February 25, 2014  
Department Faculty: February 26, 2014

14. Name, Phone Number, and e-mail address of principal contact person:  
Micki McElya, micki.mcelya@uconn.edu, 6-2085

### **Supporting Documents**

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If required, attach a syllabus and/or instructor CV to your submission email in separate documents.

**Course: HIST 3995 America's Asian Wars**

Term: Fall 2014

Credits: 3

Instructor: Brad Simpson

Associate Professor of History and Asian Studies

213 Wood Hall; Phone 609-751-8206; Bradley.simpson@uconn.edu

Office Hours: Tues 11-1pm or by appt.

**Course Description and Objectives**

This course will explore America's wars and interventions in Asia in the twentieth century and twenty-first centuries, focusing on five conflicts: the Spanish American War and conquest of the Philippines (1898-1903), the Pacific War (1941-1945), the Korean War (1945-1953), the Vietnam War (1945-1975), and the US war in Afghanistan (2001-2013). We will explore the reasons for the long-term US engagement with Asia, the immediate sources of each conflict, as well as their impact and legacy, both domestically and internationally.

Class sessions will consist of lectures and class discussion, supplemented by various visual materials. Because the lectures will build upon the assigned readings, students are advised to complete assignments before each class. The professors and teaching assistant will be happy to help with any questions you might have regarding the course.

Students are asked not to disrupt the class by arriving late or leaving the room during the lecture. Cell phones and pagers should be turned off during the class period.

**What Does the Course Promise You?**

This class will consider some of the most controversial questions of U.S. and Asian history. We will explore how historians make claims about the past, what constitutes evidence, and how historians make arguments. You should emerge from the course with a better understanding of some of the major developments of modern Asian history, events that have shaped all of our lives. You should emerge also with an enhanced ability to analyze arguments and to make tentative judgments about other people's judgments. Ideally, the course will help you become a more critically intelligent, creative, and curious person, capable of making rational decisions based on extensive and accurate information.

If you are concerned about how well you think, you should also be concerned with your ability to write, and so we will spend a good bit of time writing in this class. Learning to write more effectively and logically is learning to think in the same manner. Concepts and thoughts exist in words. If you do not learn to communicate in words, you cannot formulate fully developed thoughts and will, instead, live by the vague impressions and emotions that often substitute for ideas.

## Readings and such

You will want to purchase the following books for this course:

Paul Kramer, *Blood of Government: Race, Empire, the United States, and the Philippines*

Bruce Cumings, *The Korean War*

Marilyn Young, *The Vietnam Wars*

Michael Hunt, *Arc of Empire, America's Wars in Asia from the Philippines to Vietnam*

Rajiv Chandrasekaran, *Little America: The War Within the War for Afghanistan*

Any other readings and documents will be available on blackboard and can be accessed by going to the "Course Documents" section and clicking on each week's readings.

## Learning Opportunities

Students will have an opportunity to work on a weekly basis with colleagues to discuss documents and readings online and in class. Students will learn from working collaboratively to explore important central questions using recent scholarship and evidence, understanding and evaluating arguments they hear in class, constructing arguments, drawing conclusions, defending those conclusions, and receiving feedback on their thinking.

**Evaluation** In order to achieve the promises of this course you will

- write two exams and several short argumentative papers
- prepare short written reflections for and participate actively in class discussions

This will break down along approximately these lines:

Short papers: 15%

Participation and weekly reflections: 25%

Midterm: 30%

Final: 30%