

*Meeting Agenda*

*January 16, 2018*

*Chair: Pamela Bedore*

**A. Approvals by the Chair**

2018-01 ECON 1495 Add Factotum Course (S)

2018-02 ECON 1498 Add Factotum Course (S)

2018-03 MCB 5896 Add Special Topic: Cryo-Electron Microscopy

**B. New Proposals**

2018-04 MATH 5630 Revise Course (guests: Emiliano Valdez and Jim Trimble)

2018-05 MATH 5631 Revise Course (guests: Emiliano Valdez and Jim Trimble)

2018-06 MATH 5637 Revise Course (guests: Emiliano Valdez and Jim Trimble)

2018-07 MATH 5638 Add Course (guests: Emiliano Valdez and Jim Trimble)

2018-08 MATH 5639 Add Course (guests: Emiliano Valdez and Jim Trimble)

2018-09 MATH 5640 Revise Course (guests: Emiliano Valdez and Jim Trimble)

2018-10 MATH 5641 Revise Course (guests: Emiliano Valdez and Jim Trimble)

2018-11 ARIS 3800 Add Course (guest: Nicola Carpentieri)

2018-12 POLS 3240 Add Course (guest: Prakash Kashwan)

2018-13 CAMS/HEJS/HIST 3256W  Drop Course (guest: Sara Johnson) (G) (S)

2018-14 CAMS/HEJS/HIST 3330 Revise Course (guest: Sara Johnson)

2018-15 CAMS/HIST 3301   Revise Course (guest: Sara Johnson)

2018-16 CAMS/HIST 3321  Revise Course (guest: Sara Johnson)

2018-17 CAMS/HIST 3335 Revise course (guest: Sara Johnson)

2018-18 Global Studies Revise Minor (guests: Monica van Beusekom and Hedley Freake)

2018-19 AAS Revise Minor (guest: Jason Chang)

2018-20 Asian Studies Add Minor (guest: Jason Chang)

2018-21 GSCI Revise Major

2018-22 Social Justice Organizing Add Minor

2018-23 ECON 3315 Add Course

2018-24 ECON 5315 Add Course

2018-25 ECON 5326 Add Course

2018-26 HRTS 3050 Add Course

2018-27 HRTS 3055 Add Course

2018-28 HRTS 3710 Add Course

2018-29 HRTS Revise Major

2018-30 HRTS Revise Minor

2018-31 PHYS 3501 Add Course

2018-32 WGSS 2255/W Revise Course (G) (S)

2018-33 WGSS 3252 Revise Course

2018-34 HDFS/WGSS 3277 Revise Course

2018-35 HDFS 3141 Revise Course (G) (S)

2018-36 HDFS Revise Minor

2018-37 Global Environmental Change Add Minor

2018-38 Sustainable Environmental Systems Add Minor

2018-39 EEB Add Joint BS/MS in Biodiversity

2018-40 AMST/MUSI 1002 Revise Course (guest: Chris Vials) (G) (S)

2018-41 AFRA/AMST/HDFS/WGSS 3042 Revise Course (guest: Chris Vials)

2018-42 AMST Revise Major (guest: Chris Vials)

2018-43 AMST Revise Minor (guest: Chris Vials)

**NEW PROPOSALS**

**2018-04 MATH 5630 Revise Course (guests: Emiliano Valdez and Jim Trimble)**

*Current Catalog Copy:*

Math 5630 Actuarial Mathematics I

Four credits. Prerequisite: MATH 2620 or 5620, which may be taken concurrently. Lecture. Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models. Not open to students who have passed MATH 3630.

*Proposed Catalog Copy:*

Math 5630 Long-Term Actuarial Mathematics I Four credits. Prerequisite: Math 2620 or 5620, which may be taken concurrently. Lecture.

Long-term insurance products, survival and longevity models, life tables, life insurance, life annuities, premium calculations, reserves. Not open to students who have passed Math 3630. This course, along with MATH 5631, helps students prepare for the actuarial examination LTAM (Long-Term Actuarial Mathematics).

**2018-05 MATH 5631 Revise Course (guests: Emiliano Valdez and Jim Trimble)**

*Current Catalog Copy:*

Math 5631 Actuarial Mathematics II

Four credits. Prerequisite: MATH 5630. A continuation of Actuarial Mathematics I. Lecture. Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models. Not open to students who have passed MATH 3631.

*Proposed Catalog Copy:*

Math 5631 Long-Term Actuarial Mathematics II Four credits. Prerequisite: MATH 5630. MATH 5631 is not open to students who have passed MATH 3631.

A continuation of Long-Term Actuarial Mathematics I. Topics include multiple state models, multiple decrements, multiple lives, profit and loss analysis, pension plans and funding, retirement benefits, long-term health and disability. This course, along with MATH 5630, helps students prepare for the actuarial examination LTAM (Long-Term Actuarial Mathematics).

**2018-06 MATH 5637 Revise Course (guests: Emiliano Valdez and Jim Trimble)**

*Current Catalog Copy:*

Math 5637 Risk Theory

Three credits. Prerequisite: None. Lecture.

Individual and collective risk theory, distribution theory, ruin theory, stoploss, reinsurance and Monte Carlo methods. Emphasis is on problems in insurance.

*Proposed Catalog Copy:*

Math 5637 Statistics for Actuarial Modeling

Four credits. Lecture. Not open to students who have passed Math 3636 or Math 3637.

Data analysis for actuaries, linear models including generalized linear models, time series, principal component analysis, decision trees, cluster analysis, statistical computing with R, actuarial applications.

**2018-07 MATH 5638 Add Course (guests: Emiliano Valdez and Jim Trimble)**

*Proposed Catalog Copy:*

Math 5638 Predictive Analytics for Actuaries

Three credits. Lecture. Prerequisite: Math 5637.

Models for predictive analytics, model building, model selection, model estimation, validation and diagnostics, model limitations, actuarial applications, and communication of results.

**2018-08 MATH 5639 Add Course (guests: Emiliano Valdez and Jim Trimble)**

*Proposed Catalog Copy:*

Math 5639 Actuarial Loss Models

Three credits. Lecture. Not open to students who have passed Math 3639.

Loss distribution models for claim frequency and severity, aggregate risk models, coverage modifications, risk measures, construction and selection of parametric models, introduction to simulation.

**2018-09 MATH 5640 Revise Course (guests: Emiliano Valdez and Jim Trimble)**

*Current Catalog Copy:*

Math 5640 Advanced Topics in Actuarial Mathematics I

Three credits. Prerequisite: None. Lecture.

Survival models, mathematical graduation, or demography.

*Proposed Catalog Copy:*

Math 5640 Short-Term Insurance Ratemaking

Three credits. Lecture. Prerequisite: Math 5639. Not open to students who have passed Math 3640.

Credibility theory, pricing for short term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics.

**2018-10 MATH 5641 Revise Course (guests: Emiliano Valdez and Jim Trimble)**

*Current Catalog Copy:*

Math 5641 Advanced Topics in Actuarial Mathematics II

Three credits. Prerequisite: None. Lecture.

Credibility theory or advanced theory of interest.

*Proposed Catalog Copy:*

Math 5641 Short-Term Insurance Reserving

Three credits. Lecture. Prerequisite: Math 5639. Not open to students who have passed Math 3641.

Techniques for estimating unpaid claims, use of claims triangles, underlying statistical theory behind the techniques, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness.

**2018-11 ARIS 3800 Add Course (guest: Nicola Carpentieri)**

*Proposed Catalog Copy:*

ARIS 3800. Media Arabic.

Three credits. Taught entirely in Arabic. Prerequisite: two years of formal Arabic or equivalent proficiency. Instructor consent required.

Modern Standard Arabic of the Media: television, press and internet.

**2018-12 POLS 3240 Add Course (guest: Prakash Kashwan)**

*Proposed Catalog Copy:*

POLS 3240. Climate Justice

Three credits. Prerequisite: Open to juniors and higher.

Introduction to major debates about the distributional consequences of climate change and related policies and programs. Implications for the design of global, national, and subnational institutions of climate governance.

**2018-13 CAMS/HEJS/HIST 3256W  Drop Course (guest: Sara Johnson) (G) (S)**

*Current Catalog Copy:*

CAMS 3256W. Palestine under the Greeks and Romans

(Also offered as HEJS 3218W and HIST 3330W.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent; ENGL 1010 or 1011 or 2011. Miller

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

**2018-14 CAMS/HEJS/HIST 3330 Revise Course (guest: Sara Johnson)**

*Current Catalog Copy:*

CAMS 3256. Palestine under the Greeks and Romans

(Also offered as HEJS 3218 and HIST 3330.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent. Miller

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

*Proposed Catalog Copy:*

CAMS 3330. Palestine under the Greeks and Romans

(Also offered as HEJS 3330 and HIST 3330.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS/HIST 3301 or 3320 or 3325 or INTD 3260 or HEJS 1103 or 3202 or instructor consent. Miller

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

**2018-15 CAMS/HIST 3301   Revise Course (guest: Sara Johnson)**

*Current Catalog Copy:*

CAMS 3253. Ancient Near East

(Also offered as HIST 3301.) Three credits. Miller

The history of Near Eastern civilization from the Neolithic period to the Persian Empire. The birth of civilization in Mesopotamia and Egypt. The political, economic, social, and cultural achievements of ancient Near-Eastern peoples. Taught in English.

*Proposed Catalog Copy:*

CAMS 3301. Ancient Near East

(Also offered as HIST 3301.) Three credits. Miller

The history of Near Eastern civilization from the Neolithic period to the Persian Empire. The birth of civilization in Mesopotamia and Egypt. The political, economic, social, and cultural achievements of ancient Near-Eastern peoples. Taught in English.

**2018-16 CAMS/HIST 3321  Revise Course (guest: Sara Johnson)**

*Current Catalog Copy:*

CAMS 3246. Hellenistic World

Three credits. Johnson

The Eastern Mediterranean (the Greek east) from Alexander to Cleopatra (336-30 BCE), including historical, cultural, social, and religious developments.

*Proposed Catalog Copy:*

CAMS/HIST 3321. Hellenistic World: Alexander to Cleopatra

Three credits. Johnson

The Eastern Mediterranean (the Greek east) from Alexander to Cleopatra (336-30 BCE), including historical, cultural, social, and religious developments.

**2018-17 CAMS/HIST 3335 Revise course (guest: Sara Johnson)**

*Current Catalog Copy:*

CAMS 3250. The Early Christian Church

(Also offered as HIST 3335.) Three credits. Recommended preparation: HIST 3325/CAMS 3255 or HIST 3330/CAMS 3256. Caner

The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 C.E. Topics may include Gnosticism, prophecy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy. Taught in English.

*Proposed Catalog Copy:*

CAMS 3335. The Early Christian Church

(Also offered as HIST 3335.) Three credits. Johnson

The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 C.E. Topics may include Gnosticism, prophecy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy. Taught in English.

**2018-18 Global Studies Revise Minor (guests: Monica van Beusekom and Hedley Freake)**

*Current Catalog Copy:*

International Studies Minor

This interdisciplinary minor enables students, regardless of their fields of concentration, to develop a broad understanding of the rapidly changing global environment. Students must complete 15-18 credits of course work, primarily at the 3000 and 4000-level, which focus on global issues and/or countries other than the United States from the 19th century to the present. No more than 3 independent study credits may be counted toward the minor, and only 2 courses (6 credits) taken to earn the minor may be double counted with the courses of the student’s major(s).

Students must complete at least 1 course from 3 of the following 4 core areas:

1. International Politics and History (generally, courses in [Political Science](https://catalog.uconn.edu/pols/) and/or [History](https://catalog.uconn.edu/hist/))
2. Global Economy (generally, courses in [Economics](https://catalog.uconn.edu/econ/), Business, and/or [Agricultural and Resource Economics](https://catalog.uconn.edu/are/))
3. Global Society and Culture (generally, courses in [Sociology](https://catalog.uconn.edu/soci/) and [Anthropology](https://catalog.uconn.edu/anth/))
4. International Dimensions of the Arts and Humanities (generally, courses in [Art History](https://catalog.uconn.edu/arth/), Literature, and/or [Philosophy](https://catalog.uconn.edu/phil/))

In addition to completing the required course work, International Studies minors must meet 1 of 3 tools and experience requirements:

1. Advanced intermediate competence in a modern language other than English, which may be accomplished through regular course work (i.e., advanced work equivalent to 2 courses at the 3000-level or above with grades of C or better) taken at UConn or in an approved Education Abroad program, or via an examination administered by the Department of Literatures, Cultures, and Languages;
2. Participation in an approved Education Abroad program that includes at least six weeks residence in a country other than the United States;
3. Completion of an international internship (with or without pay) of at least six weeks duration with an organization in another country or an internship with a strong international component in an organization in the United States.

This minor is administered by the Individualized and Interdisciplinary Studies Program. For more information, visit the [International Studies minor website](http://iisp.uconn.edu/international-studies-minor/) or call IISP at (860) 486-3631.

*Proposed Catalog Copy:*

**Global Studies Minor**

This minor introduces students to the study of global issues and processes and allows them to explore such themes as: peace, conflict, and security; international economics and development; natural resources and the environment; global health; and comparative cultures, arts, and identities.

***Requirements***

***1. Courses (18 credits):***

* One course that serves as an introduction to Global Studies, drawn from the following list:
  + GEOG 2000 Globalization
  + NRE 2600 Global Sustainable Resources
  + POLS 1402 Introduction to International Relations
  + SOCI 1701 Society in Global Perspective
  + WGSS 2124 Gender and Globalization
* Three courses selected from a single theme from the approved courses list. The themes are: peace, conflict, and security; international economics and development; natural resources and the environment; global health; and comparative cultures, arts and identities.
* Two other courses from the approved courses list.

Education abroad courses, special topics courses, and variable topics courses may count towards the minor when these courses focus on global issues, processes, trends, and systems. Three credits of independent study may be included when the independent study is focused on a global theme.

No more than six credits may either be taken in any one department or overlap with the plan of study of any one other major or minor.

***2. International Experience Requirement***

* Participation in an approved Education Abroad program that includes at least six weeks residence in a country other than the United States.

In exceptional circumstances, and with the approval of the Global Studies Minor Committee, this requirement may also be satisfied by either:

* An approved Education Abroad experience of shorter duration or
* Completion of two semesters of college-level language study in addition to the university requirements. This may be advanced study of a language the student has already begun to learn or more basic study of a different language or
* Completion of an internship for six credits with an organization outside the United States or an internship with a strong international component in an organization in the United States.

Students pursuing this minor should select their program of study in close consultation with a minor advisor.

This minor is administered by the Individualized and Interdisciplinary Studies Program with oversight by the Global Studies Minor Committee. For more details, including the approved courses list, see the Global Studies minor website.

**2018-19 AAS Revise Minor (guest: Jason Chang)**

*Current Catalog Copy:*

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

Completion of the minor requires students to complete fifteen credits at the 2000-level and above by completion of Groups A, B, and C below; but with consent of the minor advisor, one course from Group D may be substituted for a course in Group C. No other substitutions are permitted. A maximum of three credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

### **Group A**

Three credits: [AASI 3201](https://catalog.uconn.edu/AASI/#3201)

### **Group B**

Six credits chosen from: [AASI 3220](https://catalog.uconn.edu/AASI/#3220)/[ARTH 3020](https://catalog.uconn.edu/ARTH/#3020); [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531), [AASI 3578](https://catalog.uconn.edu/AASI/#3578)/[HIST 3530](https://catalog.uconn.edu/HIST/#3530); [AASI 3221](https://catalog.uconn.edu/AASI/#3221)/[HRTS 3571](https://catalog.uconn.edu/HRTS/#3571)/[SOCI 3221](https://catalog.uconn.edu/SOCI/#3221); [AASI 3295](https://catalog.uconn.edu/AASI/#3295)\*, [4999](https://catalog.uconn.edu/AASI/#4999)\*, [3998](https://catalog.uconn.edu/AASI/#3998)\*

### **Group C**

Six credits chosen from: [AASI 3295](https://catalog.uconn.edu/AASI/#3295)\*, [4999](https://catalog.uconn.edu/AASI/#4999)\*, [3998](https://catalog.uconn.edu/AASI/#3998)\*; [AASI/ART/INDS 3375](https://catalog.uconn.edu/INDS/#3375); [AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573)/[SOCI 3222](https://catalog.uconn.edu/SOCI/#3222), [AASI/HIST 3808](https://catalog.uconn.edu/HIST/#3808), [3809](https://catalog.uconn.edu/HIST/#3809), [3812](https://catalog.uconn.edu/HIST/#3812); [HIST 3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), [3863](https://catalog.uconn.edu/HIST/#3863); [POLS 3472](https://catalog.uconn.edu/POLS/#3472)

### **Group D**

[AFRA/ENGL 2214W](https://catalog.uconn.edu/AFRA/#2214W); [AFRA/HIST/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [AFRA/HRTS/SOCI 3505](https://catalog.uconn.edu/SOCI/#3505), [3825](https://catalog.uconn.edu/SOCI/#3825); [AFRA/DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [AFRA/HIST 3564](https://catalog.uconn.edu/HIST/#3564); [ANTH 3041](https://catalog.uconn.edu/ANTH/#3041)/[LLAS 3241](https://catalog.uconn.edu/LLAS/#3241); [COMM/LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [LLAS 3998](https://catalog.uconn.edu/LLAS/#3998)\*

\*Must be approved by the Asian American Studies Minor Advisor

This minor is offered by the Asian American Studies Minor Advisor, Director, [Asian and Asian American Studies Institute](http://asianamerican.uconn.edu/), Beach Hall, Room 417. For more information, e-mail [Cathy Schlund-Vials](mailto:cathy.schlund-vials@uconn.edu) or call (860) 486-9412.

*Proposed Catalog Copy:*

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies. This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdiscipline.

The minor requires students to complete fifteen (15) credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. AASI 3998 can be taken repeatedly provided that the course content is varied. AASI 3295 and AASI 4999 require prior consent of the Minor Advisor for fulfillment of minor. No other substitutions are permitted.

Students must earn a grade of C or better in each of the courses applied to the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

**Group A: Asian American Studies (9 Credits)**

AASI 3201, AASI 3220/ARTH 3020, ARTH 3375/AASI 3375, AASI/ENGL 3212 , AASI/HIST 3531, AASI 3578/HIST 3530, AASI 3875/LLAS 3875/HIST 3875, HDFS 3473, AASI 3998, AASI 3295, AASI 4999, HIST 3845, HRTS/HIST 3202 001, SOCI 3821, SOCI 2271

**Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies** **(6 Credits)**

AFRA 2214/ENGL 2214, AFRA 3563/HIST 3563/HRTS 3563, AFRA 3825/SOCI 3825, AFRA 3505/SOCI 3505, AFRA 3564/HIST 3564, DRAM 3131, LLAS 3241/ANTH 3041, POLS 3082, POLS 3017, WGSS 3562/HIST 3562,

HDFS 3268, AASI/SOCI 3221, AASI/SOCI 3222, ANTH 3202 W, AASI 3998, AASI 3295, AASI 4999

Pending the Minor Advisor’s approval students may count up to six credit hours in independent study.

Consult with the Minor Advisor before completing the Plan of Study form. A copy of the approved Plan of Study must be filed with both the Asian/Asian American Studies Institute and Degree Auditing of the Registrar’s Office, located in the Wilbur Cross Building, Room 144, during the first three weeks of the semester the student expects to graduate.

**Minor Advisors for Asian/Asian American Studies Institute**

* Professor Cathy Schlund-Vials
* Professor Jason Oliver Chang

**2018-20 Asian Studies Add Minor (guest: Jason Chang)**

*Proposed Catalog Copy:*

Completion of the minor requires students to complete (15) credits at the 2000-level and above by completion of Groups A and B.

Group A History and Culture (Art History, History, LCL) **(6 Credits)**

HIST 1801 History of Asia in the World to 1500

HIST 1805 East Asian History through Hanzi Characters

ARTH 1140 Introduction to Asian Art

ARTH 3720 The Art of China

ARTH 3740 Far Eastern Painting

HIST 3822 Modern China

HIST 3832 Modern Japan

HIST 3812/AASI 3812 Modern India

HIST 3863 War and Diplomacy in East Asia

HIST 3875 Asian Diasporas in the Americas

AASI 3578/HIST 3530 Asian American Experience Since 1850

AASI 3808/HIST 3808 East Asia to the Mid-19th-Century

AASI 3809/HIST 3809 East Asia since the Mid-19th Century

AASI 3375/ARTH 3375 Indian Art and Popular Culture

AASI 3212/ENGL 3212 Asian American Literature

HIST 3841 Empire and Nation in Southeast Asia

HIST 3842 History of Vietnam

HIST 3845 The Vietnam War

HIST 3095 Foreign Relations of China since 1949

AASI/HIST 3531 Japanese Americans and World War II

CHIN 1121: Traditional Chinese

CHIN 1122: Modern Chinese

CHIN 3230: Language & Identity in Greater China

CHIN 3282: Women in Chinese Literature and Film

CHIN 3230: Language and Identity in Great China

CHIN 3270: Chinese Film

CHIN 3275: Introduction to Chinese Linguistics

ENGL 3320 Indian Literature and Culture

ENGL 1301 Major Works of Eastern Literature

ANTH 3202 W Illness and Curing

Group B Politics, Movements, and Activism (Sociology, Political Science, Communication, Human Rights) **(6 Credits)**

POLS 3245 Chinese Government and Politics

POLS 3472 South Asia and World Politics

POLS/HRT 3212 Comparative Perspectives / Human Rights

POLS 3250 Political Economy of East Asia

AASI 3222/SOCI 3222 Asian Indian Women: Activism and Social Change

AASI 3221/HRTS 3571/SOCI 3221 Sociological Perspectives on Asian American Women

HRTS/HIST 3202 001 International Human Rights

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

SOCI 3825 African Americans and Social Protest

SOCI 3505 White Racism

Additional **3** credits can be taken from either Group A or Group B.

Pending the Minor Advisor’s approval, students may count up to six credit hours in independent study.

**2018-21 GSCI Revise Major**

*Current Catalog Copy:*

# Geoscience

[Course descriptions](https://catalog.uconn.edu/gsci/)

The major in Geoscience is designed for students interested in the science of the Earth, with special emphasis on environmental change over geologic time scales, natural hazards, rocks and fossils, planetary science, paleoclimate variability, surface processes, mountain building, and the link between Earth’s physicochemical conditions and the evolution of life. Students may obtain a Bachelor of Arts degree or a Bachelor of Science degree.

### Requirements

Geoscience majors (B.A. and B.S.) must successfully complete the following course of study:

1. All of the following core courses: [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010), [3020](https://catalog.uconn.edu/GSCI/#3020), [3030](https://catalog.uconn.edu/GSCI/#3030), [3040](https://catalog.uconn.edu/GSCI/#3040).
2. One of the following capstone courses: [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W), [4996W](https://catalog.uconn.edu/GSCI/#4996W)
3. At least 14 additional credits of 3000-level and 4000-level GSCI courses. No more than 3 credits can be from [GSCI 4989](https://catalog.uconn.edu/GSCI/#4989), [4990](https://catalog.uconn.edu/GSCI/#4990), [4991](https://catalog.uconn.edu/GSCI/#4991), [4999](https://catalog.uconn.edu/GSCI/#4999).
4. At least 12 credits at the 2000-level or above in related areas. The suitability of courses will be determined by the student’s advisor. Courses cross-listed with geoscience courses may not be used to satisfy this requirement.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W)or [GSCI 4996W](https://catalog.uconn.edu/GSCI/#4996W).

A minor in Geoscience is described in the [Minors](https://catalog.uconn.edu/minors/geoscience/) section.

*Proposed Catalog Copy:*

# Geoscience

[Course descriptions](https://catalog.uconn.edu/gsci/)

The major in Geoscience is designed for students interested in the science of the Earth, with special emphasis on environmental change over geologic time scales, natural hazards, rocks and fossils, planetary science, paleoclimate variability, surface processes, mountain building, and the link between Earth’s physicochemical conditions and the evolution of life. Students may obtain a Bachelor of Arts degree or a Bachelor of Science degree.

### Requirements

Geoscience majors (B.A. and B.S.) must successfully complete the following course of study:

1. **GSCI 2500**
2. All of the following core courses: [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010), [3020](https://catalog.uconn.edu/GSCI/#3020), [3030](https://catalog.uconn.edu/GSCI/#3030), [3040](https://catalog.uconn.edu/GSCI/#3040).
3. One of the following capstone courses: [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W), [4996W](https://catalog.uconn.edu/GSCI/#4996W)
4. At least **11** additional credits of 3000-level and 4000-level GSCI courses. No more than 3 credits can be from [GSCI 4989](https://catalog.uconn.edu/GSCI/#4989), [4990](https://catalog.uconn.edu/GSCI/#4990), [4991](https://catalog.uconn.edu/GSCI/#4991), [4999](https://catalog.uconn.edu/GSCI/#4999).
5. At least 12 credits at the 2000-level or above in related areas. The suitability of courses will be determined by the student’s advisor. Courses cross-listed with geoscience courses may not be used to satisfy this requirement.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W)or [GSCI 4996W](https://catalog.uconn.edu/GSCI/#4996W).

A minor in Geoscience is described in the [Minors](https://catalog.uconn.edu/minors/geoscience/) section.

**2018-22 Social Justice Organizing Add Minor**

*Proposed Catalog Copy:*

**Minor in Social Justice Organizing**

This minor provides interdisciplinary classroom instruction in the theories, histories and formation of social identities, structural inequalities, and movements to foster social justice and equity in the United States. Students learn about valuable experiences and practical skills in social justice community organizing through a supervised internship. Fifteen credits at the 2000-level or above are required from the following groups.

* 3 credits must be taken from **Group A: Identities, Intersections, and Analytical Frames;**
* 3 credits must be taken from **Group B: State Structure and Systems of Inequality and Control**;
* 6 credits must be taken from **Group C: Creating Social Justice, Equity and Freedom**;
* 3 credits must be taken from **Group D: Service Learning/Internship**

\*Please note that no more than six credits may be taken in any one department

**Group A: Identities, Intersections, and Categories of Analysis**

            AASI 3201 Introduction to Asian American Studies

            AASI/SOCI 3222 Asian Indian Women: Activism & Social Change in India and the US

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

AASI 3473 Asian-Pacific American Families

AFRA 2211 Introduction to Africana Studies

AFRA 3106 Black Psychology

            AFRA 3152 Race, Ethnicity, and Nationalism

            HDFS 3110 Social and Community Influence on Children in the United States

HDFS 3250 Disabilities: A Lifespan Perspective

HDFS 3261 Men and Masculinity: A Social Psychological Perspective

HDFS 3277 Issues in Human Sexuality

            HRTS 3042 Theories of Human Rights

HRTS 3212 Comparative Perspectives on Human Rights

HRTS 3220 (W) Philosophical Foundations of Human Rights

LLAS 3210 Contemporary Issues in Latino Studies

            LLAS/ANTH 3241 Latin American Minorities in the U.S.

LLAS 3251 Latinos: Sexuality and Gender

            LLAS/POLS 3667 Puerto Rican Politics and Culture

            POLS 3012 (W) Modern Political Theory

POLS 3017 Contemporary Political Theory

POLS 3032 American Political Thought and Ideology

POLS 3062 (W) Democratic Theory

POLS 3072 Political Protest and Ideology

POLS 3082 Critical Race Theory as Political Theory

SOCI 2503 (W) Prejudice and Discrimination

SOCI 2509 (W) Sociology of Anti-Semitism

SOCI/HEJS 3511 W American Jewry

WGSS 2250 Critical Approaches to Women’s, Gender & Sexuality Studies

            WGSS 3102/PSYC 3102 Psychology of Women

WGSS 3257 (W) Feminist Disability Studies

            WGSS 3270 (W) Masculinities

**Group B: State Structures and Systems of Inequality and Control**

            AASI 3531 Japanese Americans and WWII

AASI 3578 Asian American Experience Since 1850

AASI/LLAS 3875 Asian Diasporas in the Americas

AFRA 2211 Introduction to Africana Studies

AFRA 3033 Race and Policy

AFRA/SOCI 3501 Ethnicity and Race

AFRA 3505/SOCI/HRTS White Racism

AFRA 3563 African American History to 1865

AFRA 3564 African American History Since 1865

AFRA 3618 Comparative Slavery in the Americas

AMST/ENGL 2XXX: Capitalism, Literature, and Culture

ANTH 3027 Contemporary Native Americans

HDFS 3420 Abuse and Violence in Families

HDFS 3421 Low Income Families

HDFS 3520 Legal Aspects of Family Life

HDFS 3530 Public Policy and the Family

HDFS 3540 (W) Child Welfare, Law and Social Policy

HDFS 3550 Comparative Family Policy

HRTS 3201 The History of Human Rights

HRTS/SOCI 3421 Class, Power, and Inequality

LLAS 3220/HIST 3674 History of Latinos/as in the United States

LLAS/HRTS 3221/HIST 3575 Latinos/as and Human Rights

LLAS 3260/ WGSS 3260/COMM 3321 Latinas & Media

LLAS/POLS 3271 Immigration and Transborder Politics

LLAS 3525 Latino Sociology

LLAS/ HIST 3660W History of Migration in Las Americas

POLS 2622 State and Local Government

POLS 2998 (W) Political Issues

POLS 3202 (W) Comparative Political Parties and Electoral Systems

POLS 3203 Environmental Policy and Institutions

POLS 3612 Electoral Behavior

POLS 3613 (W) Congressional Elections

POLS 3615 (W) Electoral Realignment

POLS 3617 American Political Economy

POLS 3618 Politics of Inequality

POLS 3622 American Political Leadership

POLS 3625 Public Opinion

POLS 3627 Connecticut State and Municipal Politics

POLS/URBN 3632 (W) Urban Politics

POLS 3822 W Law and Popular Culture

POLS 3827 Politics of Crime and Justice

POLS 3842 Public Administration

POLS 3847 The Policy-making Process

POLS 3850 Politics and Ethics

POLS 3857 Politics, Society, and Education Policy

SOCI 2310 Introduction to Criminal Justice

SOCI 2501 (W) Sociology of Intolerance and Injustice

SOCI 2701 Sustainable Societies

SOCI 2709 (W) Society and Climate Change

SOCI 2841 (W) Public Opinion and Mass Communication

SOCI 3307 (W) Drugs and Society

SOCI 3315 (W) Juvenile Delinquency

SOCI 3425 Social Welfare and Social Work

SOCI 3429 (W) Sociological Perspectives on Poverty

SOCI 3451 Sociology of Health

SOCI 3457 (W) Sociology of Mental Illness

SOCI 3471 (W) Sociology of Education

SOCI 3507 Race and Reproduction

URBN 2000 (W) Introduction to Urban and Community Studies

URBN 3276 (W) Urban Problems

URBN 3632 (W) Urban Politics

WGSS 2263/HRTS 2263 Women, Gender & Violence

WGSS 2267 Women and Poverty

WGSS 3052/ POLS 3672 Women in Politics

WGSS 3247/POLS 3247 Gender & War

WGSS 3249/POLS 3249 Gender, Politics and Islam

WGSS 3254/ASLN 3254 Women and Gender in the Deaf World

WGSS 3255 (W) Sexual Citizenship

WGSS 3264 Gender in the Workplace

WGSS 3268/COMM 3450 Gender and Communication

WGSS 3317/SOCI 3317 Women and Crime

WGSS 3453/SOCI 3453 Women in Health

WGSS 3445/HRTS 3445 Economic Foundations of Gender Inequality

WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History

WGSS 3561/HIST 3561 History of Women & Gender in the U.S. to 1850

WGSS 3562/HIST 3562 History of Women & Gender in the U.S. 1850-present

WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History

WGSS 3621/SOCI 3621 Sociology of Sexualities

WGSS 3998/ECON 2498/HRTS 3298 Economics of Gender and Inequality

**Group C: Creating Social Justice, Equity and Freedom**

            AASI 3220 Asian American Art and Visual Culture

AASI 3212 Asian American Literature

AFRA 3206 Black Experience in the Americas

            AFRA 3213 (W) Eighteenth- and Nineteenth-Century African American Literature

AFRA 3215 Twentieth- and Twenty-First Century African American Literature

            AFRA 3050 (W) African American Art

            AFRA 3131 African-American Theatre

            AFRA 3217 (W) Studies in African American Literature and Culture

            AFRA 3568 Hip-Hop, Politics and Youth Culture in America

AFRA 3569 Slavery in Film

AFRA 3642 African-American Politics

AFRA 3647 Black Leadership and Civil Rights

AFRA 3652/ WGSS 3652/POLS 3652 Black Feminist Politics

AFRA/SOCI/HRTS 3825 African Americans and Social Protest

HRTS 3252 Corporate Social Impact and Responsibility

HRTS 3254 Business Solutions for Societal Challenges

HRTS 3256 (W) Politics and Human Rights in Global Supply Chains

HRTS 3257 Assessment for Human Rights and Sustainability

HRTS 3326 Global Health and Human Rights

HRTS 3430 Evaluating Human Rights Practices of Countries

HRTS 3475 Economic Development and Human Rights

HRTS 3575 Human Rights and Visual Culture

HRTS 3807 Constitutional Rights and Liberties

HRTS/SOCI 3831 Human Rights in the United States

HRTS/SOCI 3835 (W) Refugees and Humanitarianism

LLAS 2011W Introduction to Latino American Writing and Research

LLAS 2012 Latinos in CT: Writing for the Community

LLAS 3230/WGSS 3258  Latina Narrative

LLAS 3270/POLS 2662 Latino Political Behavior

POLS 3203 Environmental Policy and Institutions

POLS 3210 (W) Ethnic Conflict and Democracy in Comparative Perspective

POLS 3218 (W) Indigenous Peoples’ Politics and Rights

POLS 3426 Politics, Propaganda, and Cinema

POLS 3429 (W) Political Violence

POLS 3837 W Civil Rights and Legal Mobilization

SOCI 3821 (W) Social Movements and Social Change

WGSS 2255 (W) Sexualities, Activism, and Globalization

WGSS 3216/POLS 3216 Women in Political Development

WGSS 3269 Women’s Movements

WGSS 3609/ENGL 3069 Women’s Literature

WGSS 3611/ENGL 3611 Women’s Literature 1900 to Present

WGSS 3613/ENGL 3613 Introduction to LGBT Literature

WGSS 3998/ENGL 3629 Studies in Literature: Femme Fatales

WGSS 3998/MUSI 4995 Women in Music

**Group D: Service Learning/Internship**

            AASI/AFRA/LLAS/WGSS 4XXX Service Learning Seminar/Internship

In this interdisciplinary seminar, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and political advocacy. Student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice.

**2018-23 ECON 3315 Add Course**

*Proposed Catalog Copy*:

ECON 3315. Financial Econometrics

Three credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q; STAT 1000Q or STAT 1100Q.

Introduction to the mathematics of finance. Theoretical reasoning (proofs), modeling, useful simplifying approximations, and computing. Students will write basic programs in R.

**2018-24 ECON 5315 Add Course**

*Proposed Catalog Copy:*

ECON 5315. Financial Econometrics

Three credits. May be taught with ECON 3315.

Introduction to the mathematics of finance. Theoretical reasoning (proofs), modeling, useful simplifying approximations, and computing. Students will write basic programs in R.

**2018-25 ECON 5326 Add Course**

*Proposed Catalog Copy:*

ECON 5326. Operations Research for Economics.

Three credits.

Use of Mathematical programming for optimization of input output mixes, of delivery routes, of communication networks and for performance evaluation based on economic theory of producer behavior.

**2018-26 HRTS 3050 Add Course**

*Proposed Catalog Copy:*

HRTS 3050 Approaches to Human Rights Advocacy

Three credits.

International and domestic non-governmental organizations in human rights advocacy and campaigns.

**2018-27 HRTS 3055 Add Course**

*Proposed Catalog Copy:*

HRTS 3055. Theory and Practice of International Criminal Justice

Three credits.

International humanitarian and criminal law; genocide, crimes against humanity, war crimes and aggression, and theories of individual criminal responsibility.

**2018-28 HRTS 3710 Add Course**

*Proposed Catalog Copy*:

HRTS 3710. Islam and Human Rights

Three credits.

Introduction to Islamic law, international human rights, and questions of universalism and relativism, collectivism and individualism.

**2018-29 HRTS Revise Major**

*Current Catalog Copy:*

**Human Rights**

[Course descriptions](https://catalog.uconn.edu/hrts/)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

**Requirements for the Major in Human Rights**

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

**Core Courses**

**A. Institutions and Laws**

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831).

**B. History, Philosophy and Theory**

[ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); [PHIL/HRTS 3220/W](https://catalog.uconn.edu/HRTS/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042).

**C. Applications and Methods**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3428](https://catalog.uconn.edu/POLS/#3428), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835), [3837/W](https://catalog.uconn.edu/SOCI/#3837).

**D. Elective Courses**

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127/W](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**E. Related Courses**

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

**F. Capstone Course (3 credits)**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996)

**Information Literacy and Writing Requirements**

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

*Proposed Catalog Copy:*

**Human Rights**

[Course descriptions](https://catalog.uconn.edu/hrts/)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester. A major [minor] in Human Rights can be completed only at the Storrs campus.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

**Requirements for the Major in Human Rights**

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

**Core Courses**

**A. Institutions and Laws**

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); HRTS 3050, 3055; [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831); [3837/W](https://catalog.uconn.edu/SOCI/#3837).

**B. History, Philosophy and Theory**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); HRTS 3710; [PHIL/HRTS 3220/W](https://catalog.uconn.edu/HRTS/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042).

**C. Applications and Methods**

[BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3428](https://catalog.uconn.edu/POLS/#3428), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835).

**D. Elective Courses**

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127/W](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), 3214, [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**E. Related Courses**

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

**F. Capstone Course (3 credits)**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996)

**Information Literacy and Writing Requirements**

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

**2018-30 HRTS Revise Minor**

*Current Catalog Copy:*

Human Rights Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

### Group A

#### Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831)

#### History Philosophy and Theory

[ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/ENGL/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); [PHIL/HRTS 3220](https://catalog.uconn.edu/PHIL/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042);

### Group B Applications and Methods

[ANTH/HRTS 3326](https://catalog.uconn.edu/ANTH/#3326); [BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3428](https://catalog.uconn.edu/HRTS/#3428), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835), [3837](https://catalog.uconn.edu/HRTS/#3837)

### Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HEJS/HRTS 2203](https://catalog.uconn.edu/HEJS/#2203); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421),  [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

### Group D Internship

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

*Proposed Catalog Copy:*

Human Rights Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor. A minor in Human Rights can be completed only at the Storrs campus.”

### Group A

#### Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); HRTS 3050, 3055; [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831); [3837/W](https://catalog.uconn.edu/SOCI/#3837).

#### History Philosophy and Theory

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); HRTS 3710; [PHIL/HRTS 3220/W](https://catalog.uconn.edu/HRTS/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042).

### Group B Applications and Methods

[BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3428](https://catalog.uconn.edu/HRTS/#3428), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835).

### Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); DRAM/HEJS/HRTS 2203; [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), 3214, [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421),  [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

### Group D Internship

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

**2018-31 PHYS 3501 Add Course**

*Proposed Catalog Copy:*

3501. Modern Experimental Methods

Three credits. One 3-hour laboratory meeting per week and one lecture hour per week. Prerequisite: PHYS 1202Q or 1402Q or 1502Q or 1602Q and 2501W.

In-depth exploration of classical and quantum phenomena through advanced experimentation using contemporary methods.

**2018-32 WGSS 2255/W Revise Course (G) (S)**

*Current Catalog Copy:*

WGSS 2255. Sexualities, Activism, and Globalization

(Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher.

Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT. WGSS 2255W. Sexualities, Activism, and Globalization (Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT.

*Proposed Catalog Copy:*

WGSS 2255. LGBTQ Sexualities, Activism, and Globalization

(Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher.

Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT. WGSS 2255W. LGBTQ Sexualities, Activism, and Globalization (Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT.

**2018-33 WGSS 3252 Revise Course**

*Current Catalog Copy:*

WGSS 3252. Genders and Sexualities

(Formerly offered as WS 3252.) Three credits.

Examination of lesbian, gay, bisexual, and transgender issues. Focused exploration of three to four topics.

*Proposed Catalog Copy:*

WGSS 3252. Genders and Sexualities

(Formerly offered as WS 3252.) Three credits.

Intersectional examination of diverse constructions of gender and sexuality. Focused exploration of three to four topics.

**2018-34 HDFS/WGSS 3277 Revise Course**

*Current Catalog Copy:*

HDFS 3277. Issues in Human Sexuality

Three credits. Prerequisite: Open to juniors or higher.

Contemporary issues concerning human sexuality; impact upon individuals and family units.

*Proposed Catalog Copy:*

HDFS/WGSS 3277. Issues in Human Sexuality

Three credits. Prerequisite: Open to juniors or higher.

Contemporary issues concerning human sexuality; impact upon individuals and family units.

**2018-35 HDFS 3141 Revise Course (G) (S)**

*Current Catalog Copy:*

HDFS 3141. Developmental Approaches to Intergroup Relations and Victimization

Three credits. Recommended preparation: HDFS 2001; open to sophomores or higher.

Developmental, social-ecological, and social psychological theories of the fundamental processes involved in intergroup relations; cognitive, affective, and social underpinnings of intergroup dynamics; critical issues of diversity and social justice in the lives of children and families; experiences of intergroup discrimination and victimization such as bullying and exclusion; theoretical approaches to improving intergroup relations and tolerance.

*Proposed Catalog Copy:*

HDFS 3141. Developmental Approaches to Intergroup Relations and Victimization

Three credits. Recommended preparation: HDFS 2001; open to sophomores or higher.

Developmental, social-ecological, and social psychological theories of the fundamental processes involved in intergroup relations; cognitive, affective, and social underpinnings of intergroup dynamics; critical issues of diversity and social justice in the lives of children and families; experiences of intergroup discrimination and victimization such as bullying and exclusion; theoretical approaches to improving intergroup relations and tolerance. CA2. CA4.

**2018-36 HDFS Revise Minor**

*Current Catalog Copy:*

Specialized training in Human Development and Family Studies is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

The minor is administered by the Department of Human Development and Family Studies.

*Proposed Catalog Copy:*

Specialized training in Human Development and Family Studies is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), 3090, [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

No more than three credits of HDFS 92000 or higher (transfer credits) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-UConn source.

The minor is administered by the Department of Human Development and Family Studies.

**2018-37 Global Environmental Change Add Minor**

The Global Environmental Change minor provides a comprehensive understanding of earth’s interconnected environmental systems and the consequences of those changes to human well being. Topics include climate change, land and ocean use, governance and policy, and selected advanced courses in natural sciences.

Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

9 credits cannot be used towards both the students major and the minor. Students cannot receive the minor within the same Environmental Sciences degree concentration.

**Requirements:**

**Total of at least 15 credits 2000-level or above, including one course from each area A-E. The same course cannot be used to fulfill more than one area.**

**A. CLIMATE CHANGE AND ITS IMPACTS**

GEOG 3400, GEOG 4300, GSCI 3010, MARN 3000, NRE 3115, NRE 3146, or NRE 4170

**B. LAND AND OCEAN USE AND ITS IMPACTS**

EEB 2208, GEOG 3310, GEOG 3410, GSCI 3020, GSCI/MARN 3230, MARN 3001, MARN 3030, MARN 4066, NRE 2215, NRE 2345, NRE 3105, NRE 3115, NRE 4135/GSCI 4735, or NRE 4340

**C. NATURAL SCIENCES**

CHEM 4370, CHEM 4371, EEB 2244/W, EEB 2245/W, EEB 3230/MARN 3014, EEB 3247, EEB 4120/GSCI 4120, GEOG 2300, GSCI 4110, GSCI 4210, MARN 2002, MARN **2060,** MARN 3003Q, MARN 4030W, MARN 4060, NRE 2455, NRE 3125, NRE 3145, NRE 3205, SPSS 2120, or SPSS 3420

**D. METHODS**

CE 2251, EEB 4230W, GEOG 3500Q, GEOG 3505/MARN 3505, GEOG/GSCI 4230, GSCI 3710/CE 3530/ENVE 3530, MARN 3003Q, NRE 2000, NRE 2010, NRE 3305, NRE 3345/W, NRE 3535, NRE 4135/GSCI 4735, NRE 4335, NRE 4475, NRE 4535, NRE 4544, NRE 4545, NRE 4575, NRE 4665, PHYS 2400, STAT 2215Q, or STAT 3025Q

**E. GOVERNANCE AND POLICY**

AH 3174**, ARE 2235,** ARE 3434, ARE 3437, ARE 4438, ARE 4462, ECON/MAST 2467, GEOG 3320W, MAST/POLS 3832, NRE 3000, NRE 3201, NRE 3245, POLS/EVST 3412, or SOCI 3407/W

The minor is offered jointly by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/) and the [College of Agriculture, Health and Natural Resources](http://www.cag.uconn.edu/CANR/index.html).

**2018-38 Sustainable Environmental Systems Add Minor**

*Proposed Catalog Copy:*

The Sustainable Environmental Systems minor applies the principles of sustainability science, systems thinking, and the environmental sciences to help society move towards a more sustainable future. Topics include ecological systems, natural resources management, environmental ethics and cultural interactions, as well as selected economics and business perspectives.

Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

9 credits cannot be used towards both the students major and the minor. Students cannot receive the minor within the same Environmental Sciences degree concentration.

Requirements:

Total of at least 15 credits 2000-level or above as follows:

**I. Core Courses** **(9 credits)**.

All minors must take 1 course from areas A, B, and C. Additional core courses in a single category can be applied to the additional minor requirements beyond the core requirements. The same course cannot be used to fulfill more than one area.

**A. Resource Management:**

EEB 2208, GEOG 3340, MARN 3030, NRE 2010, NRE 2215, NRE 2345, NRE 3105, NRE 3125, NRE 3155, NRE 3305, NRE 3335, NRE 3345/W,

NRE 3500, NRE 3535, NRE 4335, or NRE 4575

**B. Ecological Systems:**

EEB 2244/W, EEB 3247, EEB 4230W, EEB 3230/MARN 3014, NRE 2455, NRE 3205, or NRE 4340

**C. Ethics, Values, & Culture:**

ANTH 3339, ENGL 3240, ENGL 3715, GEOG 3410, HIST 3540/W, HIST 3542, JOUR 3046, PHIL 3216/W, SOCI 2701, SOCI 2705, SOCI 2709W, or SOCI 3407/W

**II. 6 Additional Credits from the following areas:** Choose at least 3 credits from two of the three areas D-F. Courses cannot be used to fulfill more than one area.

**D. Built Systems:**

AH 3175, GEOG 2400, LAND 3230W, or NRE 3265

**E. Governance & Policy:**

AH 3174, ARE 2235, ARE 3434, ARE 3437, ARE 4438,

ARE 4462, ECON/MAST 2467, GEOG 3320W, MAST/POLS 3832, NRE 3000, NRE 3201, NRE 3245, POLS/EVST 3412, or SOCI 3407/W

**F. Economics & Business:**

ARE 2235, ARE 4305, ARE 4438, ARE 4444, ARE 4462, ECON/MAST 2467, ECON 3466, or ECON 3473/W

The minor is offered jointly by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/) and the [College of Agriculture, Health and Natural Resources](http://www.cag.uconn.edu/CANR/index.html).

**2018-39 EEB Add Joint BS/MS in Biodiversity**

*Current Catalog Copy:*

*The graduate catalog presently has no program descriptions. This text (typos corrected) is from the 2011-2012 Graduate Catalog*

The Master of Science degree in Biodiversity and Conservation Biology is administered by the Department of Ecology and Evolutionary Biology. The Biodiversity and Conservation Biology M.S. is a Plan B degree, based primarily on coursework. Students are required to participate in a vocational internship and a research project as part of their plan of study, but no research thesis is required. The M.S. is designed to be earned jointly with the EEB B.S. degree, with M.S. level classes integrated into a student’s plan of study during their final two years. students who have already completed an equivalent B.S. degree may confine their study to the M.S. portion of the degree program. Coursework combines education in ecology, evolution, systematics, and natural history, with relevant training in public policy, economics, and ethics. Students are prepared for a diversity of career tracks ranging from conservation planning to endangered species management, environmental education to museum curation, ecological consultancy to environmental law. Potential employers include non-governmental organizations, state and federal agencies, and environmental industries. More detailed information about the program is available at the EEB department’s web site http://hydrodictyon.eeb. uconn.edu/department/BsMs/ .

*Proposed Catalog Copy:*

The MS in Biodiversity and Conservation Biology is the graduate portion of an integrated undergraduate and graduate degree program, the Joint BS-MS in Biodiversity and Conservation Biology. The MS portion is a non-thesis, course based (Plan B) masters; it requires a minimum of 30 credits, comprising at least 14 credits of core course work, at least 6 credits of related area courses, at least 4 credits of research, and 1 to 9 credits of internship. No more than 6 credits of undergraduate coursework may be counted towards the degree.

Core Courses

* EEB 5301 (Population and Community Ecology)
* EEB 5310 (Conservation Biology)
* EEB 5369 (Current Topics in Biodiversity)
* EEB 5370 (Current Topics in Conservation Biology)
* EEB 5348 (Population Genetics) or EEB 5449 (Evolution)
* EEB 5347 (Principles and Methods of Systematic Biology) or one of the following taxonomic diversity courses:

EEB 3266 Field Herpetology

EEB 4250 General Entomology

EEB 4252 Field Entomology

EEB 4260 & EEB 4261 Ornithology & Ornithology lab

EEB 4272 The Summer Flora

EEB 4274 Introduction to Animal Parasitology

EEB 4275 Invertebrate Zoology

EEB 5200 Biology of Fishes

EEB 5204 Aquatic Plant Biology

EEB 5220 Evolution of Green Plants

EEB 5240 Biology of Bryophytes and Lichens

EEB 5250 Biology of the Algae

EEB 5254 Mammalogy

EEB 5265 Herpetology

EEB 5271 Systematic Botany

EEB 5477 Insect Phylogeny

Related Areas

Students must complete a course from any two of the following related areas: Environmental Policy, Ethics and Management; Environmental Economics, and Environmental Analysis. Advisory committees may approve alternative courses within these three related areas.

**Environmental Policy, Ethics, and Management**

ARE 3434 (Environmental and Resource Policy); EVST/POLS 3412 (Global Environmental Politics); GEOG 4210 (Urban and Regional Planning); NRE 3155 (Water Quality Management); NRE 3245 (Environmental Law); NRE 4165 (Soil and Water Management and Engineering); NRE 4335 (Fisheries Management); NRE 5200 (Sustainable Natural Resources Management); NRE 5345 (Advanced Fisheries Management); PHIL 3216 (Environmental Ethics); SOCI 3407 (Energy, Environment, and Society)

**Environmental Economics**

ARE 4438 (Valuing the Environment); ARE 4462 (Environmental and Resource Economics); ARE 5464 (Benefit-Cost Analysis and Resource Management).

**Environmental Analysis**

ARE 3464 (Program Evaluation & Benefit-Cost Analysis); GEOG 3505 Remote Sensing of Marine Geography; GEOG 5500 (Fundamentals of Geographic Information Systems); GEOG 5510 (Applications Issues in Geographic Information Systems); NRE 3535 (Remote Sensing of the Environment); NRE 4535 (Remote Sensing Image Processing); NRE 4665 (Natural Resources Modeling); NRE 5205 (Decision Methods in Natural Resources); NRE 5215 (Geospatial Techniques for Environmental Management); NRE 5575 (Natural Resource Applications of Geographic Information Systems); NRE 5585 (Geospatial Data Processing Techniques).

Research and Internship Credits

Research credits are earned by completing one or more sessions of EEB 5889 (Independent Study). Internship credits are earned by completing one or more sessions of EEB 5891 (Internship in Ecology, Conservation, or Evolutionary Biology), possibly in conjunction with sessions of EEB 5881 (Internship in Ecology, Conservation, or Evolutionary Biology).

**2018-40 AMST/MUSI 1002 Revise Course (guest: Chris Vials) (G) (S)**

*Current Catalog Copy:*

MUSI 1002. Sing and Shout! The History of America in Song

Three credits. Lecture with discussion groups.

Develop an understanding of American people, history and culture through the study and singing of American folk songs. CA 1. CA 4.

*Proposed Catalog Copy:*

MUSI / AMST 1002. Sing and Shout! The History of America in Song

Three credits. Lecture with discussion groups.

Develop an understanding of American people, history and culture through the study and singing of American folk songs. CA 1. CA 4.

**2018-41 AFRA/AMST/HDFS/WGSS 3042 Revise Course (guest: Chris Vials)**

*Current Catalog Copy:*

HDFS 3042. Baseball and Society: Politics, Economics, Race and Gender

(Also offered as AFRA 3042 and WGSS 3042.) Three credits. Prerequisite: Open to juniors or higher.

Baseball in historical, political, sociological, and economic contexts. Topics may include: impact on individuals and families; racial discrimination and integration; labor relations; urbanization; roles of women; treatment of gay athletes; and implications of performance-enhancing drugs.

*Proposed Catalog Copy:*

HDFS 3042. Baseball and Society: Politics, Economics, Race and Gender

(Also offered as AFRA 3042, AMST 3042 and WGSS 3042.) Three credits. Prerequisite: Open to juniors or higher.

Baseball in historical, political, sociological, and economic contexts. Topics may include: impact on individuals and families; racial discrimination and integration; labor relations; urbanization; roles of women; treatment of gay athletes; and implications of performance-enhancing drugs.

**2018-42 AMST Revise Major (guest: Chris Vials)**

*Current Catalog Copy:*

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field is now understood as comprising the study of issues and subjects from throughout the Western Hemisphere.

Among the goals of the American Studies curriculum is to promote an awareness of complex cultural, political, and economic structures at the root of the social organizations that have existed throughout the history of what has come to be known as the “New World.” Other areas of concentration may include, for example, the ways in which literary, musical, and visual artists have articulated cultural concerns, our changing understandings of the geography and ecology of the Western Hemisphere, or issues of cultural and ethnic diversity.

### **Prerequisite**

[AMST 1201](https://catalog.uconn.edu/AMST/#1201)

### **Core Courses**

15 credits (One course from 1, 2, 3, 4, and 5 below.):

1. One course from the following: [AFRA/HIST 3564](https://catalog.uconn.edu/HIST/#3564); [AFRA/HIST/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST 3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3516](https://catalog.uconn.edu/HIST/#3516); [HIST/WGSS 3561](https://catalog.uconn.edu/WGSS/#3561), [3562](https://catalog.uconn.edu/WGSS/#3562).
2. [ENGL 2201](https://catalog.uconn.edu/ENGL/#2201) or [2203](https://catalog.uconn.edu/ENGL/#2203)
3. [POLS 2607](https://catalog.uconn.edu/POLS/#2607) or [3602](https://catalog.uconn.edu/POLS/#3602) or [3802](https://catalog.uconn.edu/POLS/#3802) or [3817](https://catalog.uconn.edu/POLS/#3817) or [ECON 2102](https://catalog.uconn.edu/ECON/#2102)
4. One 2000-level or above course that deals with Latin America, Canada, or the Caribbean.
5. [AMST/ENGL 3265W](https://catalog.uconn.edu/ENGL/#3265W): Seminar in American Studies: 3 Credits (W). This seminar will provide an in-depth study of a historical period, event, or cultural movement from an interdisciplinary perspective. Students will produce a substantial essay on a topic approved by the instructor.

### **Track Requirement (Nine credits)**

Students must choose a “Track” from the four American Studies tracks. They must take three 2000-level or above courses from within this track.

#### **Track I: History, Culture, and Society**

[AFRA/ANTH 3152](https://catalog.uconn.edu/ANTH/#3152); [AFRA/HDFS/WGSS 3042](https://catalog.uconn.edu/WGSS/#3042); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027), [3902](https://catalog.uconn.edu/ANTH/#3902), [3904](https://catalog.uconn.edu/ANTH/#3904); [ANTH 3041](https://catalog.uconn.edu/ANTH/#3041)/[LLAS 3241](https://catalog.uconn.edu/LLAS/#3241); [AASI 3578](https://catalog.uconn.edu/AASI/#3578)/[HIST 3530](https://catalog.uconn.edu/HIST/#3530); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [HDFS 3442](https://catalog.uconn.edu/HDFS/#3442)/[LLAS 3250](https://catalog.uconn.edu/LLAS/#3250); [HDFS 3240](https://catalog.uconn.edu/HDFS/#3240)/[SOCI 3459](https://catalog.uconn.edu/SOCI/#3459); [HIST 3101W](https://catalog.uconn.edu/HIST/#3101W), [3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3540](https://catalog.uconn.edu/HIST/#3540), [3542](https://catalog.uconn.edu/HIST/#3542), [3551](https://catalog.uconn.edu/HIST/#3551), [3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555); [3570](https://catalog.uconn.edu/HIST/#3570); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST/WGSS 3561](https://catalog.uconn.edu/WGSS/#3561), [3562](https://catalog.uconn.edu/WGSS/#3562); [SOCI 2651](https://catalog.uconn.edu/SOCI/#2651), [3221](https://catalog.uconn.edu/SOCI/#3221), [3501](https://catalog.uconn.edu/SOCI/#3501), [3601](https://catalog.uconn.edu/SOCI/#3601), [3825](https://catalog.uconn.edu/SOCI/#3825); [WGSS 2267](https://catalog.uconn.edu/WGSS/#2267), [3264](https://catalog.uconn.edu/WGSS/#3264), [3268](https://catalog.uconn.edu/WGSS/#3268)

#### **Track II: Literature and the Arts**

[AFRA/DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [ARTH 3440](https://catalog.uconn.edu/ARTH/#3440), [3450](https://catalog.uconn.edu/ARTH/#3450); [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); [ENGL 2201](https://catalog.uconn.edu/ENGL/#2201), [2203](https://catalog.uconn.edu/ENGL/#2203), [2214](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3218](https://catalog.uconn.edu/ENGL/#3218), [3240](https://catalog.uconn.edu/ENGL/#3240), [3801W](https://catalog.uconn.edu/ENGL/#3801W), [3803W](https://catalog.uconn.edu/ENGL/#3803W)

#### **Track III: Political Science, Economics, and the Law**

[BLAW 3175](https://catalog.uconn.edu/BLAW/#3175); [COMM 3400](https://catalog.uconn.edu/COMM/#3400); [ECON 2102](https://catalog.uconn.edu/ECON/#2102), [2126](https://catalog.uconn.edu/ECON/#2126), [3468](https://catalog.uconn.edu/ECON/#3468); [HDFS 3530](https://catalog.uconn.edu/HDFS/#3530); [HIST 3516](https://catalog.uconn.edu/HIST/#3516), [3550](https://catalog.uconn.edu/HIST/#3550), [3551](https://catalog.uconn.edu/HIST/#3551), [3555](https://catalog.uconn.edu/HIST/#3555); [JOUR 3020](https://catalog.uconn.edu/JOUR/#3020); [NRE 3245](https://catalog.uconn.edu/NRE/#3245); [PHIL 3226](https://catalog.uconn.edu/PHIL/#3226); [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3032](https://catalog.uconn.edu/POLS/#3032), [3414](https://catalog.uconn.edu/POLS/#3414), [3432](https://catalog.uconn.edu/POLS/#3432), [3437](https://catalog.uconn.edu/POLS/#3437), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3602](https://catalog.uconn.edu/POLS/#3602), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3642](https://catalog.uconn.edu/POLS/#3642), [3662](https://catalog.uconn.edu/POLS/#3662), [3802](https://catalog.uconn.edu/POLS/#3802), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3827](https://catalog.uconn.edu/POLS/#3827), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847); [SOCI 2841](https://catalog.uconn.edu/SOCI/#2841)

#### **Track IV: The Americas**

[ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042); [ARTH 3630](https://catalog.uconn.edu/ARTH/#3630), [3645](https://catalog.uconn.edu/ARTH/#3645); [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710); [HIST 3607](https://catalog.uconn.edu/HIST/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/HIST/#3609), [3610](https://catalog.uconn.edu/HIST/#3610), [3620](https://catalog.uconn.edu/HIST/#3620), [3635](https://catalog.uconn.edu/HIST/#3635), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575), [4994W](https://catalog.uconn.edu/LLAS/#4994W); [POLS 3235](https://catalog.uconn.edu/POLS/#3235); [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3265](https://catalog.uconn.edu/SPAN/#3265), [3266](https://catalog.uconn.edu/SPAN/#3266)

A number of these courses are cross-listed in the catalog, but in most cases they appear on this list only once. Many are offered as “W” courses, and some may have departmental prerequisites. Other courses, such as “Special Topics” courses, may be used to fulfill American Studies requirements with the approval of the Director of American Studies. (If possible, students should seek such permission before taking the course.) All courses must be taken for three credits.

The Core Courses may not be used to fulfill the 9-credit track requirement. A second core course from the same group, however, may be so used.

[AMST/ENGL 3265W](https://catalog.uconn.edu/ENGL/#3265W) satisfies the Information Literacy Competency and Writing in the Major requirements.

### **Related Courses**

12 Credits. Students will take four related courses. The approval of these courses as germane to the American Studies major will be left to the discretion of the advisor.

A minor in American Studies is described in the “[Minors](https://catalog.uconn.edu/minors/american-studies/)” section.

*Proposed Catalog Copy:*

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field also studies the United States in a global context by examining how other cultures have shaped this country and how this country has influenced the world.

**GENERAL REQUIREMENTS:**

1. **Total Credits for the Major: 27 (9 courses, not including ‘Related Coursework’)** In fulfilling the Course Requirements below, a single course can be ‘double-dipped’ to fulfill 2 areas at once (but not triple-dipped). NOTE: Students who double-dip must reach their 27 credits for the major by taking any of the classes listed in the Course Requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take 4 AMST-designated courses (AMST 1201 and AMST 3265 count toward this total)
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in 3 different departments, not including AMST. Courses cross-listed with AMST may count for this requirement, however (For example, AMST/ARTH 3440 counts as an Art History course).

**COURSE REQUIREMENTS:**

*With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.*

1. **Intro Course:** AMST 1201

1. **American Studies Methods Requirement:** AMST 3265W
2. **Space, Place, Land, and Landscape** (one of the following): AMST/ARTH 3440; AMST/ENGL/HIST 2207; AMST/ENGL 2276W; AMST/HIST 3502; AMST/HIST 3542; AMST/LLAS 3721/POLS 3824; AMST/URBN 2400; ANTH 3904; ENGL 3240; HIST 3520; HIST 3522; HIST 3540; HIST 3541/W; HIST 3542; HIST 3875/AASI 3874/LLAS 3875;
3. **The United States and the World** (one of the following): AMST/ENGL/HIST 2207;

AMST/AASI 3201; AMST/POLS 3824/LLAS 3271; HIST 3504; HIST 3516; HIST/AFRA 3206; HIST/LLAS/AFRA 3618; HIST/MAST 2210; HIST/AFRA/LLAS 3208; HIST/AASI/LLAS 3875; HRTS/SOCI 3831

1. **Popular Culture and the Cultural Imagination** (one of the following): AMST/ARTH 3440; AMST/ARTH 3570; AMST/ENGL 2276/W; AMST/HDFS 3042 Baseball and Society: Politics, Economics, Race and Gender; AMST/HIST 3568; AMST/MUSI 1002; AMST/POLS 3822;  AMST/URBN 2400; ARTH 3715; DRAM 3131; DRAM 4151; ENGL 2201/W; ENGL 2203/W; ENGL 3207/W; ENGL 3210; ENGL 3212; ENGL 2214/W; ENGL/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218; ENGL 3220/W; ENGL 3240; ENGL/WGSS 3613; HIST 3569
2. **Intersectionalities** (one of the following): AMST/AASI 2276/W; AMST/ENGL 2274W; AMST/HIST 3502; AMST/HIST 3568; AMST/POLS 3082; AMST/POLS 3834/LLAS 3271; AASI/HIST 3531; AFRA/ANTH 3152; ANTH 3026; ANTH 3027; AFRA/HRTS/SOCI 3505; ARTH 3715; DRAM 3131; ENGL 2214/W; ENGL 3210; ENGL 3212; ENGL 3213/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218 ENGL 3605; ENGL/WGSS 3613; HDFS 3240/SOCI 3459; HIST 3554; HIST 3555; HIST 3560; HIST 3561; HIST 3562; HIST 3563; HIST/AFRA 3569; HIST 3564; HIST 3570; HIST/LLAS/AFRA 3618; HIST 3674; POLS 3218; POLS 3642; SOCI 3501
3. **Politics, Social Movements, and Everyday Life** (one of the following): ASMT/AASI 3201; AMST/HIST 3568; AMST/LLAS 3271/POLS 3824; AMST/POLS 3082; AMST/POLS 3807; AMST/POLS 3822; HIST 3504; HIST 3510; HIST 3550; HIST 3555; POLS 2607; POLS 3218; POLS 3602; POLS/AFRA/WGSS 3652; POLS 3802; POLS 3817; SOCI/AFRA/HRTS 3825; SOCI 3821
4. **The Americas** (one of the following): AMST/LLAS 3271/POLS 3824; ANTH/LLAS 3021; ANTH 3026; ANTH 3027; ANTH/LLAS 3029; ANTH 3042; ANTH 3531/HIST 3209/MAST 3531; ANTH 3902; ENGL 3605; HIST/AFRA 3206; HIST/LLAS 3607; HIST/LLAS 3609; HIST 3610; HIST/LLAS/AFRA 3618; HIST 3621; HIST/LLAS 3622; HIST 3650; HIST 3875/AASI 3875/LLAS 3875; POLS 3235; SPAN 3234; SPAN 3265

**(9) Electives.** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

**Related Coursework:**

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies Course Requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

**2018-43 AMST Revise Minor (guest: Chris Vials)**

*Current Catalog Copy:*

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the root of the societies of the Western Hemisphere. Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns. Students must complete fifteen credits, including:

* [AMST 1201](https://catalog.uconn.edu/AMST/#1201);
* An additional three credits of AMST coursework;
* Nine credits taken from any of the tracks listed in the American Studies major and/or courses approved by the director of American Studies.

Courses used to fulfill the student’s major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their track and course choices.

*Proposed Catalog Copy:*

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures of the United States and its place in the world. ~~Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns.~~

Students must complete fifteen credits, including:

* [AMST 1201](https://catalog.uconn.edu/AMST/#1201);
* An additional three credits of AMST coursework;
* ~~Nine credits taken from any of the tracks listed in the American Studies major and/or courses approved by the director of American Studies.~~
* Nine credits taken from any of the courses listed under “Course Requirements” in the American Studies major and/or courses approved by the director of American Studies.

Courses used to fulfill the student’s major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their course choices.

**ADDITIONAL MATERIALS:**

**2018-01 ECON 1495 Add Factotum Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5668 |
| **Request Proposer** | Langlois |
| **Course Title** | Special Topics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Special Topics |
| **Course Number** | 1495 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Initially offered at Storrs. Could be expanded |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 1495. Special Topics One to three credits. With a change in topic, may be repeated for credit. |
| **Reason for the course action** | To provide a factotum number for faculty to develop new courses, including possible honors core courses and gen ed courses, at the 1000-level. (The factotum course would not itself be gen ed, but it could be used to develop a permanent course that is.) |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | N/A |
| **Describe course assessments** | N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [pro forma attachment.txt](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/106673) | pro forma attachment.txt | Other | |

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| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Richard N Langlois | 12/12/2017 - 08:43 | Submit |  | Approved by ECON 12/11/17 | | Economics | Richard N Langlois | 12/12/2017 - 08:59 | Approve | 12/11/2017 | Approved by ECON 12/11/17 | |

**2018-02 ECON 1498 Add Factotum Course (S)**

|  |  |
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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5669 |
| **Request Proposer** | Langlois |
| **Course Title** | Variable Topics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Variable Topics |
| **Course Number** | 1498 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Initially at Storrs but potentially available elsewhere. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 1498. Variable Topics Three credits. With a change in topic, may be repeated for credit. |
| **Reason for the course action** | To provide a factotum number to allow ECON faculty to teach one-off topics courses at the 1000-level. These could be Honors courses by arrangement with the Honors program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | N/A |
| **Describe course assessments** | N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [pro forma attachment.txt](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/106674) | pro forma attachment.txt | Other | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Richard N Langlois | 12/12/2017 - 09:00 | Submit |  | Approved by ECON 12/11/17 | | Economics | Richard N Langlois | 12/12/2017 - 09:06 | Approve | 12/11/2017 | Approved by ECON 12/11/17 | |

**2018-03 MCB 5896 Add Special Topic: Cryo-Electron Microscopy**



**Proposal to Add a New Graduate Course**

Last revised: December 2017

1. Date: 12/6/17

2. Department requesting this course: MCB

3. Semester and year in which course will be first offered: Spring 2018

# [Final Catalog Listing](http://ccc.clas.uconn.edu/form-instructions/#listing)

MCB 5896. Cryo-electron microscopy. 1 credit. Open to graduate students in the MCB program and others with permission.

Fundamentals of cryo-electron microscopy, including workflow, sample preparation, data analysis and a half day visit to the cryo-EM facility at the University of Massachusetts, Amherst.

# Items Included in Catalog Listing

**Obligatory Items**

1. [Abbreviation](http://ccc.clas.uconn.edu/form-instructions/#abbreviation) for Department, Program or [Subject Area](http://ccc.clas.uconn.edu/form-instructions/#subject):MCB

2. [Course Number](http://ccc.clas.uconn.edu/form-instructions/#number): 5896

3. Course Title: Cryo-Electron Microscopy

4. [Number of Credits](http://ccc.clas.uconn.edu/form-instructions/#credits) (use digits, “3” not “three”): 1

5. [Course Description](http://ccc.clas.uconn.edu/form-instructions/#description) (second paragraph of catalog entry):

Fundamentals of cryo-electron microscopy, including workflow, sample preparation, data analysis and a half day visit to the cryo-EM facility at the University of Massachusetts, Amherst.

6. [Course Type](http://ccc.clas.uconn.edu/form-instructions/#type), if appropriate:

\_X\_Lecture \_X\_ Laboratory \_\_ Seminar \_\_ Practicum

**Optional Items**

7. [Prerequisites](http://ccc.clas.uconn.edu/form-instructions/#prereqs), if applicable: N/A

8. [Recommended Preparation](http://ccc.clas.uconn.edu/form-instructions/#recprep), if applicable: N/A

9. [Consent of Instructor](http://ccc.clas.uconn.edu/form-instructions/#consent), if applicable: see above

10. [Exclusions](http://ccc.clas.uconn.edu/form-instructions/#exclusions), if applicable: N/A

11. [Repetition for credit,](http://ccc.clas.uconn.edu/form-instructions/#repetition) if applicable: No

12. [S/U grading](http://ccc.clas.uconn.edu/form-instructions/#SUundergrad): N/A

# Justification

1. [Reasons for adding this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): Cryo-electron microscopy is a powerful new technology for imaging anything from molecules to cells. The three parts of implementing this technique are sample preparation, collecting data on the instrument itself, and data processing to extract images from the data. This course provides lectures and some hands on experience to introduce students to the basics of the technique. The course will be taught with 5 x 2 hour sessions. There is no cryo-EM facility at UConn yet, so a half day field trip to the facility at UMass is planned to see the actual instrument. There is no other course with this content being offered at UConn. Cryo-EM is rapidly becoming an important part of structural biology. Many universities (including Yale, UMass and Harvard) are buying the latest generation of cryo-EM microscopes, so it is important for students to understand what samples are suitable for cryo-EM investigation, how to prepare those samples to get the best data possible and how to analyze that data. The course size has been limited, enabling the instructors to offer interactive instruction to those enrolled.

2. [Academic merit](http://ccc.clas.uconn.edu/form-instructions/#_justification_1): This course will introduce students to the basics of cryo-EM as well as the theory behind each methodology carried out in the laboratory portion of the course.

The goals of this course are to:

* Provide an overview of the fundamentals behind cryo-EM.
* Provide students with a working knowledge of the work-flow for cryoEM, both in regards to sample preparation and initial analysis, through to data collection and structure reconstruction.
* The students will perform a structure reconstruction of ideal data (existing cryo-EM data of beta-galactosidase) using the Relion software (one of the leading pieces of software in the field).

3. [Overlapping courses](http://ccc.clas.uconn.edu/form-instructions/#overlap): none

4. Number of students expected: 6-8

5. Number and size of sections: 1 section

6. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): none

7. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Dr. Simon White, Assistant Professor in MCB

8. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: 12/6/2017

    Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: Simon White, simon.white@uconn.edu, 486-5202

# Syllabus

A [syllabus](http://ccc.clas.uconn.edu/form-instructions/#syllabus) for the new course must be attached to your submission email.

# Additional Approval

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

**Course Syllabus:**

Preparation for the Class: Materials on cryo-EM will be provided for review before the class.

Students are expected to have read this material prior to coming to the first class period. A short exercise to evaluate how well they understand the material will be administered during the first 15 minutes of class.

Grading: Grading for the class will be based on two criteria, class participation and a notebook containing a final report summarizing the reconstruction of beta-galactosidase.

Course Outline:

Week 1 – Fundamentals of cryo-electron microscopy (2 hrs)

* Short exercise to evaluate material understanding. (15 mins)
* Lecture on the principles behind cryo-electron microscopy. (45 mins)
* Lecture on Relion software for data analysis. Students will begin reconstruction of beta-galactosidase. (1 hr)

Week 2 – Cryo-EM workflow (2 hrs)

* Lecture on sample preparation for cryo-electron microscopy and the workflow to determine whether the sample is good enough for high resolution data collection. (1 hr)
* Students will continue reconstruction of beta-galactosidase. (1 hr)

Week 3 – Cryo-EM plunge freezing (2 hrs)

* Lab demonstrating freezing of samples on cryo-EM grids. Students will practice making grids with the FEI vitrobot (located in the White lab, BPB 220). (1.5 hr)
* Students will continue reconstruction of beta-galactosidase. (0.5 hr)

Week 4 – Cryo-EM data analysis (2 hrs)

* Lecture on different software available for data analysis, including EMAN, IMAGIC, cryoSPARC and cisTEM. (1 hr)
* Students will continue reconstruction of beta-galactosidase. (1 hr)

Week 5 – Critical evaluation of cryo-EM structures

* Lecture on current evaluation methods for determining the quality of a reconstruction. (30 mins)
* Discussion of what resolution means in the context of cryo-EM and the current debate in the field of how this is defined. (30 mins)
* Students will evaluate their own beta-galactosidase structure to determine the resolution they have achieved. (30 mins)
* Course summary, concept review and student evaluations. (30 mins)

Field trip – The timing of the field trip will be decided after the students have enrolled to identify the best time for the students. It will involve a trip to Worcester, MA to visit the UMass cryo-EM facility that contains two of the latest generation cryo-EM microscopes. There will be a tour of the facility as well as demonstrations of grid preparation for the microscopes and data collection using the FEI EPU software.

## 2018-04 MATH 5630 Revise Course (guests: Emiliano Valdez and Jim Trimble)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5827 |
| **Request Proposer** | Valdez |
| **Course Title** | Math 5630 Long-Term Actuarial Mathematics I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Math 5630 Long-Term Actuarial Mathematics I |
| **Course Number** | 5630 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will be teaching much of the same material covered in the current Math 5630, with revisions that reflect the new curriculum for the Society of Actuaries examination on this topic. |

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| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This will be four academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts. The students will be provided lecture slides accessible from the course website for which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in details during class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | Math 2620 or 5620, which may be taken concurrently |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | Math 5630 Actuarial Mathematics I Four credits. Prerequisite: MATH 2620 or 5620, which may be taken concurrently. Lecture. Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models. Not open to students who have passed MATH 3630. |
| **Provide proposed title and complete course catalog copy** | Math 5630 Long-Term Actuarial Mathematics I Four credits. Prerequisite: Math 2620 or 5620, which may be taken concurrently. Lecture. Long-term insurance products, survival and longevity models, life tables, life insurance, life annuities, premium calculations, reserves. Not open to students who have passed Math 3630. This course, along with MATH 5631, helps students prepare for the actuarial examination LTAM (Long-Term Actuarial Mathematics). |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course, together with Math 5631, will provide students the fundamental mathematical foundations needed in preparing for the SOA new Long Term Actuarial Mathematics (LTAM) exam and the tools and techniques to practice as an actuary in life and health insurance as well as pensions. To meet the revised learning objectives of the SOA Exam LTAM and to accommodate the enhanced learning objectives of the new Math 5630, we will be teaching some of the materials previously covered in the old Math 5631 but additional materials will also be covered. This course will continue to be 4 credits and will continue to be one of the core courses suggested for the M.S. in Mathematics with concentration in actuarial science. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The primary goal is to provide students the fundamental tools of the mathematics of life-contingent risks. In particular, the students will understand important concepts of mathematical and statistical models as well as techniques to price and reserve for long-term insurance and annuities. |
| **Describe course assessments** | For this course, the assessments will include two mid-term class exams, a seminar assignment and a final exam. The students are expected to read the textbook materials and lecture slides posted on the course website. To reinforce the materials learned in class, they are highly encouraged to do the recommended problems from the textbook and any past exams posted on the website. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5630 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107583) | Math 5630 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 12/30/2017 - 19:54 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:20 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:44 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/05/2018 - 22:28 | Approve | 3/27/2017 | - One of a set of changes to the grad math actuarial program (6 revisions, 1 new course) - Similar changes to the undergrad math actuarial program were approved by the CCC in November 2017 | |

MATH 5630

Long Term Actuarial Mathematics I

Prerequisites

Math 2620 or 5620 (Financial Mathematics I), which may be taken concurrently

Required readings

Lectures and exercises in the class will be heavily based on the materials covered from the following sources:

Volume 1 of lecture notes from instructor (Dr. Jeyaraj Vadiveloo)

Models for Quantifying Risks, 6th edition, by S. Camilli, I. Duncan, and R. London, Actex Publications, 2014. <https://www.actexmadriver.com/product.aspx>

Actuarial Mathematics for Life Contingent Risks, 2nd edition, by D. Dickson, M. Hardy, and H. Waters, Cambridge University Press, 2013.

Solutions manual to the 2nd edition can also be ordered here:  [amazon.co](http://www.amazon.com/Solutions-Actuarial-Mathematics-Contingent-International/dp/1107620260/ref=sr_1_1?ie=UTF8&qid=1408994975&sr=8-1&keywords=solutions+manual+actuarial+mathematics+life+contingent+risks)m. In addition, the Cam-bridge University Press site may provide additional resources here:  [Cambridge University Pres](http://www.cambridge.org/us/academic/subjects/statistics-probability/statistics-econometrics-finance-and-insurance/actuarial-mathematics-life-contingent-risks-2nd-edition)s. Any possible errata on the book can usually be found here too.

Details of topics covered in the course are in the last page.

Grading Policy

Two (2) midterms (20% each) and cumulative, Seminar assignment (20%) and Cumulative Finals (40%),

Final examination

Final examination week for Fall 2018 semester takes place from Monday, December 10, through Sunday, December 16. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discrimina-tory harassment directed toward any person or group within its community - students, employees, or visitors. Academic and professional excellence can flourish only when each member of our com-munity is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which

Math 5630 Actuarial Mathematics I Page 1

people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](file:///C:\Users\pab05001\Downloads\equity.uconn.edu) and [titleix.uconn.edu](file:///C:\Users\pab05001\Downloads\titleix.uconn.edu).

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [sexualviolence.uconn.edu](file:///C:\Users\pab05001\Downloads\sexualviolence.uconn.edu).

Academic integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting some-one else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertain-ing to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Math 3630 Actuarial Mathematics I Page 2

Code of Conduct for candidates

This course prepares students for a professional examination administered by the Society of Actuaries (SOA) for which credit is also awarded by the Casualty Actuarial Society (CAS). Actuarial Candidates, as defined by these organizations, must adhere to the Code of Conduct for Candidates (SOA) and Code of Professional Ethics for Candidates (CAS).

Topics covered

Survival models, Life table and selection, Insurance benefits, Annuities, Premium calculations and premium principles, and Policy reserve calculations

Math 3630 Actuarial Mathematics I Page 3

## 2018-05 MATH 5631 Revise Course (guests: Emiliano Valdez and Jim Trimble)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5828 |
| **Request Proposer** | Valdez |
| **Course Title** | Math 5631 Long-Term Actuarial Mathematics II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Math 5631 Long-Term Actuarial Mathematics II |
| **Course Number** | 5631 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will be teaching much of the same material covered in the current Math 5631, with revisions that reflect the new curriculum for the Society of Actuaries examination on this topic. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This will be four academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts. The students will be provided lecture slides accessible from the course website for which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in details during class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Math 5630 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | Math 5631 Actuarial Mathematics II Four credits. Prerequisite: MATH 5630. A continuation of Actuarial Mathematics I. Lecture. Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models. Not open to students who have passed MATH 3631. |
| **Provide proposed title and complete course catalog copy** | Math 5631 Long-Term Actuarial Mathematics II Four credits. Prerequisite: MATH 5630. MATH 5631 is not open to students who have passed MATH 3631. A continuation of Long-Term Actuarial Mathematics I. Topics include multiple state models, multiple decrements, multiple lives, profit and loss analysis, pension plans and funding, retirement benefits, long-term health and disability. This course, along with MATH 5630, helps students prepare for the actuarial examination LTAM (Long-Term Actuarial Mathematics). |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course, together with Math 5630, will provide students the fundamental mathematical foundations needed in preparing for the SOA new Long Term Actuarial Mathematics (LTAM) exam and the tools and techniques to practice as an actuary in life and health insurance as well as pensions. To meet the revised learning objectives of the SOA Exam LTAM and to accommodate the enhanced learning objectives of the new Math 5630, we will be teaching some of the materials previously covered in the old Math 5631 but additional materials will also be covered. This course will continue to be 4 credits and will continue to be one of the core courses suggested for the M.S. in Mathematics with concentration in actuarial science. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This is a continuation of a two-semester course on the mathematics of life-contingent risks. In particular, the students will understand advanced concepts, tools and techniques to price and reserve for long-term insurance and annuities. In addition, the students will be taught how these models can be used to solve actuarial problems related to pension plans and retirement benefits. |
| **Describe course assessments** | For this course, the assessments will include two mid-term class exams, a seminar assignment and a final exam. The students are expected to read the textbook materials and lecture slides posted on the course website. To reinforce the materials learned in class, they are highly encouraged to do the recommended problems from the textbook and any past exams posted on the website. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5631 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107584) | Math 5631 Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 12/30/2017 - 20:06 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:22 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:49 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/05/2018 - 22:36 | Approve | 3/27/2017 | - One of a set of changes to grad math actuarial program - Similar changes were made to the undergrad math actuarial program and approved by the CCC in November | |

MATH 5631

Long Term Actuarial Mathematics II

Prerequisite

Math 5630 (Long Term Actuarial Mathematics I)

Required readings

Lectures and exercises in the class will be heavily based on the materials covered from the following sources:

Volumes 1 and 2 of lecture notes from instructor (Dr. Jeyaraj Vadiveloo)

Models for Quantifying Risks, 6th edition, by S. Camilli, I. Duncan, and R. London, Actex Publications, 2014. <https://www.actexmadriver.com/product.aspx>

Actuarial Mathematics for Life Contingent Risks, 2nd edition, by D. Dickson, M. Hardy, and H. Waters, Cambridge University Press, 2013.

Solutions manual to the 2nd edition can also be ordered here:  [amazon.co](http://www.amazon.com/Solutions-Actuarial-Mathematics-Contingent-International/dp/1107620260/ref=sr_1_1?ie=UTF8&qid=1408994975&sr=8-1&keywords=solutions+manual+actuarial+mathematics+life+contingent+risks)m. In addition, the Cam-bridge University Press site may provide additional resources here:  [Cambridge University Pres](http://www.cambridge.org/us/academic/subjects/statistics-probability/statistics-econometrics-finance-and-insurance/actuarial-mathematics-life-contingent-risks-2nd-edition)s. Any possible errata on the book can usually be found here too.

Details of topics covered in the course are in the last page.

Grading Policy

Two (2) midterms (20% each) and cumulative, Seminar assignment (20%) and Cumulative Finals (40%),

Final examination

Final examination week for Fall 2018 semester takes place from Monday, December 10, through Sunday, December 16. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discrimina-tory harassment directed toward any person or group within its community - students, employees, or visitors. Academic and professional excellence can flourish only when each member of our com-munity is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which

Math 5631 Actuarial Mathematics II Page 1

people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](file:///C:\Users\pab05001\Downloads\equity.uconn.edu) and [titleix.uconn.edu](file:///C:\Users\pab05001\Downloads\titleix.uconn.edu).

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More information is available at [sexualviolence.uconn.edu](file:///C:\Users\pab05001\Downloads\sexualviolence.uconn.edu).

Academic integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting some-one else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertain-ing to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Math 3631 Actuarial Mathematics II Page 2

Code of Conduct for candidates

This course prepares students for a professional examination administered by the Society of Actuaries (SOA) for which credit is also awarded by the Casualty Actuarial Society (CAS). Actuarial Candidates, as defined by these organizations, must adhere to the Code of Conduct for Candidates (SOA) and Code of Professional Ethics for Candidates (CAS).

Topics covered

Multiple state models, Multiple decrement models, Multiple life models, Health insurance, Profit testing, Pension mathematics, Estimation of survival models.

Math 3631 Actuarial Mathematics II Page 3

## 2018-06 MATH 5637 Revise Course (guests: Emiliano Valdez and Jim Trimble)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5829 |
| **Request Proposer** | Valdez |
| **Course Title** | Math 5637 Statistics for Actuarial Modeling |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Math 5637 Statistics for Actuarial Modeling |
| **Course Number** | 5637 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will be teaching new materials that reflect the new curriculum for the Society of Actuaries examination on this topic. The course number also reflects the corresponding course taught at the undergraduate level. |

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| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This will be four academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts and it is also highly recommended that students have access to a computer where R is installed. Basic concepts and commands in R are expected to be learned on their own; more advanced commands to use for model estimation and data analysis will be taught all throughout the semester. Case studies will be used to demonstrate applications. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in details during class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | Math 5637 Risk Theory Three credits. Prerequisite: None. Lecture. Individual and collective risk theory, distribution theory, ruin theory, stoploss, reinsurance and Monte Carlo methods. Emphasis is on problems in insurance. |
| **Provide proposed title and complete course catalog copy** | Math 5637 Statistics for Actuarial Modeling Four credits. Lecture. Data analysis for actuaries, linear models including generalized linear models, time series, principal component analysis, decision trees, cluster analysis, statistical computing with R, actuarial applications. Not open to students who have passed Math 3636 or Math 3637. |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course focuses on improving our student’s statistical modeling capabilities with particular emphasis in actuarial, financial and insurance applications. This course covers most of the learning objectives of the new SOA Exam SRM (Statistics for Risk Modeling). Many of these learning objectives are also covered by Exams MAS l and MAS ll (Modern Actuarial Statistics l and ll) administered by the CAS. As stated above, this course also emphasizes the actuarial applications of statistical modeling. In addition to the theory of the various models, case studies will be developed to enhance students’ learning and appreciation of this course. For software needed to calibrate models with data, it is suggested that R programming will be used. For our advanced graduate students, R will have to be learned as the semester progresses. This is a complete revamp of our existing course Math 5637 which covers Risk Theory, a totally different subject. Because of the amount of materials in the learning objectives of this course, we are recommending to increase this from 3 to 4 credits. This course will continue to be one of the core courses suggested for the M.S. in Mathematics with concentration in actuarial science. A new PhD qualifying exam for our more advanced students pursuing thesis in actuarial science will be developed titled “Actuarial Data Analytics”. This prelim will examine materials covered mainly in this revamped course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The students will learn the underlying theory of classical linear models and generalized linear models. In addition, other statistical tools for data analysis will be covered including principal component analysis, decision tree models and cluster analysis. Case studies will be used to demonstrate the applications. Learning Outcomes: • build linear models to analyze data • use the method of maximum likelihood to estimate parameters • test and select models • conduct principal component analysis • build tree based models • use different algorithms to conduct cluster analysis • use R to calibrate models to data • write technical reports and communicate results |
| **Describe course assessments** | The course will be assessed according to the following items: • Problem sets/homework: 25% • 2 midterm exams: 20% each • Course project: 35% (Proposal: 5%; Presentation: 5%; Paper: 25%) Homework will be assigned approximately every two weeks. The midterm exams are in-class exams. There will be no final exam for this course. However, a final project paper will be due in the finals week. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5637 Syllabus .docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107585) | Math 5637 Syllabus .docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 12/30/2017 - 20:40 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:21 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:48 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/05/2018 - 22:33 | Approve | 3/27/2017 | - One of a set of changes to grad math actuarial program - Similar changes were made to the undergrad math actuarial program and approved by the CCC in November | |

Department of Mathematics

University of Connecticut

Math 5637

Statistics for Actuarial Modeling

Course Instructor

To be determined

Course Description

Data analysis for actuaries, linear models including generalized linear models, time series, principal component analysis, decision trees, cluster analysis, statistical computing with R, actuarial applications. Case studies are used to demonstrate the applications.

Learning Outcomes

Upon completion of this course, students will be able to:

build linear models to analyze data

use the method of maximum likelihood to estimate parameters estimation and model selection

conduct principal component analysis

build tree based models

use different algorithms to conduct cluster analysis

use R to calibrate models to data

write technical reports and communicate results

Textbooks

Main: Actuarial Statistics with R: Theory and Case Studies by Guojun Gan and Emiliano Valdez, ACTEX, 2018.

Reference: Regression Modeling with Actuarial and Financial Applications by Edward W.

Frees, Cambridge University Press, 2009. Book website: http://research.bus.wisc.edu/ RegActuaries

Reference: An Introduction to Statistical Learning, with Applications in R by James,

Witten and Hastie, Tibshirani, 2013, New York: Springer. Preprint freely available at http://www-bcf.usc.edu/~Egareth/ISL/

Software

R, which is an open source software for statistical computing and graphics, will be used for this course. You can download and install R from http://www.r-project.org/.

Homework

You will get approximately biweekly homework, which will be posted to HuskyCT on an ongoing basis. You will submit your homework via email the due date. Late homework will not be accepted.

Exams

We will have two midterm exams. There is no final exam for this course, but your written project will be due when our final exam is scheduled. You can prepare a piece of paper (letter size) with notes on both sides and bring the notes to exams.

Project

The project is a very exciting and important portion of this course. In this project, you will analyze a dataset using the techniques covered in this course. You can work in teams of two or three. Everyone on the team will receive the same grade on the project paper. I expect the whole project to take around 40 hours per team member. If you have any questions or need guidance, please feel free to contact me. There are two parts of this project: the final report and the project presentation.

Data: The data set should contain at least 8 explanatory variables and at least 40 observations. More data is definitely better and your results are also likely to be more significant. You can find datasets in the following websites:

http://archive.ics.uci.edu/ml/ http://www.kaggle.com

Project Proposal: Around the 10th week of the semester, you need to form a team and submit a project proposal, which contains the dataset you will use, a problem you want to solve, and your plan for solving the problem.

Final paper: Your report must be no more than 15 pages long (including all figures, tables, and appendices, 11 point font, spacing of at least 1.15, and 1" margins). The paper should be written for an intelligent client with moderate statistical expertise. Focus your report on the results and how the client can apply what you have discovered. Overly technical justification should be put in the appendix. Remember that there is no unique solution to the problems you will be solving. I am interested not only in the final result, but your justification and process. I would expect a sufficient project to start with at least 8 explanatory variables and at least 40 observations. More data is definitely better and your results are also likely to be more significant. Please follow the structure provided below. Your paper should include the following sections:

1. Title and Abstract.

1. Introduction.
2. Data Characteristics
3. Model Selection and Interpretation
4. Summary and Concluding Remarks
5. References and Appendix

Your final paper will be evaluated according to the following rubrics:

|  |  |
| --- | --- |
| Component | Weight |
|  |  |
| Grammar/Spelling/General Flow | 10% |
| Title/Abstract | 5% |
| Introduction | 5% |
| Data Characteristics | 25% |
| Model Selection and Interpretation | 50% |
| Summary and Conclusion | 5% |
|  |  |

Presentation: You will also give a 15 minute presentation on your findings to the entire class at the end of the semester. Make sure you finish your presentation within the time slot.

Expectations

Class attendance is required from all students. Please email me if you need to miss a class. You also need to spend enough out-of-class time on studying this course. This will significantly influence your progress during this course. Attendance at the project presentations for the other members of the class will factor heavily into your personal project grade.

Course Assessment

|  |  |
| --- | --- |
| Homework | 25% |
| Midterm exam 1 | 20% |
| Midterm exam 2 | 20% |
| Project | 35% (Proposal: 5%; Presentation: 5%; Paper: 25%) |

Your final grade is determined as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | A | A- | B+ | B | B- | C+ |
| Points | [93, 100) | [90, 93) | [87, 90) | [83, 87) | [80, 83) | [77, 80) |
|  |  |  |  |  |  |  |
| Grade | C | C- | D+ | D | D- | F |
| Points | [73, 77) | [70, 73) | [67, 70) | [63, 67) | [60, 63) | [0, 60) |
|  |  |  |  |  |  |  |

Topics covered

Linear regression models, Generalized linear models, Principal component analysis, Decision trees, Cluster analysis. Case studies will be used to demonstrate applications.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discrim-inatory harassment directed toward any person or group within its community students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can under-mine the Universitys mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-con dential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the O ce of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be con dential and will be shared with University offcials who can help.

More information is available at equity.uconn.edu and titleix.uconn.edu.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including fac-ulty) are required to report assaults they witness or are told about to the Office of Diversity

* Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at sexualviolence.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, sup-port their scholarly development, and bene t the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the rst three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

## 2018-07 MATH 5638 Add Course (guests: Emiliano Valdez and Jim Trimble)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5830 |
| **Request Proposer** | Valdez |
| **Course Title** | Predictive Analytics for Actuaries |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Predictive Analytics for Actuaries |
| **Course Number** | 5638 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This will be three academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts and it is also highly recommended that students have access to a computer where R is installed. The students are expected to have an in-depth knowledge about R programming together with the statistical tools and approaches learned in Math 5637. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Math 5637 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Math 5638 Predictive Analytics for Actuaries Three credits. Lecture. Prerequisite: Math 5637. Models for predictive analytics, model building, model selection, model estimation, validation and diagnostics, model limitations, actuarial applications, and communication of results. |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. The actuarial profession is also evolving and predictive analytics is now recognized as a new set of skills that all actuaries must have. This particular course is a sequel to the proposed revised Math 5637. This is a brand new course in the department with materials not previously covered in any of our actuarial and financial mathematics courses. It is designed to provide students the knowledge and skills to be able to perform predictive analytics. Math 5637 provides several various methods for performing data analytics. This course is aimed at being able to identify one of these methods to solve actuarial, insurance and financial problems. Many of the learning objectives in this course will help students prepare for the SOA Exam PA (Predictive Analytics). This course will be an addition to the set of core courses suggested for the M.S. in Mathematics with concentration in actuarial science. We do not expect any impact of the introduction of this course on faculty teaching loads or class sizes from other courses. We expect students to take this course in their final semester at which time have already acquired a body of actuarial knowledge to solve problems requiring predictive analytics. We will also encourage our PhD students to take this class in order to better prepare them with their doctoral thesis. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The students will learn the different stages of building predictive analytics models. Such models will be used to solve specific actuarial, financial and insurance problems. Learning Outcomes: • understanding and defining the problem • exploratory data analysis and initial model selection • model building process • identifying the appropriate model, model selection • model validation using training and test data • communication of analysis and results including limitations |
| **Describe course assessments** | The course will be assessed according to the following items: • Class participation • Assignments and presentation of assignments • Course project Different case studies will be frequently assigned and students are expected to make presentations of their analysis. There will be no final exam for this course. However, a final project paper will be due in the final week. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5638 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107586) | Math 5638 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 12/30/2017 - 21:00 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:22 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:51 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/05/2018 - 22:37 | Approve | 3/27/2017 | - One of a set of changes to grad math actuarial program - Similar changes were made to the undergrad math actuarial program and approved by the CCC in November | |

Department of Mathematics

University of Connecticut

Math 5638

Predictive Modeling for Actuaries

Course Instructor

To be determined

Course Description

Models for predictive analytics, model building, model selection, model estimation, validation and diagnostics, model limitations, actuarial applications, communication of results

Learning Outcomes

Upon completion of this course, students will be able to:

understand the various stages and considerations in building predictive models

perform exploratory data analysis including use of graphs and charts

identify and select appropriate models

do suitable model validation and diagnostic checks

write technical reports to communicate analysis and results effectively

Textbooks

Predictive Modeling Applications in Actuarial Science: Volume 1, edited by E.W. Frees, R.A. Derrig and G. Meyers, Cambridge University Press, 2014

Predictive Modeling Applications in Actuarial Science: Volume 2, edited by E.W. Frees, R.A. Derrig and G. Meyers, Cambridge University Press, 2016

Software

R, which is an open source software for statistical computing and graphics, will be used for this course. You can download and install R from http://www.r-project.org/.

Course Assessment

Students will be assessed according to: class participation, assignments and presentations of assignments and a course project

Project

The project is a very exciting and important portion of this course. Each student will have to complete a project that will enable him or her to apply to learning outcomes in the course. In particular, a problem will have to be identified together with the data to be used for solving the problem. The project must be related to solving actuarial, financial or insurance problems. The project proposal must be approved by the instructor at a time announced by the instructor. All students will be required to present their analysis and results in class. A final written report is also required as part of meeting this requirement.

Expectations

Class attendance is required from all students. Please email me if you need to miss a class. You also need to spend enough out-of-class time on studying this course. This will significantly influence your progress during this course. Attendance at the project presentations will factor heavily into your personal project grade.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

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* Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at sexualviolence.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, sup-port their scholarly development, and bene t the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the rst three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

## 2018-08 MATH 5639 Add Course (guests: Emiliano Valdez and Jim Trimble)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5848 |
| **Request Proposer** | Valdez |
| **Course Title** | Actuarial Loss Models |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Actuarial Loss Models |
| **Course Number** | 5639 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This will be three academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts. Some background in R will be helpful to the students. The students will be provided lecture slides accessible from the course website for which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in details during class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Math 5639 Actuarial Loss Models Three credits. Lecture. Not open to students who have passed Math 3639. Loss distribution models for claim frequency and severity, aggregate risk models, coverage modifications, risk measures, construction and selection of parametric models, introduction to simulation. |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This course introduces the students with statistical tools mainly suitable for property and casualty insurance. This is a good introduction to students about actuarial practice related to this line of insurance. This particular course, together with the revised Math 5640 and 5641, is intended to meet most of the learning objectives for the SOA new Short Term Actuarial Mathematics (STAM) exam. This course will be an addition to the set of core courses suggested for the M.S. in Mathematics with concentration in actuarial science. We do not expect any impact of the introduction of this course on faculty teaching loads or class sizes from other courses. There is some overlap of learning objectives of this new course with the OLD Math 5637 (Risk Theory) and therefore faculty members who have been teaching Math 5637 may opt to teach this course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course is about construction and evaluation of loss models. It aims to meet the learning objectives of some parts of the new SOA Exam STAM. In addition, while the topic of simulation is no longer in the SOA nor CAS syllabus, it will be included in this course. Simulation is a very fundamental technique that we believe actuaries should know something about. Learning Outcomes: • claims frequency, severity and aggregate models • risk measures and their uses and limitations • estimation of loss models • selection procedures of loss models • introduction to simulation |
| **Describe course assessments** | The course will be assessed according to the following items: • Homework 20% • Two (2) midterms, 25% each • Final examination 30% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5639 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107638) | Math 5639 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 01/01/2018 - 15:49 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:23 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:52 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/06/2018 - 08:51 | Approve | 3/27/2017 | - Part of a set of changes to the graduate math actuarial program - A similar set of changes to the undergrad math actuarial program passed the CCC in November | |

MATH 5639

Actuarial Loss Models

Prerequisites

None

Required readings

Lectures and exercises in the class will be heavily based on the materials covered from the following sources:

Main reference: Loss Models: From Data to Decisions, 4th edition, by S.A. Klugman, H.H. Panjer and G.E. Willmot, John Wiley, 2012.

Suggested readings: Nonlife Actuarial Models: Theory, Methods and Evaluation, by Y.K. Tse, Cambridge University Press, 2009.

Details topics covered are at the last page of this syllabus.

Grading Policy

Homework (20%), Two midterms (25% each) and Final examination (30%)

Final examination

Final examination week for Fall 2018 semester takes place from Monday, December 10, through Sunday, December 16. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discrimina-tory harassment directed toward any person or group within its community - students, employees, or visitors. Academic and professional excellence can flourish only when each member of our com-munity is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost

Math 5639 Actuarial Loss Models Page 1

seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](file:///C:\Users\pab05001\Downloads\equity.uconn.edu) and [titleix.uconn.edu](file:///C:\Users\pab05001\Downloads\titleix.uconn.edu).

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [sexualviolence.uconn.edu](file:///C:\Users\pab05001\Downloads\sexualviolence.uconn.edu).

Academic integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting some-one else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertain-ing to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Code of Conduct for candidates

This course prepares students for a professional examination administered by the Society of Actuaries (SOA) for which credit is also awarded by the Casualty Actuarial Society (CAS). Actuarial Candidates, as defined by these organizations, must adhere to the Code of Conduct for Candidates (SOA) and Code of Professional Ethics for Candidates (CAS).

Topics covered

Claim frequency and severity distribution models, Coverage modifications, Aggregate loss models, Construction of empirical models, Parametric models, Model selection, Introduction to simulation.

Math 5639 Actuarial Loss Models Page 2

## 2018-09 MATH 5640 Revise Course (guests: Emiliano Valdez and Jim Trimble)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5849 |
| **Request Proposer** | Valdez |
| **Course Title** | Short-Term Insurance Ratemaking |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Short-Term Insurance Ratemaking |
| **Course Number** | 5640 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will be teaching new materials that reflect the new curriculum for the Society of Actuaries examination on this topic. The course number also reflects the corresponding course taught at the undergraduate level. |

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| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This will be three academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts. The students will be provided lecture slides accessible from the course website for which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in details during class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Math 5639 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | Math 5640 Advanced Topics in Actuarial Mathematics I Three credits. Prerequisite: None. Lecture. Survival models, mathematical graduation, or demography. |
| **Provide proposed title and complete course catalog copy** | Math 5640 Short-Term Insurance Ratemaking Three credits. Lecture. Prerequisite: Math 5639. Not open to students who have passed Math 3640. Credibility theory, pricing for short term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics. |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This course advanced statistical concepts and topics related to pricing and ratemaking for property and casualty insurance. This particular course, together with the new Math 5639 and revised 5641, is intended to meet the learning objectives covering ratemaking for the SOA new Short Term Actuarial Mathematics (STAM) exam. Some topics also cover learning objectives for the CAS Exam MAS-II, especially those related to Bayesian statistics. This course will be an addition to the set of core courses suggested for the M.S. in Mathematics with concentration in actuarial science. We do not expect any impact of the introduction of this course on faculty teaching loads or class sizes from other courses. There is some overlap of learning objectives of this revised course with the OLD Math 5640 (Advanced Topics in Actuarial Mathematics I) and therefore faculty members who have been teaching Math 5640 may opt to teach this course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course is about the statistical tools and approaches of insurance ratemaking that are peculiar to property and casualty insurance. Learning Outcomes: • credibility theory • concepts of insurance ratemaking for short term insurance coverages • risk classification • experience rating • application of Bayesian statistics to ratemaking |
| **Describe course assessments** | The course will be assessed according to the following items: • Homework 20% • Two (2) midterms, 25% each • Final examination 30% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5640 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107640) | Math 5640 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 01/01/2018 - 16:00 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:23 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:53 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/05/2018 - 22:41 | Approve | 3/27/2017 | - One of a set of changes to grad math actuarial program - Similar changes were made to the undergrad math actuarial program and approved by the CCC in November | |

MATH 5640

Short Term Insurance Ratemaking

Prerequisites

None

Required readings

Lectures and exercises in the class will be heavily based on the materials covered from the following sources:

Main reference: Loss Models: From Data to Decisions, 4th edition, by S.A. Klugman, H.H. Panjer and G.E. Willmot, John Wiley, 2012.

Suggested readings: Nonlife Actuarial Models: Theory, Methods and Evaluation, by Y.K. Tse, Cambridge University Press, 2009.

Details topics covered are at the last page of this syllabus.

Grading Policy

Homework (20%), Two midterms (25% each) and Final examination (30%)

Final examination

Final examination week for Fall 2018 semester takes place from Monday, December 10, through Sunday, December 16. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discrimina-tory harassment directed toward any person or group within its community - students, employees, or visitors. Academic and professional excellence can flourish only when each member of our com-munity is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost

Math 5640 Short Term Insurance Ratemaking Page 1

seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](file:///C:\Users\pab05001\Downloads\equity.uconn.edu) and [titleix.uconn.edu](file:///C:\Users\pab05001\Downloads\titleix.uconn.edu).

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [sexualviolence.uconn.edu](file:///C:\Users\pab05001\Downloads\sexualviolence.uconn.edu).

Academic integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting some-one else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertain-ing to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Code of Conduct for candidates

This course prepares students for a professional examination administered by the Society of Actuaries (SOA) for which credit is also awarded by the Casualty Actuarial Society (CAS). Actuarial Candidates, as defined by these organizations, must adhere to the Code of Conduct for Candidates (SOA) and Code of Professional Ethics for Candidates (CAS).

Topics covered

Credibility theory, Concepts of insurance ratemaking for short term insurance coverages, Risk classification, Experience rating, Introduction to Bayesian statistics and its application to ratemaking.

Math 5640 Short Term Insurance Ratemaking Page 2

## 2018-10 MATH 5641 Revise Course (guests: Emiliano Valdez and Jim Trimble)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5850 |
| **Request Proposer** | Valdez |
| **Course Title** | Short-Term Insurance Reserving |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Short-Term Insurance Reserving |
| **Course Number** | 5641 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will be teaching new materials that reflect the new curriculum for the Society of Actuaries examination on this topic. The course number also reflects the corresponding course taught at the undergraduate level. |

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| **CONTACT INFO** | |
| **Initiator Name** | Emiliano Valdez |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | emv07002 |
| **Initiator Email** | [emiliano.valdez@uconn.edu](mailto:emiliano.valdez@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This will be three academic hours of lectures and discussion each week. The students are expected to have access to the recommended texts. The students will be provided lecture slides accessible from the course website for which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in details during class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Math 5639 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | Math 5641 Advanced Topics in Actuarial Mathematics II Three credits. Prerequisite: None. Lecture. Credibility theory or advanced theory of interest. |
| **Provide proposed title and complete course catalog copy** | Math 5641 Short-Term Insurance Reserving Three credits. Lecture. Prerequisite: Math 5639. Not open to students who have passed Math 3641. Techniques for estimating unpaid claims, use of claims triangles, underlying statistical theory behind the techniques, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness. |
| **Reason for the course action** | Both the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This course advanced statistical concepts and topics related to pricing and ratemaking for property and casualty insurance. This particular course, together with the new Math 5639 and revised 5640, is intended to meet the learning objectives covering reserving for the SOA new Short Term Actuarial Mathematics (STAM) exam. Some topics also cover learning objectives to prepare students for the CAS Exam 5. Although this is a revision, the topics covered here are completely unrelated to the old Math 5641 (Advanced Topics in Actuarial Mathematics II). The learning outcomes for this course are new to the UCONN Actuarial Science curriculum and will provide our students with the knowledge and skills to apply basic reserving techniques for short-term insurance products. The techniques can also be applied to estimate liabilities for non-insurance products such as frequent flyer/stayer programs as well as exposures self-insured by commercial entities. This course will be an addition to the set of core courses suggested for the M.S. in Mathematics with concentration in actuarial science. We do not expect any impact of the introduction of this course on faculty teaching loads or class sizes from other courses. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The objective of this class is to provide students with a fundamental understanding of the basic techniques that actuaries use to estimate unpaid claim liabilities for short-term insurance. These techniques are used by insurance companies and also by non-insurance entities that retain risk. Upon successful completion of the course, students will be able to: • Describe, analyze and validate the information requirements for estimating unpaid claims liabilities. • Build and analyze claim development triangles • Construct and appraise unpaid claims estimates using standard actuarial techniques, including: o Development techniques, including the case outstanding technique o Expected claim technique o Bornhuetter-Ferguson technique o Cape Cod technique o Frequency-Severity techniques • Assess the influence of operating changes on the estimation of unpaid claims • Adjust data and/or estimation techniques for changes in the internal (changes in the adequacy of case outstanding amounts, shifts in settlement rates, changes in the mix of business, changes in rate level, etc.) and external environments (inflationary climate, legal and judicial conditions, etc.) • Estimate recoveries • Estimate unpaid claim adjustment expenses • Appraise and validate the results of the estimation process for adequacy and reasonableness. |
| **Describe course assessments** | A total of three exams will be given over the course of the semester; the mid-term exams will cover incremental topics covered since the prior exam, while the final exam will be comprehensive in nature. In addition to the exams, students will be complete various assignments in which they apply the concepts discussed in class to a particular real-life situation; approximately ten such assignments will be due over the course of the assessment. In addition to these assignments, students will complete an Actuarial Report project, similar to the regulatorily required Appointed Actuary report. Using data sets for several lines of business for a sample company students will calculate estimates of the liability using several of the methods discussed in class and will then evaluate the strengths and weakness of each estimate, ultimately making a selection of their estimate of the claims liability. They will then draft an actuarial report to company management, its Board of Directors and the regular supporting their findings. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 5641 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107642) | Math 5641 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Emiliano Valdez | 01/01/2018 - 16:11 | Submit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Alvaro Lozano-Robledo | 01/05/2018 - 10:23 | Return |  | Returning so they can be resubmitted and Luke can have access to them. | | Return | Emiliano Valdez | 01/05/2018 - 10:54 | Resubmit |  | This change was approved by the Mathematics department on March 27, 2017. | | Mathematics | Luke Rogers | 01/05/2018 - 22:43 | Approve | 3/27/2017 | - One of a set of changes to grad math actuarial program - Similar changes were made to the undergrad math actuarial program and approved by the CCC in November | |

**Math 5641 Short Term Insurance Reserving**

Materials for this class include:

* + - Friedland, J. F., Estimating Unpaid Claim Liabilities using Basic Techniques, Casualty Actuarial Society, Third Volume, July 2010.
    - Statement of Principles Regarding Property and Casualty Claims Estimates, Casualty Actuarial Society, released May 2015.
    - Actuarial Standards Board of the American Academy of Actuaries, “Actuarial Standard of Practice No. 36, “Statements of Actuarial Opinion Regarding Property and Casualty Loss and Loss Adjustment Expense Reserves”, adopted in 2010, updated for deviation language in 2011.
    - Actuarial Standards Board of the American Academy of Actuaries, “Actuarial Standard of Practice No. 41, “Actuarial Communications”, adopted in 2010.
    - Actuarial Standards Board of the American Academy of Actuaries, “Actuarial Standard of Practice No. 43, Property/Casualty Unpaid Claim Estimates,” adopted in 2007, updated for deviation language in 2011.
    - American Academy of Actuaries, Committee on Property Liability Financial Reporting (COPLFR) “Statements of Actuarial Opinion on Property and Casualty Loss Reserves”, 2016.

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| Course Outline | | |
| Day | **Topic and Chapters** | Material DueMaterial to be Reviewed in Class |
| Class 1 | Introduction | Introductions, syllabus and review of Accounting Concepts |
| Class 2 | Chapter 1- Overview  Chapter 2 – The Claims Process | **Turn in Introductions Questionnaire**  **Chapters 1 and 2** |
| Class 3 | Introduction to Part 2  Chapter 3 – Understanding the Types of Data Used in the Estimation of Unpaid Claims | **Chapter 3** |
| Class 4 | Chapter 4 – Meeting with Management | **Chapter 4** |
| Class 5 | Chapter 5 – The Development Triangle | **Chapter 5** |
| Class 6 | Chapter 6 – The Development Triangle as a Diagnostic Tool | **Chapter 6** |
| Class 7 | Introduction to Part 3  Chapter 7 – Development Technique | **Quiz – Chapters 1 – 6**  **Chapter 7** |
| Class 8 | Development Techniques (continued) |  |
| Class 9 | Chapter 8 – Expected Claims Technique | **Chapter 8** |
| Class 10 | Chapter 9 – Bornhuetter Ferguson Technique | **Chapter 9** |
| Class 11 | RECAP of Materials to date |  |

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| Class 12 | **1st mid-term** |  | |
| Class 13 | Chapter 10: Cape Cod Technique | **Chapter 10** | |
| Class 14 | Chapter 11 – Frequency-Severity Techniques | **Chapter 11** | |
| Class 15 | Frequency/Severity Techniques (continued) |  | |
| Class 16 | Chapter 12 - Case Outstanding Development Technique | **Quiz – Chapters 10 and 11**  **Chapter 12** | |
|  | **Spring Recess** | **No Class** |
| Class 17 | Chapter 13 – Berquist Sherman Techniques | **Chapter 13** |
| Class 18 | Chapter 15 – Evaluation of Techniques | **Chapter 15** |
| Class 20 | RECAP of materials since 1st mid-term |  |
| Class 21 | **2nd mid-term** |  |
| Class 22 | Statement of Principles and Actuarial Standards of Practice | **CAS Statement of Principles Regarding Property and Casualty Claims Estimates**  **ASOP 43, ASOP 41 and ASOP 36** |
| Class 23 | Statements of Actuarial Opinion on Property & Casualty Loss Reserves Practice Note | **Quiz – Statement of Principles and Actuarial Standards of Practice**  **COPLFR Practice Note** |
| Class 24 | Working Session: The Actuarial Report | **Actuarial Report Project Due** |
| Class 25 | Chapter 14 – Recoveries: Salvage and Subrogation and Reinsurance | **Chapter 14** |
| Class 26 | Introduction to Part 4: Estimating Unpaid Claims Expenses  Chapter 16 – Estimating Unpaid Allocation Claims Adjustment Expenses  Chapter 17 – Estimating Unpaid Unallocated Claim Adjustment Expenses | **Part 4**  **Chapters 15 and 16** |
| Class 27 | Advanced Topics in Claims Estimation | **Quiz – Chapters 14 – 16**   * Stochastic Reserving Techniques * Estimating claims liabilities for mass tort exposures |
| Class 28 | Review of materials for Final Exam | Comprehensive review of topics covered in the course |
| Class 29 | **Final Exam** |  |

## 2018-11 ARIS 3800 Add Course (guest: Nicola Carpentieri)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5847 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Media Arabic |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ARIS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Media Arabic |
| **Course Number** | 3800 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | ARABIC |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture/Discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | 2 years of formal Arabic or equivalent proficiency |
| **Corequisites** | none |
| **Recommended Preparation** | exposure to Al-Jazeera and BBC Arabic as well as Arabic press. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Arabic and Islamic Studies is only available at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ARIS 3800. Media Arabic. Three credits. Taught entirely in Arabic. Prerequisite: two years of formal Arabic or equivalent proficiency. Instructor consent required. Modern Standard Arabic of the Media: television, press and internet. |
| **Reason for the course action** | We are creating a major and a minor in Arabic and Islamic Studies and this course will count towards both. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to train students interested in a professional career involving the use of Arabic written materials and media. This class will explore the Middle East through the region's media providing timely analysis of Arabic media, as well as original analysis of ideological, intellectual, social, cultural, and religious trends in the Middle East that caused the current turmoil and revolutions. |
| **Describe course assessments** | Two presentations, midterm, final and final project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MEDIA ARABIC.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107614) | MEDIA ARABIC.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 01/01/2018 - 09:43 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 01/04/2018 - 17:43 | Approve |  | Approved for inclusion in the general course catalogue | |

## 2018-12 POLS 3240 Add Course (guest: Prakash Kashwan)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5286 |
| **Request Proposer** | Kashwan |
| **Course Title** | Climate Justice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > Return > Political Science > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Climate Justice |
| **Course Number** | 3240 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Prakash Kashwan |
| **Initiator Department** | Political Science |
| **Initiator NetId** | prk10005 |
| **Initiator Email** | [prakash.kashwan@uconn.edu](mailto:prakash.kashwan@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture + discussions + Online course (developed in collaboration with e-Campus team) to be delivered in lock-step asynchronous format. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to juniors and higher. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | When taught as an online course; this will be available to students on all campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 3240. Climate Justice Three credits. Prerequisite: Open to juniors and higher. Introduction to major debates about the distributional consequences of climate change and related policies and programs. Implications for the design of global, national, and subnational institutions of climate governance. |
| **Reason for the course action** | POLS offers a number of courses related to the politics of the environment, and environmental policies and institutions. However, there is no course that addresses the questions related to either environmental justice or the more contemporary concerns of climate justice. This course builds on the theories and arguments of environmental justice to introduce students to questions of unequal effects and injustices related to climate change and of the policies and institutions meant to address climate change. This course will strengthen synergy with a number of other courses that departmental colleagues offer on the questions of race and gender justice (POLS 3082, POLS 3216), Comparative Perspectives on Human Rights (POLS 3212) and Politics of Inequality (POLS 3618). |
| **Specify effect on other departments and overlap with existing courses** | This course will usefully supplement courses being offered via ENVS, NRES, and GEOG. I have reached out to ENVS to explore possibilities of co-listing. Related courses include 4695 NRE Special Topics: Climate Resilience and Adaptation: Municipal Policy and Planning, which covers 'environment justice' issues during the part of week 7 in the course. As such, the proposed course will provide a strong preparation for NRE students, who may want to focus especially on questions of climate justice as part of their Spring practicum/independent study offered by NRE. More broadly, the course complements the courses offered as part of the 'Water Resources and Climate' specialization that NRE offers for its majors. Geography also offers three courses related to climate change: 1300 GEOG. Climate, Weather, and the Environment; 2320 GEOG. Climate Change: Current Geographic Issues; and 3400 GEOG. Climate and Weather. Each of these courses focuses primarily on geographic/biophysical aspects or human dimensions of climate change, broadly speaking. |
| **Please provide a brief description of course goals and learning objectives** | I. Explain what climate justice means from three distinct perspectives: Institutional/legal, economic, and sociopolitical II. Explain the key differences between climate justice debates in international contexts, especially rapidly developing economies, as compared to the domestic settings. III. Draw implications of using different conceptualizations of climate justice for the design of policies and programs meant to advance the goals of climate justice. IV. Analyze how domestic and global policies shape the outcomes of climate justice. |
| **Describe course assessments** | Typical weekly readings include 3 scholarly articles and several media reports about ongoing political and policy debates related to climate change. Students will write 5 response memos during the semester, each based on an assigned date of course readings. The memos, to be written in a prescribed format, will offer you an opportunity to (i) summarize the key arguments made in the course readings, (ii) draw implications/inferences for politics of climate change and climate justice, (iii) raise questions that you would like to discuss in the class. A significant portion of course assessments, especially the formative assessments, are based on the methods of specifications grading. In this method, grades are based on the completion of concrete tasks assigned. Detailed rubrics will be posted separately. Assessment Component Points/Percentage ♣ Response Memos (5\*5) 25 ♣ Course Engagement/Classroom Participation 15 ♣ Mid-term Exams (2\*15) 30 ♣ Final Research Paper 30 Total 100 |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus - POLS 3240 Climate Justice.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108439) | Syllabus - POLS 3240 Climate Justice.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Prakash Kashwan | 11/20/2017 - 09:09 | Submit |  | Meina: Please let me know if I could improve aspects of this course proposal. Best, Prakash | | Political Science | Meina Cai | 12/07/2017 - 09:52 | Return | 12/7/2017 | Prakash, please revise your syllabus and course catalog copy as we discussed. Thanks, Meina | | Return | Prakash Kashwan | 01/09/2018 - 12:19 | Resubmit |  | Dear C&C Chair and members: The following Changes have been made during the recent revisions: (i) The Course Catalog copy text suitably revised (ii) The a revised syllabus document that further streamlines the schedule and weekly readings. | | Political Science | Meina Cai | 01/09/2018 - 12:28 | Approve | 1/9/2018 | The course was approved by the department on 12/06/2017. | |

**Climate Justice**

**POLS 3240**

**Instructor: Dr. Prakash Kashwan**

Office is located in Oak 446

Office hour appointments are managed via <http://advapp.uconn.edu/>

Addressing the formidable challenges that climate change presents to humanity will require unprecedented collective action at global, national, and local levels. Despite the unquestionable importance of acting collectively, neither the causes nor the effects of climate change are distributed uniformly across national boundaries. The differences in the effects of climate change are not restricted to international borders, as evident from the extensive reportage of weather and climate-related disasters in the United States and elsewhere (beginning with hurricane Katrina and every other major disaster since). Indeed, such commonplace is the discriminatory impact of ‘natural’ disasters that it motivated a book entitled, ‘There is No Such Thing as a Natural Disaster.’[[1]](#footnote-1) Climate change is caused by and intervenes in a world that is unequal, which is why the efforts to combat climate change are also likely to produce socially discriminatory effects.

This course offers an introduction to the major concepts and debates related to the unequal effects of climate change, including those of the ongoing efforts to combat climate change. We use ‘climate justice’ as a lens to comprehend and analyze the nexus between climate change on the one hand and social, economic, and political inequalities on the other hand.

Please note that in the area of global and international climate governance, climate justice is assumed to be synonymous with the question of *international* inequalities. In this course, we develop a much broader understanding of climate justice issues at every level, beginning with local inequalities in the United States. Similarly, we situate various aspects of climate justice debate within a much broader set of inter-related arguments about the politics of nature-society interface, different strands of environmentalism, and global climate governance. As such, we will engage with a diversity of approaches to understand and address the nexus of inequality and climate change and to inform ongoing efforts to address questions of climate justice.

**Course Learning Objectives**

Upon completion of this course, the student should be able to:

1. Explain what climate justice means from three distinct perspectives: Institutional/legal, economic, and sociopolitical
2. Explain the key differences between climate justice debates in international contexts, especially rapidly developing economies, as compared to the domestic settings.
3. Draw implications of using different conceptualizations of climate justice for the design of policies and programs meant to advance the goals of climate justice.
4. Analyze how domestic and global policies shape the outcomes of climate justice.

**Course Requirements and Assessments**

In a typical week, the students will read three or four major scholarly articles, supplemented by several reports/articles from credible popular media sources about the ongoing political and policy debates related to climate change. Instead of passively acquiring knowledge, you will be trained to engage in critical reading and writing. Several of the course readings listed below are meant as a pedagogical tool intended to prompt thinking and discussion about the competing perspectives on climate justice.

Comparing and contrasting arguments made in the course readings is crucial for a meaningful engagement with the material. This is a challenging task and requires cumulative improvements, which cannot be achieved without persistent engagement inside and beyond the class meetings. To demonstrate their grasp of the course readings, students will each write 5 response memos during the semester. The memos, to be written in a prescribed format, will offer you an opportunity to (i) summarize the key arguments made in the course readings, (ii) draw implications/inferences for politics of climate change and climate justice, (iii) raise questions that you would like to discuss during the class meetings. A significant portion of course assessments, especially the formative assessments, are based on the methods of specifications grading. In this method, grades are based on the completion of concrete tasks assigned per the rubrics provided by the professor.

*Assessment Component Points/Percentage*

Response Memos (5x6)\* 25

Course Engagement/Classroom Participation 20

Mid-term Exam (20) 20

Final Research Paper 35

*Total 100*

\* You will have an opportunity to submit 7 memos**,** out of which the five best scoring memos will be included in the computation of grades for this component.

**Accommodations:** If you are entitled to special accommodations, please contact the professor in the first week of the semester.

**Course Schedule**

**Week 1: Introduction**

*Introduction to climate change and its unequal effects.*

Gillis. 2017. Climate Change Is Complex. We’ve Got Answers to Your Questions. (A *New York Times* Interactive) <https://www.nytimes.com/interactive/2017/climate/what-is-climate-change.html>

Casey. 2017. In Peru’s Deserts, Melting Glaciers Are a Godsend (Until They’re Gone). *New York Times*

Oremus. 2014 McKenzie Funk On the Business of Climate Change. *The Slate*

Kilnsky et al. 2017. Why Equity Is Fundamental in Climate Change Policy Research. *Global Environmental Change*

**Week 2: Anthropocene and its Historical & Political Contexts**

*Anthropocene has come to represent the humanity’s indelible footprint on the planetary system. In this week’s readings and discussions, we examine the sediments of history that provided the foundation for unequal distribution of the gains of the industrial and post-industrial era between and within countries.*

Angus. 2015. When Did the Anthropocene Begin and Why Does It Matter? *The Monthly Review*

Hamilton. 2016. Define the Anthropocene in terms of the whole Earth. *Nature*

Bierman et al. 2016. Down to Earth: Contextualizing the Anthropocene. *Global Environmental Change*.

Forrester. 2016. The Anthropocene Truism. *The Nation*

Schlosberg. 2013. Political Challenges of the Climate-Changed Society. *PS: Political Science & Politics*

**Week 3: The Spatial Entrenching of Inequality in the United States**

*Climate vulnerability is a combination of spatial location and socioeconomic status. Yet, the spatial distribution of different social groups is neither random nor accidental. The specific trajectories of urban development have shaped who gets to live in areas with differential access to natural hazards. In the United States, the history of urbanization influenced the distribution of environmental and climate injustices we witness today.*

Squires & Kubrin. 2005. Privileged places: Race, Uneven Development and the Geography of Opportunity in Urban America. *Urban Studies*

Julian et al. 2017. Why Houston remains segregated. *The Huston Chronicle*.

Anon. 2016. The Shifting City: Houston’s History of Unequal Racial Change. Kinder Institute. Rice University.

Kimmelman. 2017. Lessons from Hurricane Harvey: Houston’s Struggle Is Americas Tale. *New York Times*

Audio-visual resources: Hurricane Harvey: Zip Code & Race Determine Who Will Bear Burden of Climate Change. <https://www.youtube.com/watch?v=d6gCHSdQWMw>

*Recommended Reading*

Coates & Light. 2014. The Making of Ferguson: Historical Context & the Present Day Scenario.

O’Connell and Howell. 2017. Understanding Rising Levels of Concentrated Poverty and Affluence in Greater Houston. Kinder Institute. Rice University.

**Week 4: Environmental Injustices in the United States**

*The siting of polluting industries and waste disposal facilities often affect the communities of color and minorities. These disproportionate effects were at the root of the emergence of the theories and movements of environmental justice in the United States.* *In this week’s readings, you will be introduced to some exemplary cases of environmental injustices that put communities of color at the risk of disproportionate and hazardous exposure to natural disasters.*

Bullard. 1993. Environmental Justice for All. *Sierra Club Books*.

Genoways. 2014. Port Arthur, Texas: American Sacrifice Zone. *Natural Resource Defense Council*.

Konisky. 2016. Environmental Justice Delayed. *Environment: Science and Policy for Sustainable Development.*

Butler et al. 2016. The Flint, Michigan, Water Crisis A Case Study in Regulatory Failure and Environmental Injustice. *Environmental Justice.*

Zanolli. 2017. Cancer Alley residents say industry is hurting town; We’re collateral damage. *The Guardian.*

Warlenius et al. 2015. Reversing the Arrow of Arrears: The Concept of “Ecological Debt” and Its Value for Environmental Justice. *Global Environmental Change*.

**Week 5: Indigenous People & Climate Justice**

*Indigenous people are among the most marginalized in large parts of the world. Even so, indigenous people and their culture are highlighted as important sources of wisdom for an environmentally friendly lifestyle. We take a critical look at these popular arguments.*

Tsosie. 2007. Indigenous People and Environmental Justice: The Impact of Climate Change. *Colorado Law Review*.

Whyte. 2013. Justice forward: Tribes, climate adaptation and responsibility. *Climatic Change.*

Fabricant. 2013. Good Living for Whom Bolivia's climate justice movement and the limitations of indigenous cosmovisions. *Latin American and Caribbean Ethnic Studies*.

Pipeline Politics: Dakota Access Pipeline Reader + Video

Kashwan. 2017. Are prejudices against indigenous people undermining our science and climate policy? *The Guardian* Op-Ed plus, the extended text PDF.

**Week 6: Gender Inequalities and Climate Change**

*Climate change affects women differentially but women may also contribute significantly to climate change mitigation and adaptation. Ignoring women’s agency contributes to injustices. A feminist perspective helps shine a light on these debates.*

Willinger et al. 2008. Katrina & the Women of New Orleans. *Newcomb College Center for Research on Women. Tulane University*.

Terry. 2009. No climate justice without gender justice: an overview of the issues. *Gender & Development.*

Gaard. 2015 Ecofeminism and Climate Change. *Women's Studies International Forum*

McKibben. 2017. Climate Justice Is Racial Justice Is Gender Justice. *Yes! Magazine*

Anon. 2015. The Gender Dimension of Climate Justice. *European Parliament*.

Acha. 2015. Facing climate change through justice and intersectionality. *Friends of Earth Europe.*

**Week 7: Environmental Justice Movement: Lessons for Climate Justice?**

*Environmental justice movement emerged in the United States and built on the long legacy of civil rights movement. Because of this historical legacy, many of the environmental justice theories developed in the U.S. context do not translate very easily to international contexts. We develop a nuanced understanding of the lessons of environmental justice movement for the emerging climate justice movement.*

Skelton & Miller. 2016. The Environmental Justice Movement. *Natural Resource Defense Council*.

Schlosberg & Collins. 2014. From Environmental to Climate Justice. *WIREs Climate Change.*

Climate Justice Alliance. *Not Dated.* Just Transition Principles.

Speth. 2010. A new American environmentalism and the new economy. 10th Annual John H. Chafee Memorial Lecture. *Grist*

Russell. 2013. Labor and Climate Justice. 60 Environmental Justice groups appeal to AFL-CIO on eve of convention. *Grist*

*Recommended Reading*

Agyeman. 2014. Global environmental justice or Le droit au monde? *Geoforum*

**Week 8: Smart and/or Just Cities?**

*Urbanization, especially in the non-western contexts is a source of both hope and despair for advocates of climate change action. This week we debate and analyze the justice implications of urbanization in the face of looming challenges of climate change.*

Agyeman. 2005. Alternatives for Community and Environment: Where Justice and Sustainability Meet. *Environment: Science and Policy for Sustainable Development*

Steele et al. 2012. Planning the Climate-Just City. *International Planning Studies*.

Robinson. 2013. Building Smart, Safe, Sustainable Cities at the 8th Forum of the World Alliance of Cities Against Poverty, RDS, Dublin.

Padma. 2016. Will India’s ‘Smart Cities’ Be Climate-Resilient? *The Wire.*

Bulkeley and Betsill. 2013. Revisiting the Urban Politics of Climate Change. *Environmental Politics.*

Barun. 2014. A New Urban Dispositif? Governing Life in an Age of Climate Change. *Environment and Planning D: Society and Space.*

**Week 9: Economic Dimensions of Climate Justice**

*Most environmental justice and climate justice advocates reject market-based environmental policies as a solution to climate change. Even so, we dig deeper into the implications of these policies for climate justice.*

Kaswan. 2008. Environmental Justice and Domestic Climate Change Policy. *Environmental Law Reporter*.

Ringquist. 2011. Trading Equity for Efficiency in Environmental Protection? Environmental Justice Effects from the SO2 Allowance Trading Program. *Social Science Quarterly.*

Osborne. 2011. Carbon Forestry and Agrarian Change: Access and Land Control in a Mexican Rainforest. *The Journal of Peasant Studies*.

Oliver. 2015. Review of Klein's This Changes Everything. *Policy*.

Kashwan. 2015. Forest Policy, Institutions, and REDD+ in India, Tanzania, and Mexico. *Global Environmental Politics*.

Albo and Yap. 2016. From the Tar Sands to Green Jobs: Work and Ecological Justice. *Between the Lines/PM Press*

**Week 10: Varieties of Environmentalisms: Implications for Climate Justice**

*Introduction to different strands of environmentalism and their implications for climate justice at home and abroad. A critical look at market-based environmentalism or the environmentalism of the rich.*

Guha. 1989. Radical American Environmentalism and Wilderness Preservation: A Third World Critique. *Environmental Ethics*

Kloor 2012. The Great Schism in the Environmental Movement. *Slate*

Mock. 2014. Think people of color don’t care about the environment? Think again. *Grist*

Martinez-Alier. 2014. Environmentalism of the Poor. *Geoforum*

Kashwan. 2017. Review of Environmentalism of the rich by Peter Dauvergne. *Environmental Politics*

Dolsak and Prakash. 2017. The Dakota Pipeline Protests Should Think Big. *Slate*

**Week 11: From Food Security to Food Sovereignty**

*Climate change and societal responses to it have profound implications for how we produce and distribute food. We debate the differences between food security and food sovereignty and draw implications for climate justice.*

Shattuck. 2009. Growing Climate Justice. *Institute for Food and Development Policy*

Nyeleni Newsletter. 2013. Food Sovereignty Now.

Edelman. 2014. Food Sovereignty: Forgotten Genealogies and Future Regulatory Challenges. *The Journal of Peasant Studies*.

Mpofu. 2016. Climate Justice and Food Sovereignty Now, A Poem. *La Via Campesina*

Video. Hands on the land for Food Sovereignty and Climate Justice. *The Transnational Institute* <https://www.tni.org/en/article/video-hands-on-the-land-for-food-sovereignty-and-climate-justice>

**Week 12: Unequal Burdens of Global Climate Change**

*This week we survey the longstanding debates about international inequalities in global climate governance. This includes the unequal effects of ongoing and anticipated climate policies and programs.*

Agarwal & Narain. 1991. Global Warming in an Unequal World. *Centre for Science & Environment*

Marino & Ribot. 2012. Adding Insult to Injury: Climate Change and the Inequities of Climate Intervention. *Global Environmental Change*.

Ciplet. 2014. Contesting Climate Injustice: Transnational Advocacy Network Struggles for Rights in UN Climate Politics. *Global Environmental Politics.*

Miscellaneous. 2017. A Background Reader in Solar Radiation Management.

Kashwan 2017. Governing Climate Geoengineering in an Unequal World. *Environmental Politics.*

**Week 13: Human Rights and Intergenerational Justice**

*What are the ethical dilemmas and challenges related to climate change and its disproportionate effects? Do human rights theories shed new light on these problems?*

Hiskes. 2005. The right to a green future: Human rights, environmentalism, and intergenerational justice. *Human Rights Quarterly*

Gardiner. 2006. A Perfect Moral Storm Climate Change, Intergenerational Ethics and the Problem of Moral Corruption. *Environmental Values*

Anon. 2013. Climate Justice: An Intergenerational Approach. Mary Robinson Foundation

Gibbons. 2014. Climate change, children's rights, and the pursuit of intergenerational climate justice.

Varinsky. 2016. Kids are suing the US government for failing to prevent climate change. *Business Insider*

**Week 14: National and Subnational Climate Justice in International Contexts**

*Debates about international inequalities, which you know about from your review of the historical context of the Anthropocene, have had some counterintuitive effects on subnational inequalities. We use the understanding of these effects to draw implications for climate justice movement.*

Ananthapadmanabhan et al. 2007. Hiding Behind the Poor: A Report by Greenpeace on Climate Injustice in India. *Greenpeace India*.

Chakravarty and Ramana. 2012. The Hiding Behind the Poor debate: A synthetic overview. *Oxford University Press.*

Thomas & Twyman. 2005. Equity and Justice in Climate Change Adaptation Amongst Natural-Resource-Dependent Societies. *Global Environmental Change.*

Aguirre and Cooper. 2010. Evo Morales, Climate Change, and the Paradoxes of a Social-Movement Presidency. *Latin American Perspectives.*

Barrett. 2014. Subnational Climate Justice? Adaptation Finance Distribution and Climate Vulnerability. *World Development*.

**Week 15: Justice in Global Climate Governance**

*Climate justice movement has come a long way since the 2002 declaration of the Bali Principles of Climate Justice. In this concluding week, we take stock of the progression of national and global climate justice movement, its effects on the ongoing debates about how best to address climate justice, and the ways forward.*

Anon. 2002. Bali Principles of Climate Justice. *EJOLT*

Pettit. 2004. Climate Justice: A New Social Movement for Atmospheric Rights. *IDS Bulletin*

Parks and Roberts. 2008. Inequality and the global climate regime. breaking the north-south impasse. *Cambridge Review of International Affairs*

Finley-Brook. 2014. Climate Justice Advocacy. *Public Diplomacy Magazine*

Grady-Benson and Sarathy. 2016. Fossil Fuel Divestment in US Higher Education: Student-Led Organising for Climate Justice. *Local Environment*

Martinez-Alier et al. 2016. Is There a Global Environmental Justice Movement. *The Journal of Peasant Studies.*

*Recommended Reading*

Roberts. 2007. Globalizing Environmental Justice. *MIT Press*

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**A TEMPLATE FOR CLASS MEMOS**

POLS 3240 Discussion Memo

Date: *Date*

From: *Your Name*

To: Prof. Kashwan/POLS 3240

**Subject:** *Think of a pithy & informative ‘title’ for your memo*

**Present a summary/synthesis of the main arguments.**

*This section summarizes the key arguments/findings from the day’s reading/s. Instead of repeating sentences and paragraphs from the reading, synthesize the main findings and paraphrase them in your own language.*

*Recommended section length: Between 120 and 150 words.*

**What are the main implications for policy and programs?**

*Use this section to write about the real world implications of the findings discussed above. What type of policies and programs should be designed so that benefits expected from the findings reported above are realized? How will these policies and programs address the challenges linked to resource nexus approach?*

*This section should contain between 75 and 100 words.*

**What questions would you like to discuss in the class (mention at least two)?**

*To conclude your memo, share any questions you may want to discuss during the class meetings. These may be for the purpose of seeking clarifications or to raise critical questions about the findings reported above. You may also relate these questions to the discussions we may have had before in the classroom.*

*Recommended word length ~ 50-60.*

*Please note that these questions will also feed into professor Kashwan’s lectures and classroom discussions.*

**Deadline:** 7 pm on the eve of the class meetings for which you are one of the assigned memo writers.

## 2018-13 CAMS/HEJS/HIST 3256W  Drop Course (guest: Sara Johnson) (G) (S)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5968 |
| **Request Proposer** | Miller |
| **Course Title** | Palestine Under the Greeks and Romans |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HEJS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Course Subject Area #3** | HIST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | History |
| **Course Title** | Palestine Under the Greeks and Romans |
| **Course Number** | 3256W |

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| **CONTACT INFO** | |
| **Initiator Name** | Sara R Johnson |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | srj02004 |
| **Initiator Email** | [sara.johnson@uconn.edu](mailto:sara.johnson@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Miller |
| **Proposer First Name** | Stuart |
| **Select a Person** | ssm02006 |
| **Proposer NetId** | ssm02006 |
| **Proposer Phone** | +1 860 486 3314 |
| **Proposer Email** | [stuart.miller@uconn.edu](mailto:stuart.miller@uconn.edu) |

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| **COURSE FEATURES** | |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | This is a request to drop the W version ONLY of CAMS 3256 / HIST 3330 / HEJS 3218. The regular version will continue to be offered as it has been, under the numbering CAMS/HEJS/HIST 3330. |
| **Specify effect on other departments and overlap with existing courses** | Should not have any effect as the course has never actually been offered as a W; it has always been offered as a regular section. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Sara R Johnson | 01/11/2018 - 10:49 | Submit |  | Stuart Miller has requested that the W version of Palestine be dropped from the book as it is always taught in its regular, non-W form. | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 14:00 | Approve | 1/11/2018 | This is part of our effort to create consistency across the Cams/Hist/HEJS course numbers. We approve this request to retire the W designation for this course. | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 23:35 | Approve | January 11, 2018 | Approve for the CAMS part of the W drop and move to 3330 numbering. | | History | Melina A Pappademos | 01/12/2018 - 00:35 | Approve | 1/12/2018 | History approves this request. | |

## 2018-14 CAMS/HEJS/HIST 3330 Revise Course (guest: Sara Johnson)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5966 |
| **Request Proposer** | Miller |
| **Course Title** | Palestine Under the Greeks and Romans |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HEJS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Course Subject Area #3** | HIST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | History |
| **Reason for Cross Listing** | This is a renumbering request. The course is already cross-listed. We are attempting to renumber all CAMS courses cross-listed with HIST to make the CAMS numbers match the HIST numbers (in this case, HIST 3330). I have consulted with my colleagues in HEJS as well, and they have no objection. |
| **Course Title** | Palestine Under the Greeks and Romans |
| **Course Number** | 3330 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sara R Johnson |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | srj02004 |
| **Initiator Email** | [sara.johnson@uconn.edu](mailto:sara.johnson@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Miller |
| **Proposer First Name** | Stuart |
| **Select a Person** | ssm02006 |
| **Proposer NetId** | ssm02006 |
| **Proposer Phone** | +1 860 486 3314 |
| **Proposer Email** | [stuart.miller@uconn.edu](mailto:stuart.miller@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture/discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | CAMS 1101 or 1102 or CAMS/HIST 3301 or 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | It has never been offered at any other campus, nor has it been requested. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | CAMS 3256. Palestine under the Greeks and Romans (Also offered as HEJS 3218 and HIST 3330.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS 3253/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or HEJS 3202 or instructor consent. Miller The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English. |
| **Provide proposed title and complete course catalog copy** | CAMS 3330. Palestine under the Greeks and Romans (Also offered as HEJS 3330 and HIST 3330.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS/HIST 3301 or 3320 or 3325 or INTD 3260 or HEJS 1103 or 3202 or instructor consent. Miller The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English. |
| **Reason for the course action** | We are attempting to renumber all CAMS courses cross-listed with HIST to make the CAMS numbers match the HIST numbers. A separate CAR has been filed relating to CAMS 3256W. |
| **Specify effect on other departments and overlap with existing courses** | None, except to make numbering of cross-listed courses more transparent to students and advisors. We have consulted with our colleagues in HEJS and they had no objection. |
| **Please provide a brief description of course goals and learning objectives** | This course addresses the major political, historical and religious currents in Graeco-Roman Palestine, or what the Jews have called since antiquity, ’Ereẓ Yisrael (“The Land of Israel”). Among the central concerns will be the relationship of the Jews to the ruling powers (Ptolemies, Seleucids, Romans, Herodians etc.) and the emergence of sects and other groups such as the Pharisees, Sadducees, Dead Sea Sect, Samaritans, and early (Jewish) Christians. Relations between the Jews, Christians and Romans will also be examined. Special emphasis will be placed on life within the major urban centers, for example, Jerusalem, Caesarea, Sepphoris, Tiberias, and Bet Shean. The literary legacy of the rabbis and the emergence of Christian schools will be given special attention. Relevant archeological evidence will be introduced via slide presentations. |
| **Describe course assessments** | Midterm 40%, Final 45%, Historiographical Essay 15%. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [CAMS 3330 Spring 2019.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108700) | CAMS 3330 Spring 2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sara R Johnson | 01/11/2018 - 09:32 | Submit |  | This proposal is being submitted as part of a group of renumbering requests for CAMS/HIST cross-listed courses. | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 14:10 | Return | 1/11/2018 | The first box under the "Course Details" box is pretty confusing. Please designate the current course title and course number of the course for which you are requesting the number change. Then clearly indicate the prerequisites as they appear on the current Course Catalogue. Provide any explanations about cross-listings clearly under that heading. We can only do one number change per CAR. Thanks! | | Return | Sara R Johnson | 01/11/2018 - 14:20 | Resubmit |  | Is this better? I dropped most of the W stuff since there is a separate CAR for that, per Pam's advice. As for the pre-reqs, I just copied exactly what was in the catalog, and then edited only to the extent necessary to reflect the new CAMS/HIST numbering. Call me if you need more info. Thanks! | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 14:35 | Approve | 1/11/2018 | This request belongs to the renumbering of courses to align HIST, HEJS, and HIST offerings. We approve. | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 23:06 | Approve | January 11, 2018 | Approval for the HEJS part of this process. | | History | Melina A Pappademos | 01/12/2018 - 00:33 | Approve | 1/12/2018 | History approves of this request. | |

**University of Connecticut**

**CAMS/HEJS/HIST 3330**

**Spring 2019, MWF 11:15 – 12:05, OAK 111**

***PALESTINE UNDER THE GREEKS AND ROMANS***

Professor Stuart S. Miller Office: 243 Oak Hall. Phone: 860 486-3386

Email: Stuart.Miller@UConn.edu Hours: M 1-2:15 & by appointment

This course addresses the major political, historical and religious currents in Graeco-Roman Palestine, or what the Jews have called since antiquity, *’Ereẓ Yisrael* (“The Land of Israel”). Among the central concerns will be the relationship of the Jews to the ruling powers (Ptolemies, Seleucids, Romans, Herodians etc.) and the emergence of sects and other groups such as the Pharisees, Sadducees, Dead Sea Sect, Samaritans, and early (Jewish) Christians.

Relations between the Jews, Christians and Romans will also be examined. Special emphasis will be placed on life within the major urban centers, for example, Jerusalem, Caesarea, Sepphoris, Tiberias, and Bet Shean. The literary legacy of the rabbis and the emergence of Christian schools will be given special attention. Relevant archeological evidence will be introduced via slide presentations.

**Requirements and other Relevant Information:**

1. **Attendance** at ***all* class sessions and “special lectures**.” **Unexcused abscences will be noted and can affect your grade. Meaningful class participation *will* be taken into consideration when your grade is calculated.**

**PLEASE NOTE**: We will not meet on Wednesday, April 12 and Monday April 17 because of the festival of Passover.

Scheduling the midterm exam for the evening (see below) will allow us to use valuable class time to make up for some of the lost time. I would like to make up the remaining missed class meeting by scheduling a tentative make-up class for Monday evening, 6:30–7:30 PM, April 3, Oak 108. **Please put Monday evening 6:30 PM, April 3 on your calendars**!

1. Completion of ***all*** reading assignments and film viewings in advance. Readings should be done in the order in which they appear on the syllabus and should be completed according to schedule. “Primary source readings” will often be placed on HuskyCT. These ***must*** be read **in advance** as they will enable you to follow and participate in the classroom discussion, which is very much encouraged.
2. There *may* be a need for one additional make-up session, especially if there are any inclement weather cancellations. Should we need to make up other class time lost to inclement weather, we shall either extend the April 3 meeting beyond 7:30PM or schedule another make-up class.
3. **Midterm and Final Examinations.** Exams cover the lectures and assigned readings (*not all of which will be discussed in class*). Exams may include essay questions, short discussion questions, and identifications. They are not cumulative; however, certain key concepts, ideas and historical events do recur throughout the course. **Students are expected to take the exams and hand in all assignments on the scheduled dates. PLEASE NOTE THE SPECIAL DATE, TIME AND VENUE OF THE MIDTERM EXAM: THURSDAY FEBRUARY 23, 6PM, Oak 108.** 
   1. Midterm is worth 40%, the final will count 45%.
   2. **Minimum Passing Grade for Course: 60 (= low D-)**
4. **Take-home “historiographic essay”** (8-10 typed pages, average) that will address a central question(s) posed by the course and how scholars attempt to reconstruct history. Essay is worth 15% of your grade. **Part or all of** **the assignment will be provided before Spring Break and will be due Friday, April 21. No Exceptions! (The grade for late papers will be lowered one letter grade.)**

**Required Texts (books are available at the UConn Co-op:**

1. E. M. Meyers and M. A. Chancey, *Alexcander to Constantine*: *Archaeology of the Land of the Bible*
2. L. H. Schiffman, *From Text to Tradition: A History of Second Temple and Rabbinic Judaism*
3. *New Revised Standard Version.* HuskyCt
4. Recommended Volume: H. Shanks, ed., *Partings: How Judaism and Christianity became Two*

There are a number of required readings from journals, particularly the *Biblical Archaeology Review.* These will mostly be available on HuskyCT. Please be sure you can access them on HuskyCT. There will be questions pertaining to these articles and on the videos on the exams.

**IN THE CLASSROOM AND BEYOND**

**Laptops may not be used in this class.** Recent studies have shown that students who take notes by hand learn better and achieve higher grades. They are also more likely to participate in classroom discussion. See, for example, <http://mobile.nytimes.com/2017/01/02/opinion/leave-your-laptops-at-the-door-to-my-classroom.html?_r=0&referer=https://www.google.com/>

Also see, <http://www.sciencedirect.com/science/article/pii/S0360131512002254>.

**Cellphones**

***Please, NO IPHONES, cell phones, or text messaging in class.*** *Please turn cell phones* ***completely******off*** *or put them on “Silent” (i.e.,* ***no******calls or vibration***)***and put them away****.* ***It is disturbing to the entire class––and disrespectful to the instructor––to have students get up during class to receive phone calls or to have to lecture while they are text messaging.*** *If you have a particular emergency, please inform me before class that you will be expecting a call and a suitable accomodation for that class meeting will be made.* ***Should you need to use the restroom you may do so, but please do not leave the classroom to make a call or to answer your phone.*****Repeated leaving of the classroom will be noted.**

**A thought to keep in mind:**

**“If you are texting, you are not really *with* the person(s) you are (physically) with.”**

**audio Recording**

Students who either need or wish to record the lectures are asked to submit a request in writing to the instructor via email, stating their reasons for doing so. This applies only to audio recording. **Video recording will not be permitted under any circumstances.**

**EMAILING YOUR PROFESSOR: PROTOCOL**

Students are encouraged to email me your questions. I will almost always respond within **twenty-four hours.** On evenings before exams, I will only be available on email **until 8:00 pm**. **I provide detailed materials on HuskyCT that will help you prepare for the exams. I sometimes also provide a guide. *I will only answer questions pertaining to your understanding of the other materials on the HuskyCT Home Page—not direct answers to items listed in the guide, should one be provided.***

Please be aware that e-mail is a form of ***professional*** *correspondence.* Business standards apply. When you write e-mails you are asking for someone’s time and attention. You should be aware that many people consider it impolite when you write to ask for something without actually addressing that person by name. So please be sure to address emails to me appropriately (i.e., Dear or Hi Professor Miller). Please also get into the habit of making sure that your mail is written in full sentences and has correct punctuation and spelling.

Email etiquette is very important. Please be careful how you phrase your messages. Remember: In most cases, if you ask nicely, people will go out of their way to help you. If you are perturbed about something pertaining to class, e-mail is probably ***not*** the best way to discuss it. ***Do make every attempt to see me about anything that is on your mind****.* ***Email (and texting) is no substitute for meeting with an instructor (or with other human beings) and often complicates matters that are better explained in person.***

**Closing Thought: *All university classes should in some way have an impact upon your life, not just intellectually, but qualitatively. These rules are great preparation for the real world, where your professional persona will be defined by the manner in which you listen, communicate, and demonstrate respect for others.***

##### SYLLABUS\* (dates are still 2017 version)

**Wed. Jan. 18 –Fri. Jan. 20 Introduction: Why Study the History of Ancient Palestine? An Overview; Relevant Terms and Periodization: "Palestine;" "Torah;" "Hellenism;" The Temple**

Schiffman, *From Text to Tradition,* 1-32

**Mon. Jan. 23 – Wed. Jan. 25 Return from Exile, The Persian Period**

Bible/”Tanakh:”

Ezra chapt. 1 and Nehemiah chapters 1–8

Schiffman, 33-59

Meyers and Chancey, 1–10

**Fri., Jan. 27 – Wed. Feb. 1 Alexander the Great and the Jews; Ptolemies and Seleucids: Ptolemaic Rule**

Schiffman, 60-72

HuskyCT: “Alexander the Great and the Jews” (HuskyCt, from Schiffman, *Texts and Traditions*)

Meyers and Chancey, 11–25

**Fri. Feb. 3 – Wed. Feb. 8 Seleucid Rule and The Maccabean Revolt**

Schiffman**, 72–97**

Schafer, Peter, Excerpt from History of the Jews in Antiquity (HuskyCT)

Meyers and Chancey, 26–49

**Fri. Feb. 10 – Wed. Mon. Feb. 15 Politics and Religion under the Later Maccabees**

Schiffman, *From Text to Tradition,* 98-119

**VIDEO (on reserve at library): “**Emperors and rebels: the story of Hannukah” [DS121.7 .E47 2004](http://homerweb.lib.uconn.edu/cgi-bin/Pwebrecon.cgi?SC=CallNumber&SEQ=20100822141203&PID=o2WR1M8zNzkFYNP1aktaLS1fPYiNd&SA=DS121.7+.E47+2004)

**Fri. Feb. 17 – Wed. Feb 22 Sectarianism:**

**Pharisees, Sadducees and Essenes; The Dead Sea Sect.**

Schiffman, *From Text to Tradition,* 120-138

Primary Sources on Sectarian Groups, HuskyCT

Meyers and Chancey, 83–112

**HuskyCT articles:**

* + - * L. H. Schiffman,”The Significance of the Dead Sea Scrolls,”
      * L. H. Schiffman, “The Sadducean Origins of the Dead Sea Scrolls Sect”
      * J. C. Vanderkam, “The People of the Dead Sea Scrolls: Essenes or Sadducees?” (Response to Prof. Schiffman)
      * Mason, S., “Did the Essenes Write the Dead Sea Scrolls?”
      * Ulmann, M., “Spotlight on Scrolls Scholars, Dissecting the Qumran-Essene Hyptothesis”
        + Schiffman, "The Sadducean Origins," and the response by Prof. Vanderkam are chapters in the book by Shanks, *Understanding the Dead Sea Scrolls*. Schiffman, “The Significance…, Mason and Ulmann are also in Library Resources.

**For additional information on the Dead Sea Sect, see: http://www.biblicalarchaeology.org/category/daily/biblical-artifacts/dead-sea-scrolls/**

**MIDTERM EXAMINATION, THURSDAY, FEBRUARY 23, 6PM. VENUE: OAK 108**

**Fri. Feb. 24 – Wed. Mar. 1 The Romans and the Jews.**

**Herod the Client King. Herod’s Cities: Caesarea and Jerusalem**

Schiffman, *From Text to Tradition,* 139-148

Meyers and Chancey, 50–83

**Fri. Mar. 3 – Wed. Mar. 8 First Century Palestine:**

**Rabbis, Revolutionaries and Charismatics; Earliest “Christianity”**

Schiffman, *From Text to Tradition,* 149-156

Matthew, Gospel of (Bible)

Meyers and Chancey, 113–138

**Fri. Mar. 10 – Fri. Mar. 31 First Century Palestine (continued)**

**(Spring Recess, March 13–17)**

HuskyCT “Library Resources:” Geza Vermes, “The Jewish Jesus Movement” (From H. Shanks, ed., *Partings: How Judaism and Christianity Became Two,* 1-26)

**Mon. April 3 – Fri. April 7 Jesus and His Fellow Jews; The Jerusalem “Church”**

Acts of the Apostles, chapter 1–15

**HuskyCT:**

* R. Batey, “Sepphoris, the Urban World of Jesus”
* S. S. Miller, “Sepphoris, The Well Remembered City”

**Compare Batey and Miller’s views with**: “In the Footsteps of Jesus:”

<https://www.youtube.com/watch?v=KefKwZp-6ZY>

**Please read the following in advance of class so we can discuss the main points:**

* Stuart S. Miller, “The Question, Not the Answer, is the Problem,” (<http://www.sbl-site.org/assets/pdfs/MillerLetter.pdf>)
* Stuart S. Miller, “The First True Religion?” (HuskyCt)

**Video**: “From Jesus to Christ” **Part One** (first two hours. On reserve at the library, [BR129 .F76](http://homerweb.lib.uconn.edu/cgi-bin/Pwebrecon.cgi?SC=CallNumber&SEQ=20100111100502&PID=faRvBfZLPIBj_nIHiUHez1auw_21D&SA=BR129+.F76). Also available at: http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/

**Fri. April 7 – Fri. April 20 (Wed. April 12 & April 17, No Class, Passover)**

**Later Herodians, Events Leading to the First (or “Great” Revolt)**

Schiffman, *From Text to Tradition,* 157-170

Meyers and Chancey, 139–164

**April 24 Renewed Hopes: Bar Kokhba; Jews and "Christians" after Revolt**

Schiffman, *From Text to Tradition,* 171-176

Meyers and Chancey, 165–202

**\*\*\*HuskyCT:** S. S. Miller, “Josephus on the Cities of Galilee”

**\*\*\*Video**: “The Last Revolt” (on reserve, Library, DS 122.8 S59)

*Readings for April 24th continued on next page!*

**The Mishnah: From Yavneh to Sepphoris. The Early Rabbis (see p. 6)**

Meyers and Chancey, 203–238

Schiffman, *From Text to Tradition,* 177-200 and 240-269

Miller, “Jewish Sepphoris: A Great City of Scholars and Scribes,” HuskyCt

*If you have not yet read or watched the following (see above for April 3–April 7, please be sure to have done so for the final week of classes):*

* R. Batey, “Sepphoris, the Urban World of Jesus” <http://www.basarchive.org/bswbBrowse.asp?PubID=BSBA&Volume=18&Issue=3&ArticleID=5&UserID=2478> (Library Resources)
* S. S. Miller, “Sepphoris, The Well Remembered City”(Library Resources)

**Compare Batey and Miller’s views with this short clip**: “In the Footsteps of Jesus:” <https://www.youtube.com/watch?v=KefKwZp-6ZY>

**Wed. April 26 (including both the regular and evening make-up session)**

**WEDNESDAY, APRIL 26 MAKE-UP CLASS 6:05-–7:20 PM. VENUE: KNS 201**

**Third Century Palestine; The Rabbinic Schools; Where are all the Christians?**

Schiffman, *From Text to Tradition,* 220-239

Meyers and Chancey, 239–284

**\*Video,** “From Jesus To Christ” **Part Two** (last two hours, on reserve at library, or: <http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/>

**Fri. April 28 The Legacy of Late Roman and Early Byzantine Palestine/*’Erets* Israel.**

Meyers and Chancey, 285–293

Schiffman, *From Text to Tradition,* 201-219

**Extra Credit** (final exam): Miller, “Mary and Rabbi Judah ha-Nasi at Sepphoris: The Medieval Appropriation of the “Ornament of all Galilee”

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### Final Exam: Wednesday, 5/3/2017, 6-8PM Oak 111

## 2018-15 CAMS/HIST 3301   Revise Course (guest: Sara Johnson)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5926 |
| **Request Proposer** | Miller |
| **Course Title** | Ancient Near East |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | This is a renumbering request for CAMS 3253/HIST 3301. The course is already cross-listed. We are attempting to renumber all CAMS courses cross-listed with HIST to make the CAMS numbers match the HIST numbers. |
| **Course Title** | Ancient Near East |
| **Course Number** | 3301 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sara R Johnson |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | srj02004 |
| **Initiator Email** | [sara.johnson@uconn.edu](mailto:sara.johnson@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Miller |
| **Proposer First Name** | Stuart |
| **Select a Person** | ssm02006 |
| **Proposer NetId** | ssm02006 |
| **Proposer Phone** | +1 860 486 3314 |
| **Proposer Email** | [stuart.miller@uconn.edu](mailto:stuart.miller@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The instructor is located in Storrs, and there has been no demand for the course on other campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | CAMS 3253. Ancient Near East (Also offered as HIST 3301.) Three credits. Miller The history of Near Eastern civilization from the Neolithic period to the Persian Empire. The birth of civilization in Mesopotamia and Egypt. The political, economic, social, and cultural achievements of ancient Near-Eastern peoples. Taught in English. |
| **Provide proposed title and complete course catalog copy** | CAMS 3301. Ancient Near East (Also offered as HIST 3301.) Three credits. Miller The history of Near Eastern civilization from the Neolithic period to the Persian Empire. The birth of civilization in Mesopotamia and Egypt. The political, economic, social, and cultural achievements of ancient Near-Eastern peoples. Taught in English. |
| **Reason for the course action** | We are attempting to renumber all CAMS courses cross-listed with HIST to make the CAMS numbers match the HIST numbers. |
| **Specify effect on other departments and overlap with existing courses** | None, except to make numbering of cross-listed courses more transparent to students and advisors. |
| **Please provide a brief description of course goals and learning objectives** | This course introduces students to the history, civilizations, and cultures of the ancient Near East. Emphasis will be placed on the birth of civilization in Mesopotamia, Egypt of the Pharaohs, Canaan/Israel, and the political, economic, social, and cultural achievements of ancient Near Eastern peoples. The “biblical world” and the Tanakh/“Old Testament” will be used as points of reference throughout the course, and literary texts from each of the civilizations studied will be analyzed and discussed in class. Relevant archaeological material will be introduced via slide presentations. |
| **Describe course assessments** | Class participation; Midterm & Final Exam, each worth 35%; 3 five-page response papers, each worth 10%. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ANE syllabus, Spring, 2013.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108479) | ANE syllabus, Spring, 2013.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sara R Johnson | 01/09/2018 - 15:33 | Submit |  | This proposal is being submitted as part of a group of renumbering requests for CAMS/HIST cross-listed courses. | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 14:05 | Approve | 1/11/2018 | This request belongs to the reform of course numbering to create coherence between CAMS and History offerings. | | History | Melina A Pappademos | 01/11/2018 - 22:22 | Approve | 1/11/2018 | This request once approved will enhance coherency. | |

## 2018-16 CAMS/HIST 3321  Revise Course (guest: Sara Johnson)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4636 |
| **Request Proposer** | Johnson |
| **Course Title** | Hellenistic World: Alexander to Cleopatra |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | The course has been successfully taught in CAMS for some years, and my history colleagues have encouraged me to cross-list it in history, as it is fundamentally taught as a historical survey. Also, with the arrival of Joseph McAlhany in History, we are taking the opportunity to rethink the whole ancient history sequence, and this course will become the second in a series of four courses about Greek & Roman history. The current CAMS number is 3246, but in keeping with the reorganization, we are renumbering all of the CAMS/HIST cross-listed courses to match the HIST numbering. For this course I am requesting CAMS/HIST 3321 (between HIST 3320, Ancient Greece, and HIST 3325, Ancient Rome). |
| **Course Title** | Hellenistic World: Alexander to Cleopatra |
| **Course Number** | 3321 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Sara R Johnson |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | srj02004 |
| **Initiator Email** | [sara.johnson@uconn.edu](mailto:sara.johnson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I have traditionally taught all my courses in Storrs, and am not aware of a demand for the course at any of the regional campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | CAMS 3246. Hellenistic World Three credits. Johnson The Eastern Mediterranean (the Greek east) from Alexander to Cleopatra (336-30 BCE), including historical, cultural, social, and religious developments. |
| **Provide proposed title and complete course catalog copy** | CAMS/HIST 3321. Hellenistic World: Alexander to Cleopatra Three credits. Johnson The Eastern Mediterranean (the Greek east) from Alexander to Cleopatra (336-30 BCE), including historical, cultural, social, and religious developments. |
| **Reason for the course action** | Copied from tab 1: The course has been successfully taught in CAMS for some years, and my history colleagues have encouraged me to cross-list it in history, as it is fundamentally taught as a historical survey. Also, with the arrival of Joseph McAlhany in History, we are taking the opportunity to rethink the whole ancient history sequence, and this course will become the second in a series of four courses about Greek & Roman history. The current CAMS number is 3246, but in keeping with the reorganization, we are renumbering all of the CAMS/HIST cross-listed courses to match the HIST numbering. For this course I am requesting CAMS/HIST 3321 (between HIST 3320, Ancient Greece, and HIST 3325, Ancient Rome). |
| **Specify effect on other departments and overlap with existing courses** | No direct overlap in content. Joseph McAlhany and I are working together with other members of CAMS and HIST to bring the various ancient history courses into a more logical sequence. In that sequence, this course will fall between Ancient Greece:Troy to Sparta and Ancient Rome:Aeneas to Augustus. In the past I have generally taught Hellenistic World in the fall, and I plan to offer it in Fall 2018. However, it may be taught in either Fall or Spring, and the plan for the future is move toward a Spring slot with Ancient Greece:Troy to Sparta in the fall. The first Spring offering would be in 2020 or 2021. |
| **Please provide a brief description of course goals and learning objectives** | This course will serve as an overview of the Greek east from Alexander to Cleopatra (336-30 BC). After establishing a chronological framework (Alexander's conquests, the struggle of the successors, and the division of the eastern Mediterranean into competing kingdoms), the course will proceed thematically, examining various aspects of the Hellenistic world (philosophy, literature, religion, economic developments, art, etc). The course will conclude by examining the rising influence of Rome and its impact on the Hellenistic kingdoms, culminating in the defeat of the last of the Hellenistic monarchs, Cleopatra, at the battle of Actium. |
| **Describe course assessments** | In addition to regular participation in discussion (discussion questions are distributed each week and students must prepare to answer them although written responses are not required), requirements will include a midterm, final and an annotated bibliography in lieu of a research paper. Weekly reading assignments range in length from 50-100 pages. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3321 Syllabus Fall 2018.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108464) | 3321 Syllabus Fall 2018.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sara R Johnson | 10/04/2017 - 17:57 | Submit |  | This is my first time using the online portal, so please let me know if I have neglected anything. Thank you! | | Literatures, Cultures and Languages | Jennifer Terni | 01/09/2018 - 10:35 | Return | 1/8/2018 | we agreed to modify the course number... | | Return | Sara R Johnson | 01/09/2018 - 13:59 | Resubmit |  | Updated to reflect the new course numbering we agreed upon. | | Literatures, Cultures and Languages | Jennifer Terni | 01/09/2018 - 16:16 | Approve |  | This cross-listing and re-numbering is a great first step in creating greater sequencing coherence in the course numbering for the CAMS program. I enthusiastically approve! | | History | Melina A Pappademos | 01/09/2018 - 16:36 | Approve | 1/9/2018 | This course renumbering will improve efficacy. | |

## CAMS/HIST 3321: The Hellenistic World

**University of Connecticut**

**Fall 2018**

**MWF 11:15 am**

Sara R. Johnson

[sara.johnson@uconn.edu](mailto:sjohnson@uconnvm.uconn.edu)

Office Hours: M 2-4 pm (and by appointment, preferably MWF)

Office Location: Oak Hall 229

## Required Texts

**At bookstore:**

Green, Alexander to Actium

Austin, The Hellenistic World (sourcebook)

Arrian, The Campaigns of Alexander (Penguin)

Plutarch, The Age of Alexander (Penguin)

Polybius, The Rise of the Roman Empire (Penguin)

**Selections from the following have been uploaded to HuskyCT, but they can also be purchased cheaply used:**

Apollonius of Rhodes, Jason and the Golden Fleece (Oxford, trans. Richard Hunter, isbn 0192835831)

Callimachus, Hymns, Epigrams, Select Fragments (Johns Hopkins U. Press, isbn 0801832810)

Theocritus, Idylls (Oxford, trans. Anthony Verity, isbn 0199552428)

Menander, Plays and Fragments (Oxford, trans. Maurice Balme, isbn 019954073X)

**The following are on Husky CT in pdf form (see PDF Files section):**

J.R. Hamilton, Alexander the Great (optional; HuskyCT)

Diodorus Siculus (HuskyCT)

Diogenes Laertius, Lives of the Philosophers (HuskyCT; = Diogenes, Epicurus & Zeno)

Appian, Mithridatic Wars (= Roman History Vol. 12) (HuskyCT, link to online text)

(<http://www.livius.org/ap-ark/appian/appian_mithridatic_00.html>)

## Goals of the Course

This course will serve as an overview of the Greek east from Alexander to Cleopatra (336-30 BC). After establishing a chronological framework (Alexander's conquests, the struggle of the successors, and the division of the eastern Mediterranean into competing kingdoms), the course will proceed thematically, examining various aspects of the Hellenistic world (philosophy, literature, religion, economic developments, art, etc). The course will conclude by examining the rise of Rome and its impact on the Hellenistic kingdoms, culminating in the defeat of the last of the Hellenistic monarchs, Cleopatra, at the battle of Actium. Requirements will include a midterm, final and an annotated bibliography in lieu of a research paper.

## Course Requirements

Class participation 25%

Midterm 25%

Annotated Bibliography 25%

Final 25%

**Schedule of Topics and Readings**

\* = Readings on HuskyCT

**Week 1**

Aug 27 Introduction

Aug 29 Alexander the World-Conqueror

Arrian, pp. 41-42 (I.1), 54-76 (I.7-16), 104-114 (II.3-7), 119-129 (II.11-15)

Plutarch, Alexander 1-23 [ancient chapter numbers not pages]

Aug 31 Arrian, pp. 148-164 (III.1-10), 170-186 (III.15-22)

Plutarch, Alexander 24-43

OPTIONAL: Hamilton (on HuskyCT), pp. 11-79

**Week 2**

September 3 Labor Day

September 5 Alexander the Despot?

Arrian, pp. 191-193 (III.26-27), 212-227 (IV.7-14), 291-300 (V.25-29), 330-347 (VI.21-30)

Plutarch, Alexander 43-67

OPTIONAL: Hamilton (on HuskyCT), pp. 80-135

September 7 Alexander's Last Plans

Arrian, pp. 348-398 (VII, all)

Plutarch, Alexander, 68-77

Austin, #21, 22, 25

OPTIONAL: Hamilton (on HuskyCT), pp. 136-166

**Week 3**

September 10 The Age of the Successors (323-316): A Question of Legitimacy

Green, Chapter 1 (pp. 3-20)

\*Diodorus XVIII.2-4, 14, 16, 22-25, 28-37, 48-49, 54-57; XIX.11, 35-36, 49-52 (=Diodorus Successors I)

Austin, #26, 28, 30

September 12 The Age of the Successors (316-301): Antigonus the One-Eyed

Green, Chapter 2 (pp. 21-35)

\*Diodorus, XIX.55-62, 80-86, 90-92, 105; XX.45-53, 106-113 (=Diodorus Successors II)

Austin, #38, 39, 44, 50

September 14 The Age of the Successors (301-276): The Passing of the Old Order

Green, Chapter 8 (pp. 119-134)

Plutarch, Demetrius, 1-7, 15-22, 28-32, 35-53

Austin, #56, 57, 59

**Week 4**

September 17 Hellenistic Athens: Demetrius of Phalerum

Green, Chapter 3 (pp. 36-51)

Plutarch, Demetrius 7-14, 23-27, 30, 33-34, 46

Austin, #28, 32, 54, 55

September 19 Macedonia & Greece in the 3rd Century

Green, Chapter 9 (pp. 137-54); pp. 198-200

Plutarch, Pyrrhus 1-14, 26-34

September 21 Sparta and the Federal Leagues

Green, Chapter 16 (pp. 248-65)

Austin, #68-71

Polybius II.37-71, esp. 45-71

**Week 5**

September 24 Ptolemaic Egypt in its Golden Age

Green, pp. 155-160, 187-194

Austin, #256, 258, 274, 300, 302

September 26 The Seleucid Kingdom in the 3rd Century

Green, pp. 160-170, 194-198

Austin, #159, 163, 170, 175, 177, 266, 268

September 28 The Greeks of Sicily

Green, Chapter 14 (pp. 216-232)

\*Diodorus, XIX, 1-9, 65, 70-71, 102-104, 107-110; XX, 3-18, 29-34, 38-44, 54-72, 101 (=Diodorus on Sicily)

Plutarch, Timoleon

**Week 6**

October 1 The Problem of Hellenization

Green, Chapter 19 (pp. 312-335)

Austin, #137, 143-145, 307, 312

October 3 Economy of the Hellenistic World

Green, Chapter 21 (pp. 362-381)

Austin, #101-104, 122, 135, 297

October 5 Hellenistic Philosophy

Green, Chs. 4, 34-36 (pp. 52-64, 602-646)

\*Diogenes Laertius, Lives of the Philosophers: "Diogenes", "Epicurus", "Zeno"

**Week 7**

October 8 Religion and Ruler Worship

Green, Chapter 23 (pp. 396-413)

Austin, #39, 43, 46, 256, 300

October 10 Review

October 12 **MIDTERM**

**Week 8**

October 15 Literature and Learning of Alexandria

Green, Chs. 6, 15 (pp. 80-91, 233-243)

\*Theocritus, Idylls, 1, 2, 7, 11, 14, 15, 17

October 17 Callimachus and Apollonius: Battle of the Books

Green, pp. 179-183, 201-215

\*Apollonius, The Voyage of the Argo, III-IV

\*Callimachus, Hymns, I, IV

\*Callimachus, Epigrams, 1, 5, 8, 16, 22, 26, 28, 29, 35, 58, 60, 62

\*Callimachus, Fragments, Lock of Berenike

October 19 ONLINE

New Comedy and Mime

Green, Chapter 5 (pp. 65-79), pp. 243-247

\*Menander, The Bad-Tempered Man

**Preliminary book list for annotated bibliography due**

**Week 9**

October 22 Polybius & Hellenistic Historiography

Green, Chapter 17 (pp. 269-285)

Polybius, I.1-15; XII.3-28a; XV.24-36

October 24 The Crossroads of Hellenistic History

Green, pp. 286-301

Polybius V.34-39, 101-105; VII.9, 11-14; VIII.8-12

Austin, #75, 187

October 26 Artistic Patronage, Pomp and Propaganda

Green, Chapter 20, 32 (pp. 336-361, 566-585)

\*Diodorus, XVIII 26-27

**Week 10**

October 29 The Origins of Roman Involvement in the East

Green, pp. 253-254, 296-309

Polybius, II.2-12; III.16, 18-19; VII.9; XV.20

Austin, #77, 79, 80, 192

October 31 Rome and the Hellenistic Monarchies (200-188 BC)

Green, pp. 309-311, 414-423

Polybius, XVIII.1-12, 44-46

Austin, #195-197

November 2 Tradition and Change: the Interplay of Rome and Greece (188-168 BC)

Green, pp. 423-432

Polybius, XXIV.11-13

Austin, #87, 89, 90, 92, 93, 208

**Week 11**

November 5 The Hellenistic Polis

Green, pp. 196-198, 587

Austin, #109, 113-115, 119-121, 132, 152, 153

November 7 Hellenistic Science, Technology & Medicine

Green, Chapter 26-28 (pp. 453-496)

November 9 Individual and Society

Green, Ch. 22 (pp. 382-395)

**First draft of annotated bibliography due**

**Week 12**

Nov 12-16 Hellenism and the Jews

Green, Chapter 29 (pp. 497-524)

\*I Maccabees, 1-9, 12-16

\*II Maccabees, 3-6, 8-11

Austin, #214, 215

**Week 13**

Nov. 19-23 THANKSGIVING

**Week 14**

November 26 Twilight of the Ptolemies and Seleucids

Green, pp. 435-447, 533-544

Polybius, XXXI.11-15

Austin, #211-213, 218-220, 286, 288-290

November 28 Rome, Greece, and Asia Minor (167-129 BC)

Green, pp. 447-452, 525-533

Austin, #96, 98-100, 239, 244, 248-251

November 30 Roman Imperialism: The Greek View

Polybius, I.1-6, 12, 37, 63-64; VI.50, 57; X.36; XV.9-10; XXIV.11-13; XXXI.25; XXXVI.9, 17

**Week 15**

December 3 The End of Greek Freedom

Green, pp. 547-565, 647-661

\*Appian, Mithridatic Wars, 10-23, 28-38, 46-48, 56-63, 67-71, 79-86, 90-91, 97-113

December 5 Cleopatra: Last of the Hellenistic Rulers

Green, pp. 661-682

December 7 Review

**Final draft of annotated bibliography due**

## 2018-17 CAMS/HIST 3335 Revise course (guest: Sara Johnson)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5967 |
| **Request Proposer** | Johnson |
| **Course Title** | The Early Christian Church |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | This is a renumbering request for CAMS 3250/HIST 3335. The course is already cross-listed. We are attempting to renumber all CAMS courses cross-listed with HIST to make the CAMS numbers match the HIST numbers (in this case, HIST 3335). |
| **Course Title** | The Early Christian Church |
| **Course Number** | 3335 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sara R Johnson |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | srj02004 |
| **Initiator Email** | [sara.johnson@uconn.edu](mailto:sara.johnson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture/discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | It has only ever been offered at Storrs, and I am unaware of demand for it at any other campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3250. The Early Christian Church (Also offered as HIST 3335.) Three credits. Recommended preparation: HIST 3325/CAMS 3255 or HIST 3330/CAMS 3256. Caner The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 C.E. Topics may include Gnosticism, prophecy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy. Taught in English. |
| **Provide proposed title and complete course catalog copy** | CAMS 3335. The Early Christian Church (Also offered as HIST 3335.) Three credits. Johnson The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 C.E. Topics may include Gnosticism, prophecy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy. Taught in English. |
| **Reason for the course action** | This is part of the project to renumber all of the CAMS/HIST courses. In addition, this course was previously taught by Dan Caner, who has left UConn, and Joseph McAlhany has no plans to teach it in the near future, but has indicated that he would be glad to have me take it on. In keeping with my own preference, I have removed the recommended prerequisites and added the possibility of an online option. The earliest I would be able to offer the course is Fall 2020. |
| **Specify effect on other departments and overlap with existing courses** | None; the course will continue to be cross-listed between CAMS and HIST, but taught by a different instructor. |
| **Please provide a brief description of course goals and learning objectives** | This course will trace the growth and development of Christianity from its earliest beginnings in the first century to the great councils of the fourth and fifth centuries, stopping en route to examine selected texts from the New Testament, early Christian and Roman documents, the writings of the Fathers and the earliest creeds, ranging from the Gospels and St. Paul to Ignatius, Justin, Origen, Basil, Augustine, and Nicaea. Students will gain an understanding of the historical development of the Christian church in the first five centuries of our era. |
| **Describe course assessments** | Class participation 25%, Midterm and Final 25% each, Research Paper 25% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Description.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108703) | Description.docx | Other | | [Hartford Sem Early Church syll.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108704) | Hartford Sem Early Church syll.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sara R Johnson | 01/11/2018 - 09:49 | Submit |  | This proposal is being submitted as part of a group of renumbering requests for CAMS/HIST cross-listed courses. In addition, I am making plans to take over the course from the instructor who previously taught it, as that instructor has left the university and his replacement has no plans to teach the course. | | Literatures, Cultures and Languages | Jennifer Terni | 01/11/2018 - 14:21 | Approve | 1/11/2018 | This is part of the effort to align the course numbering between CAMS and History and HEJS. We approve. | | History | Melina A Pappademos | 01/11/2018 - 22:25 | Approve | 1/11/2018 | This approved request will facilitate offering of this course. | |

## 2018-18 Global Studies Revise Minor (guests: Monica van Beusekom and Hedley Freake)



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 16, 2018

2. Department or Program: Individualized and Interdisciplinary Studies

3. Title of Minor: International Studies (to be renamed Global Studies)

4. Effective Date (semester, year): earliest possible-August 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: change in title and change in requirements

# Existing Catalog Description of Minor

International Studies Minor

This interdisciplinary minor enables students, regardless of their fields of concentration, to develop a broad understanding of the rapidly changing global environment. Students must complete 15-18 credits of course work, primarily at the 3000 and 4000-level, which focus on global issues and/or countries other than the United States from the 19th century to the present. No more than 3 independent study credits may be counted toward the minor, and only 2 courses (6 credits) taken to earn the minor may be double counted with the courses of the student’s major(s).

Students must complete at least 1 course from 3 of the following 4 core areas:

1. International Politics and History (generally, courses in [Political Science](https://catalog.uconn.edu/pols/) and/or [History](https://catalog.uconn.edu/hist/))
2. Global Economy (generally, courses in [Economics](https://catalog.uconn.edu/econ/), Business, and/or [Agricultural and Resource Economics](https://catalog.uconn.edu/are/))
3. Global Society and Culture (generally, courses in [Sociology](https://catalog.uconn.edu/soci/) and [Anthropology](https://catalog.uconn.edu/anth/))
4. International Dimensions of the Arts and Humanities (generally, courses in [Art History](https://catalog.uconn.edu/arth/), Literature, and/or [Philosophy](https://catalog.uconn.edu/phil/))

In addition to completing the required course work, International Studies minors must meet 1 of 3 tools and experience requirements:

1. Advanced intermediate competence in a modern language other than English, which may be accomplished through regular course work (i.e., advanced work equivalent to 2 courses at the 3000-level or above with grades of C or better) taken at UConn or in an approved Education Abroad program, or via an examination administered by the Department of Literatures, Cultures, and Languages;
2. Participation in an approved Education Abroad program that includes at least six weeks residence in a country other than the United States;
3. Completion of an international internship (with or without pay) of at least six weeks duration with an organization in another country or an internship with a strong international component in an organization in the United States.

This minor is administered by the Individualized and Interdisciplinary Studies Program. For more information, visit the [International Studies minor website](http://iisp.uconn.edu/international-studies-minor/) or call IISP at (860) 486-3631.

# Proposed Catalog Description of Minor

**Global Studies Minor**

This minor introduces students to the study of global issues and processes and allows them to explore such themes as: peace, conflict, and security; international economics and development; natural resources and the environment; global health; and comparative cultures, arts, and identities.

***Requirements***

***1. Courses (18 credits):***

* One course that serves as an introduction to Global Studies, drawn from the following list:
  + GEOG 2000 Globalization
  + NRE 2600 Global Sustainable Resources
  + POLS 1402 Introduction to International Relations
  + SOCI 1701 Society in Global Perspective
  + WGSS 2124 Gender and Globalization
* Three courses selected from a single theme from the approved courses list. The themes are: peace, conflict, and security; international economics and development; natural resources and the environment; global health; and comparative cultures, arts and identities.
* Two other courses from the approved courses list.

Education abroad courses, special topics courses, and variable topics courses may count towards the minor when these courses focus on global issues, processes, trends, and systems. Three credits of independent study may be included when the independent study is focused on a global theme.

No more than six credits may either be taken in any one department or overlap with the plan of study of any one other major or minor.

***2. International Experience Requirement***

* Participation in an approved Education Abroad program that includes at least six weeks residence in a country other than the United States.

In exceptional circumstances, and with the approval of the Global Studies Minor Committee, this requirement may also be satisfied by either:

* An approved Education Abroad experience of shorter duration or
* Completion of two semesters of college-level language study in addition to the university requirements. This may be advanced study of a language the student has already begun to learn or more basic study of a different language or
* Completion of an internship for six credits with an organization outside the United States or an internship with a strong international component in an organization in the United States.

Students pursuing this minor should select their program of study in close consultation with a minor advisor.

This minor is administered by the Individualized and Interdisciplinary Studies Program with oversight by the Global Studies Minor Committee. For more details, including the approved courses list, see the Global Studies minor website.

# Justification

1. Reasons for changing the minor: Convened by Global Affairs, a group of faculty from across the University’s schools and colleges have been working for several years on the creation of a Global Studies major. While the development of this major has been put on hold, the group has taken on the revision of the longstanding international studies minor so that it is more in line with how other universities and this group conceptualize Global Studies as an undergraduate field of study. The aim of the revised minor is to familiarize students with global and transnational issues and processes.

* The current International Studies minor permits students to complete a variety of potentially thematically-disparate courses. The new requirements ask students to complete 9 of the required 15 upper-level credits within a single theme of global importance.
* The current International Studies minor does not restrict students from taking all their minor courses on a single world region (e.g. Europe, Latin America, Africa). The new requirements emphasize that the courses used for the minor must be global, international, or comparative in scope. Courses focused on a single region that do not contain a strong global element are not included. Students interested in a regional focus will be directed to the existing minors that have a regional focus (e.g. Latin American Studies, Middle East Studies)
* The revised Global Studies minor like the current International Studies minor requires an experiential element. Education abroad is required under the revised Global Studies minor, whereas it was one of several options in the International Studies minor. The vast majority of students who pursue the International Studies minor currently have studied abroad and we consider this a critical element of the new requirements. That said, we recognize that for particular students this may be an obstacle, therefore we have built-in alternatives: additional foreign language study or six credits of relevant internship.

2. Effects on students: While the new requirements are more rigorous and focused, they remain sufficiently flexible to allow students to complete the minor.

3. Effects on other departments: Because the list of courses that meet the minor requirements is extensive and we anticipate that students will complete at least some of their minor course requirements while abroad, no single department is likely to be burdened by student demand for minor courses.

4. Effects on regional campuses: none

5. Dates approved by

    Department Curriculum Committee: Global Studies minor committee, Dec. 2017

    Department Faculty: Consultation with departments whose courses are included in this minor occurred in late November and December 2017.

6. Name, Phone Number, and e-mail address of principal contact person: Hedley Freake, Nutritional Sciences, and Monica van Beusekom, Director, Individualized and Interdisciplinary Studies Program, [monica.vanbeusekom@uconn.edu](mailto:monica.vanbeusekom@uconn.edu), 486-0324

# Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

**Final Plan of Study: Global Studies Minor**

*Students pursuing this minor should select their program of study in close consultation with a minor advisor. Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.*

**Introductory course** (3 credits) Check one

\_\_\_GEOG 2000

\_\_\_NRE 2600

\_\_\_POLS 1402

\_\_\_SOCI 1701

\_\_\_WGSS 2124

**Thematic courses** (15 credits)

* *Courses must be selected from the approved courses list*.
* *Education abroad courses, special topics courses, and variable topics courses may count towards the minor when these courses focus on global issues, processes, trends, and systems. Three credits of independent study may be included when the independent study is focused on a global theme. Inclusion of such courses requires approval by the Global Studies minor committee.*
* *No more than six credits may either be taken in any one department or overlap with the plan of study of any one other major or minor.*

**9 credits in a single theme**

Theme selected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Dept. | Course # | Title | Part of major or minor? If so which? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**6 additional credits from any of the themes**

|  |  |  |  |
| --- | --- | --- | --- |
| Dept. | Course # | Title | Part of major or minor? If so which? |
|  |  |  |  |
|  |  |  |  |

**Education Abroad**

Program name and location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates attended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

I approve the above program for the Minor in Global Studies

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Director, IISP

|  |  |  |  |
| --- | --- | --- | --- |
| **GLOBAL STUDIES MINOR COURSE LIST** | | |  |
| Course theme key: International Economics and Development (IED); Environment and Natural Resources (ENR); Peace, Conflict, and Security (PCS); Comparative Cultures, Arts, and Identities (CCAI); Global Health (GH) | | | |
| ***Criteria for inclusion in this list are detailed below.*** | | |  |
|  |  |  |  |
| **INTRODUCTORY COURSES: students will select one course (3 credits) from the list below** | | | |
| **Dept** | **Course number** | **Course Title** |  |
| GEOG | 2000 | Globalization |  |
| NRE | 2600 | Global Sustainable Resources |  |
| POLS | 1402 | Intro to International Relations |  |
| SOCI | 1701 | Society in Global Perspective |  |
| WGSS | 2124 | Gender and Globalization |  |
|  |  |  |  |
| **THEMATIC COURSES: students will select five courses (15 credits) of which three courses (9 credits) will be focused on a single theme** | | | |
| **Dept** | **Course number** | **Course title** | **Course theme** |
| AH | 4501 | International Health | GH |
| ANTH | 2000/W | Social Anthropology | CCAI |
| ANTH | 2400 | Honors Core: Analyzing Religion | CCAI |
| ANTH | 3002 | Culture, Language, and Thought | CCAI |
| ANTH | 3120 | Anthropology of Capitalism | IED |
| ANTH | 3150/W | Migration | IED |
| ANTH | 3152 | Race, Ethnicity, and Nationalism | PCS, CCAI |
| ANTH/HRTS | 3153W | Human Rights in Democratizing Countries | PCS |
| ANTH | 3200 | Human Behavioral Ecology | ENR |
| ANTH | 3202W | Illness and Curing | GH |
| ANTH | 3250 | Cognitive Anthropology | CCAI |
| ANTH | 3251 | Psychological Anthropology | GH |
| ANTH | 3300 | Medical Anthropology | GH |
| ANTH | 3302 | Medical Ecology | GH |
| ANTH | 3325 | Intro to Global Health | GH |
| ANTH | 3326 | Global Health and Human Rights | GH |
| ANTH/EVST | 3340 | Culture and Conservation | ENR |
| ANTH | 3350 | Anthropological Perspectives on Women | CCAI |
| ANTH | 3351 | Sex and Gender | CCAI |
| ANTH | 3400 | Culture and Religion | CCAI |
| ANTH | 3401 | World Religions | CCAI |
| ANTH/WGSS | 3403 | Women and Religion | CCAI |
| ANTH | 3450W | Anthropological Perspectives on Art | CCAI |
| ANTH | 3522/W | Ecological Anthropology Seminar | ENR |
| ARE | 3260 | Food Policy | IED, ENR |
| ARE | 4279 | International Commodity Trade | IED |
| ARE | 4305 | Role of Agriculture and Natural Resources in Economic Development | IED, ENR |
| ARE | 4444 | Economics of Energy, Climate, and the Environment | IED, ENR |
| ARTH | 3500W | Urban Architecture: International Perspectives | CCAI |
| BADM/HRTS | 3252 | Corporate Social Impact and Responsibility | IED |
| BADM/HRTS | 3254 | Business Solutions to Societal Challenges | IED |
| BADM/MKTG | 3370 | Global Marketing Strategy | IED |
| BADM/BLAW | 3660 | International Business Law | IED |
| CLCS | 2201 | Intercultural Competency towards Global Perspectives | CCAI |
| COMM | 4430 | International Communication and Conflict | PCS |
| COMM | 4450W | Global Communication | CCAI |
| COMM | 4460 | Cross-Cultural Communication | CCAI |
| COMM | 4802 | Cultural and Global Diversity in Advertising | CCAI |
| DRAM/HRTS | 3139 | Theatre and Human Rights | CCAI |
| DRAM | 3401 | Costume History | CCAI |
| DRAM | 4152 | World Film | CCAI |
| ECON | 2440 | Economics of the Global Economy | IED |
| ECON | 3421/W | International Trade | IED |
| ECON | 3422 | International Finance | IED |
| ECON | 3473 | Economic Development | IED |
| EEB | 3205 | Current Issues in Environmental Science | ENR |
| ENGL | 2301/W | Anglophone Literatures | CCAI |
| ENGL | 3318 | Literature and Culture of the Third World | CCAI |
| ENGL | 3319 | Topics in Postcolonial Studies | CCAI |
| ENGL/HRTS | 3619 | Topics in Literature and Human Rights | CCAI |
| ENGL/HRTS | 3631 | Literature, Culture, and Humanitarianism | CCAI |
| FINA | 2001 | Global and Transcultural Forms | CCAI |
| FNCE | 4305 | Global Financial Management | IED |
| FREN | 3218 | Francophone Studies | CCAI |
| GEOG | 2000 | Globalization | IED, ENR, CCAI |
| GEOG | 2100 | Economic Geography | IED |
| GEOG | 2300 | Intro to Physical Geography | ENR |
| GEOG | 2400 | Intro to Sustainable Cities | ENR |
| GEOG | 3100 | Geography of Economic Development | IED |
| GEOG | 3240 | Medical and Healthcare Geography | GH |
| GEOG | 3350 | Global Change, Local Action: A Geography of Environmentalism | ENR |
| GEOG | 3410 | Human Modifications of Natural Environments | ENR |
| GERM | 3258 | Germans in Africa, Blacks in German-Speaking Countries. Colonial and Postcolonial Perspectives | CCAI |
| HDFS/ANTH | 3310 | Parent-Child Relations in Cross-Cultural Perspective | CCAI |
| HDFS | 3350 | Comparative Family Policy | CCAI |
| HIST/MAST | 2210 | History of the Ocean | ENR |
| HIST | 2240 | History of War in the Modern World | PCS |
| HIST/HRTS | 3201 | The History of Human Rights | PCS |
| HIST/HRTS | 3202 | International Human Rights | PCS |
| HIST | 3203 | History of the Family (also HDFS 3423) | CCAI |
| HIST/AFRA | 3206 | Black Experience in the Americas | CCAI |
| HIST/HRTS | 3207 | Genocide after the Second World War | PCS |
| HIST /AFRA/LLAS | 3208 | Making the Black Atlantic | CCAI |
| HIST | 3516 | Rise of the US Global Power | PCS |
| HIST | 3618 | Comparative Slavery in the Americas | IED, CCAI |
| HIST/LLAS | 3660W | History of Migration in Las Americas | CCAI |
| HIST | 3712 | The Middle East Crucible | PCS |
| HIST | 3810 | China and the West | PCS, CCAI |
| HIST | 3841 | Empire and Nation in South East Asia | PCS, CCAI |
| HIST | 3845 | The Vietnam War | PCS |
| HIST | 3863 | War and Diplomacy in East Asia | PCS |
| HIST/LLAS/AASI | 3875 | Asian Diasporas in the Americas | CCAI |
| HRTS | 3149 | Human Rights through Film | CCAI |
| HRTS | 3200 | International Human Rights Law | PCS |
| HRTS | 3420 | Being International: Geopolitics and Human Rights | PCS |
| HRTS | 3475 | Economic Development and HRTS | IED |
| HRTS | 3575 | Human Rights and Visual Culture | CCAI |
| LING | 3610W | Language and Culture | CCAI |
| MARN | 3000 | The Hydrosphere and Global Climate | ENR |
| MGMT | 3225 | International Business | IED |
| MUSI | 3421/W | Music in World Cultures | CCAI |
| NRE | 2600 | Global Sustainable Resources | ENR |
| PHIL | 3263 | Asian Philosophy | CCAI |
| POLS | 3202/W | Comparative Political Parties and Electoral Systems | PCS |
| POLS | 3203 | Environmental Policy and Institutions | ENR |
| POLS | 3205 | Voting Behavior and the Public Opinion Around the World | PCS |
| POLS | 3206 | Comparative Political Economy | IED |
| POLS | 3208/W | Politics of Oil | ENR, IED |
| POLS | 3209 | Sustainable Energy in 21st Century | ENR, IED |
| POLS | 3211/W | Politics of Water | ENR |
| POLS/HRTS | 3212 | Comparative Perspectives on Human Rights | PCS |
| POLS | 3214/W | Comparative Social Policy | CCAI |
| POLS/WGSS | 3216 | Women in Political Development | IED, PCS |
| POLS | 3239/W | Politics of Environment and Development | IED, ENR |
| POLS/WGSS | 3247 | Gender and War | PCS |
| POLS/WGSS | 3249 | Gender Politics and Islam | CCAI |
| POLS/HRTS | 3256/W | Politics and Human Rights in Global Supply Chains | IED, PCS |
| POLS | 3402 | Contemporary International Politics | PCS |
| POLS | 3406/W | Globalization and Political Change | IED, PCS |
| POLS | 3410 | International Political Economy | IED |
| POLS | 3412 | Global Environmental Politics | ENR |
| POLS | 3414 | National and International Security | PCS |
| POLS/HRTS | 3418/W | International Organizations and Law | PCS |
| POLS | 3422 | International Negotiation and Bargaining | PCS |
| POLS | 3428 | The Politics of Torture | PCS |
| POLS | 3429/W | Political Violence | PCS |
| POLS/HRTS | 3430 | Evaluating Human Rights Practices of Countries | PCS |
| POLS | 3432 | American Diplomacy | PCS |
| POLS | 3437 | Recent American Diplomacy | PCS |
| POLS | 3442 | The Politics of American Foreign Policy | PCS |
| POLS | 3447 | American Diplomacy in the Middle East | PCS |
| POLS | 3457 | Foreign Policies of the Russian Federation and the Former USSR | PCS |
| POLS | 3462 | International Relations of the Middle East | PCS |
| POLS | 3464/W | Arab-Israel Conflict | PCS |
| POLS | 3476 | World Political Leaders | PCS |
| POLS | 3834 | Immigration and Transborder Politics | PCS |
| SOCI | 2509/W | Sociology of Anti-Semitism | CCAI |
| SOCI | 2827/W | Revolutionary Social Movements around the World | PCS |
| SOCI | 3222/W | Asian Indian Women: Activism and Social Change in India and the US |  |
| SOCI | 3429 | Sociological Perspectives on Poverty | IED |
| SOCI | 3701/W | The Developing World | IED |
| SOCI | 3823/W | The Sociology of Law: Global and Comparative Perspectives | CCAI |
| SOCI/HRTS | 3835/W | Refugees and Humanitarianism | PCS |
| SOCI/HRTS | 3837/W | Sociology of Global Human Rights | PCS |
| SOCI | 3971/W | Population | IED |
| SPAN | 3250 | Film in Spain and Latin America | CCAI |
| WGSS | 2124 | Gender and Globalization | CCAI |
| WGSS | 2255 | Sexualities, Activism, and Globalization | CCAI |
| WGSS | 2267 | Women and Poverty | IED |
| WGSS | 3672 | Feminist Development Studies and Practice | IED |

**Criteria for Inclusion**:

To be included in the list of courses approved for the minor, a course must do both of the following:

* Engage, in the majority of its content, with one of the thematic areas of the minor. These thematic areas are:
  + International economics and development
  + Peace, conflict, and security
  + Natural resources and the environment
  + Comparative cultures, arts, and identities
  + Global health
* Situate that content in an explicitly comparative, transnational, or global context. The majority of the content should be focused on areas outside of the United States.

Therefore, courses that focus on a single country or sub-region would not typically be seen to meet the criteria for thematic courses.

## 2018-19 AAS Revise Minor (guest: Jason Chang)



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 11/29/2017

2. Department or Program: Institute for Asian and Asian American Studies

3. Title of Minor: Asian American Studies

4. Effective Date (semester, year): Fall, 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Update and clarify plan of study

# Existing Catalog Description of Minor

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

Completion of the minor requires students to complete fifteen credits at the 2000-level and above by completion of Groups A, B, and C below; but with consent of the minor advisor, one course from Group D may be substituted for a course in Group C. No other substitutions are permitted. A maximum of three credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

### **Group A**

Three credits: [AASI 3201](https://catalog.uconn.edu/AASI/#3201)

### **Group B**

Six credits chosen from: [AASI 3220](https://catalog.uconn.edu/AASI/#3220)/[ARTH 3020](https://catalog.uconn.edu/ARTH/#3020); [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531), [AASI 3578](https://catalog.uconn.edu/AASI/#3578)/[HIST 3530](https://catalog.uconn.edu/HIST/#3530); [AASI 3221](https://catalog.uconn.edu/AASI/#3221)/[HRTS 3571](https://catalog.uconn.edu/HRTS/#3571)/[SOCI 3221](https://catalog.uconn.edu/SOCI/#3221); [AASI 3295](https://catalog.uconn.edu/AASI/#3295)\*, [4999](https://catalog.uconn.edu/AASI/#4999)\*, [3998](https://catalog.uconn.edu/AASI/#3998)\*

### **Group C**

Six credits chosen from: [AASI 3295](https://catalog.uconn.edu/AASI/#3295)\*, [4999](https://catalog.uconn.edu/AASI/#4999)\*, [3998](https://catalog.uconn.edu/AASI/#3998)\*; [AASI/ART/INDS 3375](https://catalog.uconn.edu/INDS/#3375); [AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573)/[SOCI 3222](https://catalog.uconn.edu/SOCI/#3222), [AASI/HIST 3808](https://catalog.uconn.edu/HIST/#3808), [3809](https://catalog.uconn.edu/HIST/#3809), [3812](https://catalog.uconn.edu/HIST/#3812); [HIST 3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), [3863](https://catalog.uconn.edu/HIST/#3863); [POLS 3472](https://catalog.uconn.edu/POLS/#3472)

### **Group D**

[AFRA/ENGL 2214W](https://catalog.uconn.edu/AFRA/#2214W); [AFRA/HIST/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [AFRA/HRTS/SOCI 3505](https://catalog.uconn.edu/SOCI/#3505), [3825](https://catalog.uconn.edu/SOCI/#3825); [AFRA/DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [AFRA/HIST 3564](https://catalog.uconn.edu/HIST/#3564); [ANTH 3041](https://catalog.uconn.edu/ANTH/#3041)/[LLAS 3241](https://catalog.uconn.edu/LLAS/#3241); [COMM/LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [LLAS 3998](https://catalog.uconn.edu/LLAS/#3998)\*

\*Must be approved by the Asian American Studies Minor Advisor

This minor is offered by the Asian American Studies Minor Advisor, Director, [Asian and Asian American Studies Institute](http://asianamerican.uconn.edu/), Beach Hall, Room 417. For more information, e-mail [Cathy Schlund-Vials](mailto:cathy.schlund-vials@uconn.edu) or call (860) 486-9412.

# Proposed Catalog Description of Minor

Note: Highlights show new courses in simplified restructuring

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies. This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdiscipline.

The minor requires students to complete fifteen (15) credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. AASI 3998 can be taken repeatedly provided that the course content is varied. AASI 3295 and AASI 4999 require prior consent of the Minor Advisor for fulfillment of minor. No other substitutions are permitted.

Students must earn a grade of C or better in each of the courses applied to the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

**Group A: Asian American Studies (9 Credits)**

AASI 3201, AASI 3220/ARTH 3020, ARTH 3375/AASI 3375, AASI/ENGL 3212 , AASI/HIST 3531, AASI 3578/HIST 3530, AASI 3875/LLAS 3875/HIST 3875, HDFS 3473, AASI 3998, AASI 3295, AASI 4999, HIST 3845, HRTS/HIST 3202 001, SOCI 3821, SOCI 2271

**Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies** **(6 Credits)**

AFRA 2214/ENGL 2214, AFRA 3563/HIST 3563/HRTS 3563, AFRA 3825/SOCI 3825, AFRA 3505/SOCI 3505, AFRA 3564/HIST 3564, DRAM 3131, LLAS 3241/ANTH 3041, POLS 3082, POLS 3017, WGSS 3562/HIST 3562,

HDFS 3268, AASI/SOCI 3221, AASI/SOCI 3222, ANTH 3202 W, AASI 3998, AASI 3295, AASI 4999

Pending the Minor Advisor’s approval students may count up to six credit hours in independent study.

Consult with the Minor Advisor before completing the Plan of Study form. A copy of the approved Plan of Study must be filed with both the Asian/Asian American Studies Institute and Degree Auditing of the Registrar’s Office, located in the Wilbur Cross Building, Room 144, during the first three weeks of the semester the student expects to graduate.

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

I approve the above program for the Minor in <insert name>

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

**Minor Advisors for Asian/Asian American Studies Institute**

* Professor Cathy Schlund-Vials
* Professor Jason Oliver Chang

# Justification

1. Reasons for changing the minor: Since the last revision to this minor in 2010 the Institute has changed considerably. A series of new hires beginning in 2011 prompted a formal change to the institute’s name in 2013 to explicitly recognize Asian Studies as an expertise that fulfills the institute’s global mission. Now we seek revision to the Asian American studies minor to reflect new course offerings and the necessity to distinguish this academic field from the proposed new minor in Asian studies.

2. Effects on students: Changes to the plan of study will have no effect on current students registered in the minor.

3. Effects on other departments: Changes to the plan of study strengthens the Institute’s relationship with CLAS Departments by updating cross-listed courses and affirming the teaching commitments of jointly appointed faculty.

4. Effects on regional campuses: The proposed changes will not impact regional campuses.

5. Dates approved by

    Department Curriculum Committee: 10/24/2017

    Department Faculty: 11/5/2017

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

Jason Oliver Chang

860-786-8016

jason.o.chang@uconn.edu

# Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

**University of Connecticut**

**ASIAN AMERICAN STUDIES MINOR**

**Plan of Study**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_**

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies. This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdiscipline.

The minor requires students to complete fifteen (15) credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. AASI 3998 can be taken repeatedly provided that the course content is varied. AASI 3295 and AASI 4999 require prior consent of the Minor Advisor for fulfillment of minor. No other substitutions are permitted.

Students must earn a grade of C or better in each of the courses applied to the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

**Group A: Asian American Studies (9 Credits)**

AASI 3201 Introduction to Asian American Studies

AASI 3220/ARTH 3020 Asian American Art and Visual Culture

ARTH 3375/AASI 3375 Indian Art and Popular Culture

AASI/ENGL 3212 Asian American Literature

AASI/HIST 3531 Japanese Americans and World War II

AASI 3578/HIST 3530 Asian American Experience Since 1850

AASI 3875/LLAS 3875/HIST 3875 Asian Diasporas in the Americas

HDFS 3473 Asian-Pacific American Families

AASI 3998 Variable Topics

AASI 3295 Special Topics / Minor Advisor Approval Required

AASI 4999 Independent Study / Minor Advisor Approval Required

HIST 3845 The Vietnam War

HRTS/HIST 3202 001 International Human Rights

SOCI 3821 Social Movements and Social Change

SOCI 2271 Social Construction of Happiness

**Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies** **(6 Credits)**

AFRA 2214/ENGL 2214 African American Literature

AFRA 3563/HIST 3563/HRTS 3563 African American History

AFRA 3825/SOCI 3825 African Americans and Social Protest

AFRA 3505/SOCI 3505 White Racism

AFRA 3564/HIST 3564 African American History Since 1865

DRAM 3131 African American Theater

LLAS 3241/ANTH 3041 Latin American Minorities in the U.S.

POLS 3082 Critical Race Theory as Political Theory

POLS 3017 Contemporary Political Theory

WGSS 3562/HIST 3562 History of Women & Gender in the U.S.

HDFS 3268 Latinos: Sexuality and Gender

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

AASI/SOCI 3222 Asian Indian Women: Activism and Social Change

ANTH 3202 W Illness and Curing

AASI 3998 Variable Topics

AASI 3295 Special Topics / Minor Advisor Approval Required

AASI 4999 Independent Study / Minor Advisor Approval Required

Please provide a brief rationale for these choices:

Pending the Minor Advisor’s approval students may count up to six credit hours in independent study.

Consult with the Minor Advisor before completing the Plan of Study form. A copy of the approved Plan of Study must be filed with both the Asian/Asian American Studies Institute and Degree Auditing of the Registrar’s Office, located in the Wilbur Cross Building, Room 144, during the first three weeks of the semester the student expects to graduate.

I approve the above program for the Minor in Asian American studies

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Director) Institute of Asian and Asian American Studies

## 2018-20 Asian Studies Add Minor (guest: Jason Chang)



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: 11/29.2017

2. Department or Program: Institute for Asian and Asian American Studies

3. Title of Minor: Asian Studies

4. Does this Minor have the same name as the Department or a Major within this

Department? \_\_\_ Yes \_X\_ No

    (If no, explain in Justification section below how this proposed Minor satisfies

the CLAS rule limiting each department to one minor).

5. Effective Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

# Catalog Description of Minor

Completion of the minor requires students to complete (15) credits at the 2000-level and above by completion of Groups A and B.

Group A History and Culture (Art History, History, LCL) **(6 Credits)**

HIST 1801 History of Asia in the World to 1500

HIST 1805 East Asian History through Hanzi Characters

ARTH 1140 Introduction to Asian Art

ARTH 3720 The Art of China

ARTH 3740 Far Eastern Painting

HIST 3822 Modern China

HIST 3832 Modern Japan

HIST 3812/AASI 3812 Modern India

HIST 3863 War and Diplomacy in East Asia

HIST 3875 Asian Diasporas in the Americas

AASI 3578/HIST 3530 Asian American Experience Since 1850

AASI 3808/HIST 3808 East Asia to the Mid-19th-Century

AASI 3809/HIST 3809 East Asia since the Mid-19th Century

AASI 3375/ARTH 3375 Indian Art and Popular Culture

AASI 3212/ENGL 3212 Asian American Literature

HIST 3841 Empire and Nation in Southeast Asia

HIST 3842 History of Vietnam

HIST 3845 The Vietnam War

HIST 3095 Foreign Relations of China since 1949

AASI/HIST 3531 Japanese Americans and World War II

CHIN 1121: Traditional Chinese

CHIN 1122: Modern Chinese

CHIN 3230: Language & Identity in Greater China

CHIN 3282: Women in Chinese Literature and Film

CHIN 3230: Language and Identity in Great China

CHIN 3270: Chinese Film

CHIN 3275: Introduction to Chinese Linguistics

ENGL 3320 Indian Literature and Culture

ENGL 1301 Major Works of Eastern Literature

ANTH 3202 W Illness and Curing

Group B Politics, Movements, and Activism (Sociology, Political Science, Communication, Human Rights)

**(6 Credits)**

POLS 3245 Chinese Government and Politics

POLS 3472 South Asia and World Politics

POLS/HRT 3212 Comparative Perspectives / Human Rights

POLS 3250 Political Economy of East Asia

AASI 3222/SOCI 3222 Asian Indian Women: Activism and Social Change

AASI 3221/HRTS 3571/SOCI 3221 Sociological Perspectives on Asian American Women

HRTS/HIST 3202 001 International Human Rights

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

SOCI 3825 African Americans and Social Protest

SOCI 3505 White Racism

Additional **3** credits can be taken from either Group A or Group B.

Pending the Minor Advisor’s approval students may count up to six credit hours in independent study.

# Justification

1. Identify the core concepts and questions considered integral to the discipline: This minor reflects the linguistic, transnational, and comparative dimensions of this Area Studies field as it relates to Asia and its regions.

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

The plan of study integrates courses from across CLAS departments to address the diverse peoples, states, and cultures of Asia and their relationship to the world through different humanistic disciplines. Course groupings A and B ensure that students acquire exposure to a variety of methodologies vital to the inter-disciplinary nature of Area Studies scholarship.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

This proposed minor derives from the recent transformation of the Institute. A series of new hires beginning in 2011 prompted a formal change to the institute’s name in 2013 to explicitly recognize Asian studies as an expertise that fulfills the institute’s global mission. This Area studies field holds close association to the Ethnic studies field of Asian American studies but remains distinct in its methods, competencies, and subject matter.

4. Dates approved by

    Department Curriculum Committee: 10/24/2017

    Department Faculty: 11/5/2017

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

Jason Oliver Chang

860-786-8016

jason.o.chang@uconn.edu

# Plan of Study

Attach a "Minor Plan of Study" form to your submission email as a separate document. This form will be used like the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

               Minor Advisor

**Asian and Asian American Studies Institute (AAASI) in the College of Liberal Arts and Science at UConn administers three distinct minors: the Asian studies minor, the Asian American studies minor, and the India studies minor.**

**Mission Statement**

The Asian and Asian American Studies Institute at the University of Connecticut is a multidisciplinary research and teaching program. Distinguished by its global, diasporic, national, regional, and transnational orientations, the Institute brings two traditionally distinct fields of inquiry together in dynamic conversation:  Asian Studies and Asian American Studies. Comprised of the humanities, social sciences, and the arts, the Institute’s research output and course offerings engage Asia, the Pacific, and the Americas not as static, monolithic sites but rather sets of shifting historical, geographic, and geopolitical zone of interaction, struggle, and cooperation.

The Institute fosters intellectual endeavors that concern the broad historical and contemporary experiences of people of Asian descent in Asia and in different parts of the world, inclusive of North and South Americas, the Caribbean, Europe, Africa, and Australia.

**Asian Studies Minor**

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian Studies. This minor reflects the linguistic, transnational and comparative dimensions of this Area Studies field as it relates to Asia and its regions.

Completion of the minor requires students to complete (15) credits at the 2000-level and above by completion of Groups A and B.

Group A History and Culture (Art History, History, LCL) **(6 Credits)**

HIST 1801 History of Asia in the World to 1500

HIST 1805 East Asian History through Hanzi Characters

ARTH 1140 Introduction to Asian Art

ARTH 3720 The Art of China

ARTH 3740 Far Eastern Painting

HIST 3822 Modern China

HIST 3832 Modern Japan

HIST 3812/AASI 3812 Modern India

HIST 3863 War and Diplomacy in East Asia

HIST 3875 Asian Diasporas in the Americas

AASI 3578/HIST 3530 Asian American Experience Since 1850

AASI 3808/HIST 3808 East Asia to the Mid-19th-Century

AASI 3809/HIST 3809 East Asia since the Mid-19th Century

AASI 3375/ARTH 3375 Indian Art and Popular Culture

AASI 3212/ENGL 3212 Asian American Literature

HIST 3841 Empire and Nation in Southeast Asia

HIST 3842 History of Vietnam

HIST 3845 The Vietnam War

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CHIN 3275: Introduction to Chinese Linguistics

ENGL 3320 Indian Literature and Culture

ENGL 1301 Major Works of Eastern Literature

ANTH 3202 W Illness and Curing

Group B Politics, Movements, and Activism (Sociology, Political Science, Communication,

Human Rights)

**(6 Credits)**

POLS 3245 Chinese Government and Politics

POLS 3472 South Asia and World Politics

POLS/HRT 3212 Comparative Perspectives / Human Rights

POLS 3250 Political Economy of East Asia

AASI 3222/SOCI 3222 Asian Indian Women: Activism and Social Change

AASI 3221/HRTS 3571/SOCI 3221 Sociological Perspectives on Asian American Women

HRTS/HIST 3202 001 International Human Rights

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

SOCI 3825 African Americans and Social Protest

SOCI 3505 White Racism

Additional **3** credits can be taken from either Group A or Group B.

Pending the Minor Advisor’s approval students may count up to six credit hours in independent study.

Consult with the Minor Advisor before completing the Plan of Study form. A copy of the approved Plan of Study must be filed with both the Asian/Asian American Studies Institute and Degree Auditing of the Registrar’s Office, located in the Wilbur Cross Building, Room 144, during the first three weeks of the semester the student expects to graduate.

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

I approve the above program for the Minor in <insert name>

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

**Minor Advisors for Asian/Asian American Studies Institute**

* Professor Cathy Schlund-Vials
* Professor Jason Oliver Chang

[www.asianamerican.uconn.edu](http://www.asianamerican.uconn.edu)

**Main Office / Beach Hall Room 416**

**354 Mansfield Road Unit 1091**

**Storrs, CT  06269-1091**

## 2018-21 GSCI Revise Major



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 8, 2018

2. Department or Program: Geosciences GSCI

3. Title of Major: Geoscience

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall, 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change:

# Existing Catalog Description of Major

# Geoscience

[Course descriptions](https://catalog.uconn.edu/gsci/)

The major in Geoscience is designed for students interested in the science of the Earth, with special emphasis on environmental change over geologic time scales, natural hazards, rocks and fossils, planetary science, paleoclimate variability, surface processes, mountain building, and the link between Earth’s physicochemical conditions and the evolution of life. Students may obtain a Bachelor of Arts degree or a Bachelor of Science degree.

### Requirements

Geoscience majors (B.A. and B.S.) must successfully complete the following course of study:

1. All of the following core courses: [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010), [3020](https://catalog.uconn.edu/GSCI/#3020), [3030](https://catalog.uconn.edu/GSCI/#3030), [3040](https://catalog.uconn.edu/GSCI/#3040).
2. One of the following capstone courses: [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W), [4996W](https://catalog.uconn.edu/GSCI/#4996W)
3. At least 14 additional credits of 3000-level and 4000-level GSCI courses. No more than 3 credits can be from [GSCI 4989](https://catalog.uconn.edu/GSCI/#4989), [4990](https://catalog.uconn.edu/GSCI/#4990), [4991](https://catalog.uconn.edu/GSCI/#4991), [4999](https://catalog.uconn.edu/GSCI/#4999).
4. At least 12 credits at the 2000-level or above in related areas. The suitability of courses will be determined by the student’s advisor. Courses cross-listed with geoscience courses may not be used to satisfy this requirement.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W)or [GSCI 4996W](https://catalog.uconn.edu/GSCI/#4996W).

A minor in Geoscience is described in the [Minors](https://catalog.uconn.edu/minors/geoscience/) section.

# Proposed Catalog Description of Major

Two minor changes in **Red Boldface**

# Geoscience

[Course descriptions](https://catalog.uconn.edu/gsci/)

The major in Geoscience is designed for students interested in the science of the Earth, with special emphasis on environmental change over geologic time scales, natural hazards, rocks and fossils, planetary science, paleoclimate variability, surface processes, mountain building, and the link between Earth’s physicochemical conditions and the evolution of life. Students may obtain a Bachelor of Arts degree or a Bachelor of Science degree.

### Requirements

Geoscience majors (B.A. and B.S.) must successfully complete the following course of study:

1. **GSCI 2500**
2. All of the following core courses: [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010), [3020](https://catalog.uconn.edu/GSCI/#3020), [3030](https://catalog.uconn.edu/GSCI/#3030), [3040](https://catalog.uconn.edu/GSCI/#3040).
3. One of the following capstone courses: [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W), [4996W](https://catalog.uconn.edu/GSCI/#4996W)
4. At least **11** additional credits of 3000-level and 4000-level GSCI courses. No more than 3 credits can be from [GSCI 4989](https://catalog.uconn.edu/GSCI/#4989), [4990](https://catalog.uconn.edu/GSCI/#4990), [4991](https://catalog.uconn.edu/GSCI/#4991), [4999](https://catalog.uconn.edu/GSCI/#4999).
5. At least 12 credits at the 2000-level or above in related areas. The suitability of courses will be determined by the student’s advisor. Courses cross-listed with geoscience courses may not be used to satisfy this requirement.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W)or [GSCI 4996W](https://catalog.uconn.edu/GSCI/#4996W).

A minor in Geoscience is described in the [Minors](https://catalog.uconn.edu/minors/geoscience/) section.

# Justification

1. Reasons for changing the major:

When we initially designed our core curriculum of four courses (3010, 3020, 3030, 3040) more than a decade ago, we expected future majors to take these courses during the sophomore year or perhaps the first semester of their junior year. We decided not to mandate when and in what sequence they do so, in order to remain flexible for staffing purposes. Unfortunately, different students take different core courses in different sequences, and sometimes delay enrollment until their senior year.

(**1**) In many cases, students do not get a chance to meet each other and work together early in the major, or to take field trips together. The result is less student collegiality than we would like for students rising up to our senior-level capstone course.

(**2**) Another consequence of our lack of a stepwise course sequence is that, in some cases, there's a two year gap between a student's introduction to key sub disciplines at the 1000 level (materials, structure, history, surface processes) and their enrollment in the core courses for those subdisciplines. This gap is compounded by the fact that we have five versions of introductory geoscience. The result is widely different levels of preparation students coming into the core courses. This compromises the teaching efficiency and creates redundancies.

(**3**) In our present situation, students are not being personally exposed to the full disciplinary breadth of our field and the faculty early enough. They may find their interest area, and an undergraduate research advisor, too late to pursue research in that content area before graduation.

(**4**) Our four core courses cover content areas. Left uncovered is a basic methods course in geoscience thinking that would be applicable to all core courses and other upper division courses.

To solve all these problems at once, last year the full faculty decided to create 2000-level course that would: create a logical student cohort with field trip activities (solving #1 above); review and upgrade the full sweep of knowledge content they received in introductory courses (solving #2); introduce them to all the faculty and their respective sub disciplines by touring faculty labs (solving #3); and spend a significant block of time working on scientific thinking in general, and geoscience methods in particular (solving #4).

That course is GSCI 2500 - Earth System Science was approved by the CLAS curriculum committee last year and successfully piloted during the Fall 2017 semester. We created this course with the idea that it would be required within a changed major, but wanted to pilot the course first, which we just did. Having seen it's success, the geoscience faculty has now decided to move ahead with our original plan and change the major to require it.

Requiring GSCI 2500 means we have to make room for it in the major without adding an additional work, which is already quite demanding. Our solution is to accommodate the credit squeeze by shrinking the "additional credits of 3000-level and 4000-level GSCI courses" from 14 credits to 11 credits so that there is no net increase in the credit workload for our major.

In short, we're simply moving ahead with a plan we developed two years ago, and now ask your approval.

2. Effects on students:

To create a stronger cohort of majors and minors that is better prepared for our 3000-level core curriculum, and better introduced to the faculty of the department and the methods they used in their research (see above).

3. Effects on other departments:

None

4. Effects on regional campuses:

None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: December 21, 2017

    Department Faculty: January 5, 2018

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

Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu

# Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Will do.

**Geoscience B.A./B.S. Plan of Study**

University of Connecticut

College of Liberal Arts and Sciences

Student Name: Peoplesoft #:

**I. Required Course**

\_\_\_\_\_ GSCI 2500 3 credits

**II. Required Core Courses**

\_\_\_\_\_ GSCI 3010 3 credits

\_\_\_\_\_ GSCI 3020 3 credits

\_\_\_\_\_ GSCI 3030 3 credits

\_\_\_\_\_ GSCI 3040 3 credits

**III. Additional Geoscience (GSCI) Courses**

At least 11 credits of additional 3000 and 4000 level GSCI courses

(No more than 3 credits from GSCI 4989, 4990, 4991, or 4999 may be used toward these 11 credits)

GSCI \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

GSCI \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

GSCI \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

GSCI \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

GSCI \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

GSCI \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits Total Credits: \_\_\_\_\_\_\_\_

**IV. Required Capstone Course**

\_\_\_\_\_ GSCI 4050W 3 credits

-OR-

\_\_\_\_\_ GSCI 4996W (prerequesite is GSCI 4989) 3 credits

**V. Related Courses -** At least 12 credits, 2000 level or above (courses cross-listed witih GSCI may not be used.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ credits

**VI. 45 Credit Rule**

Students must pass at least 45 credits of coursework at or above the 2000 level

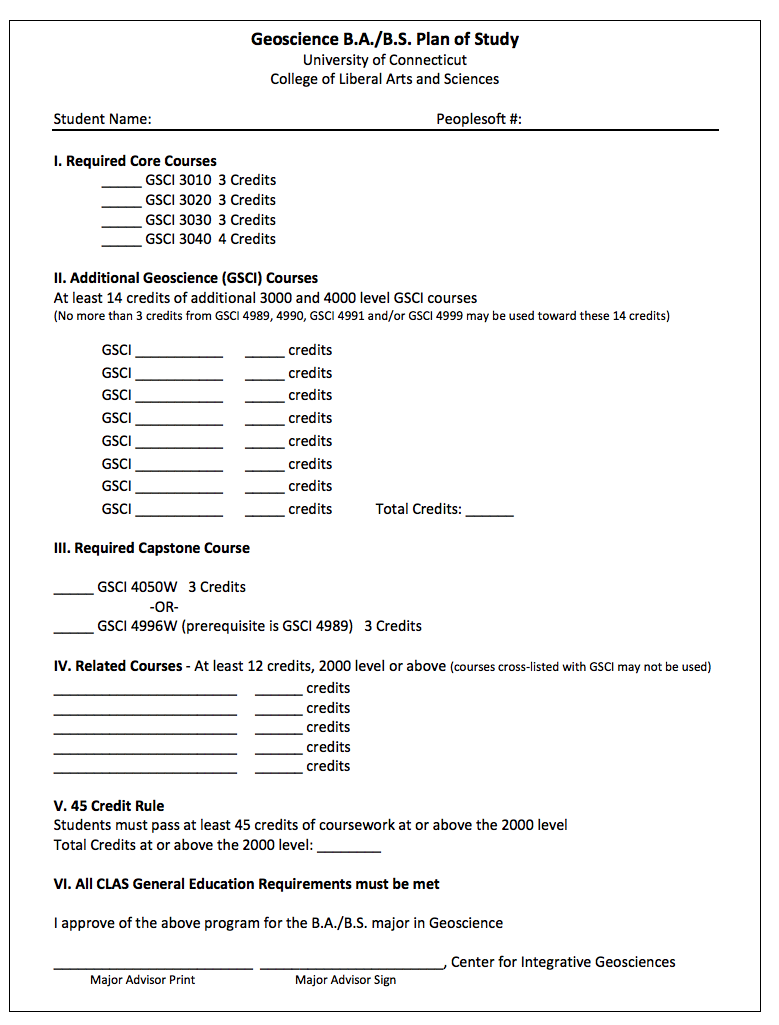
Total credits at or above the 2000 level: \_\_\_\_\_\_

**VII. All CLAS General Education Requirements must be met**

I approve of the above program for the B.A./B.S. major in Geoscience

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Center for Integrative Geosciences

Major Advisor Print Major Advisor Sign



## 2018-22 Social Justice Organizing Add Minor

**Proposal to Add a Minor**

1. Date: August 1, 2017

2. Department or Program: **Africana Studies; Asian & Asian American Studies; Latina/o, Caribbean & Latin American Studies; Women, Gender & Sexuality Studies**

3. Title of Minor: **Social** **Justice Organizing**

4. Does this Minor have the same name as the Department or a Major within this

Department? \_\_\_ Yes **X** No

   (If no, explain in Justification section below how this proposed Minor satisfies

the [CLAS rule](http://ccc.clas.uconn.edu/form-instructions/#minors) limiting each department to one minor). **As an interdisciplinary minor, it is exempted from the one department, one minor rule.**

5. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): **Fall 2018**

**Catalog Description of Minor**

**Minor in Social Justice Organizing**

This minor provides interdisciplinary classroom instruction in the theories, histories and formation of social identities, structural inequalities, and movements to foster social justice and equity in the United States. Students learn about valuable experiences and practical skills in social justice community organizing through a supervised internship. Fifteen credits at the 2000-level or above are required from the following groups.

* 3 credits must be taken from **Group A: Identities, Intersections, and Analytical Frames;**
* 3 credits must be taken from **Group B: State Structure and Systems of Inequality and Control**;
* 6 credits must be taken from **Group C: Creating Social Justice, Equity and Freedom**;
* 3 credits must be taken from **Group D: Service Learning/Internship**

\*Please note that no more than six credits may be taken in any one department

**Group A: Identities, Intersections, and Analytical Frames**

AASI 3201 Introduction to Asian American Studies

AASI/SOCI 3222 Asian Indian Women: Activism & Social Change in India and the US

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

AASI 3473 Asian-Pacific American Families

AFRA 2211 Introduction to Africana Studies

AFRA 3106 Black Psychology

AFRA 3152 Race, Ethnicity, and Nationalism

HIST 3554 Immigrants and the Shaping of U.S. History

HDFS 3110 Social and Community Influence on Children in the United States

HDFS 3250 Disabilities: A Lifespan Perspective

HDFS 3261 Men and Masculinity: A Social Psychological Perspective

HDFS 3277 Issues in Human Sexuality

HRTS 3042 Theories of Human Rights

HRTS 3212 Comparative Perspectives on Human Rights

HRTS 3220 (W) Philosophical Foundations of Human Rights

LLAS 3210 Contemporary Issues in Latino Studies

LLAS/ANTH 3241 Latin American Minorities in the U.S.

LLAS 3251 Latinos: Sexuality and Gender

LLAS/POLS 3667 Puerto Rican Politics and Culture

POLS 3012 (W) Modern Political Theory

POLS 3017 Contemporary Political Theory

POLS 3032 American Political Thought and Ideology

POLS 3062 (W) Democratic Theory

POLS 3072 Political Protest and Ideology

POLS 3082 Critical Race Theory as Political Theory

SOCI 2503 (W) Prejudice and Discrimination

SOCI 2509 (W) Sociology of Anti-Semitism

SOCI/HEJS 3511 W American Jewry

WGSS 2250 Critical Approaches to Women’s, Gender & Sexuality Studies

WGSS 3102/PSYC 3102 Psychology of Women

WGSS 3257 (W) Feminist Disability Studies

WGSS 3270 (W) Masculinities

**Group B: State Structure and Systems of Inequality and Control**

AASI 3531 Japanese Americans and WWII

AASI 3578 Asian American Experience Since 1850

AASI/LLAS 3875 Asian Diasporas in the Americas

AFRA 2211 Introduction to Africana Studies

AFRA 3033 Race and Policy

AFRA/SOCI 3501 Ethnicity and Race

AFRA 3505/SOCI/HRTS White Racism

AFRA 3563 African American History to 1865

AFRA 3564 African American History Since 1865

AFRA 3618 Comparative Slavery in the Americas

AMST/ENGL 2XXX: Capitalism, Literature, and Culture

ANTH 3027 Contemporary Native Americans

HDFS 3420 Abuse and Violence in Families

HDFS 3421 Low Income Families

HDFS 3520 Legal Aspects of Family Life

HDFS 3530 Public Policy and the Family

HDFS 3540 (W) Child Welfare, Law and Social Policy

HDFS 3550 Comparative Family Policy

HRTS 3201 The History of Human Rights

HRTS/SOCI 3421 Class, Power, and Inequality

LLAS 3220/HIST 3674 History of Latinos/as in the United States

LLAS/HRTS 3221/HIST 3575 Latinos/as and Human Rights

LLAS 3260/ WGSS 3260/COMM 3321 Latinas & Media

LLAS/POLS 3271 Immigration and Transborder Politics

LLAS 3525 Latino Sociology

LLAS/ HIST 3660W History of Migration in Las Americas

POLS 2622 State and Local Government

POLS 2998 (W) Political Issues

POLS 3202 (W) Comparative Political Parties and Electoral Systems

POLS 3203 Environmental Policy and Institutions

POLS 3612 Electoral Behavior

POLS 3613 (W) Congressional Elections

POLS 3615 (W) Electoral Realignment

POLS 3617 American Political Economy

POLS 3618 Politics of Inequality

POLS 3622 American Political Leadership

POLS 3625 Public Opinion

POLS 3627 Connecticut State and Municipal Politics

POLS/URBN 3632 (W) Urban Politics

POLS 3822 W Law and Popular Culture

POLS 3827 Politics of Crime and Justice

POLS 3842 Public Administration

POLS 3847 The Policy-making Process

POLS 3850 Politics and Ethics

POLS 3857 Politics, Society, and Education Policy

SOCI 2310 Introduction to Criminal Justice

SOCI 2501 (W) Sociology of Intolerance and Injustice

SOCI 2701 Sustainable Societies

SOCI 2709 (W) Society and Climate Change

SOCI 2841 (W) Public Opinion and Mass Communication

SOCI 3307 (W) Drugs and Society

SOCI 3315 (W) Juvenile Delinquency

SOCI 3425 Social Welfare and Social Work

SOCI 3429 (W) Sociological Perspectives on Poverty

SOCI 3451 Sociology of Health

SOCI 3457 (W) Sociology of Mental Illness

SOCI 3471 (W) Sociology of Education

SOCI 3507 Race and Reproduction

URBN 2000 (W) Introduction to Urban and Community Studies

URBN 3276 (W) Urban Problems

URBN 3632 (W) Urban Politics

WGSS 2263/HRTS 2263 Women, Gender & Violence

WGSS 2267 Women and Poverty

WGSS 3052/ POLS 3672 Women in Politics

WGSS 3247/POLS 3247 Gender & War

WGSS 3249/POLS 3249 Gender, Politics and Islam

WGSS 3254/ASLN 3254 Women and Gender in the Deaf World

WGSS 3255 (W) Sexual Citizenship

WGSS 3264 Gender in the Workplace

WGSS 3268/COMM 3450 Gender and Communication

WGSS 3317/SOCI 3317 Women and Crime

WGSS 3453/SOCI 3453 Women in Health

WGSS 3445/HRTS 3445 Economic Foundations of Gender Inequality

WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History

WGSS 3561/HIST 3561 History of Women & Gender in the U.S. to 1850

WGSS 3562/HIST 3562 History of Women & Gender in the U.S. 1850-present

WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History

WGSS 3621/SOCI 3621 Sociology of Sexualities

WGSS 3998/ECON 2498/HRTS 3298 Economics of Gender and Inequality

**Group C: Creating Social Justice, Equity and Freedom**

AASI 3220 Asian American Art and Visual Culture

AASI 3212 Asian American Literature

AFRA 3206 Black Experience in the Americas

AFRA 3213 (W) Eighteenth- and Nineteenth-Century African American Literature

AFRA 3215 Twentieth- and Twenty-First Century African American Literature

AFRA 3050 (W) African American Art

AFRA 3131 African-American Theatre

AFRA 3217 (W) Studies in African American Literature and Culture

AFRA 3568 Hip-Hop, Politics and Youth Culture in America

AFRA 3569 Slavery in Film

AFRA 3642 African-American Politics

AFRA 3647 Black Leadership and Civil Rights

AFRA 3652/ WGSS 3652/POLS 3652 Black Feminist Politics

AFRA/SOCI/HRTS 3825 African Americans and Social Protest

HRTS 3252 Corporate Social Impact and Responsibility

HRTS 3254 Business Solutions for Societal Challenges

HRTS 3256 (W) Politics and Human Rights in Global Supply Chains

HRTS 3257 Assessment for Human Rights and Sustainability

HRTS 3326 Global Health and Human Rights

HRTS 3430 Evaluating Human Rights Practices of Countries

HRTS 3475 Economic Development and Human Rights

HRTS 3575 Human Rights and Visual Culture

HRTS 3807 Constitutional Rights and Liberties

HRTS/SOCI 3831 Human Rights in the United States

HRTS/SOCI 3835 (W) Refugees and Humanitarianism

LLAS 2011W Introduction to Latino American Writing and Research

LLAS 2012 Latinos in CT: Writing for the Community

LLAS 3230/WGSS 3258  Latina Narrative

LLAS 3270/POLS 2662 Latino Political Behavior

POLS 3203 Environmental Policy and Institutions

POLS 3210 (W) Ethnic Conflict and Democracy in Comparative Perspective

POLS 3218 (W) Indigenous Peoples’ Politics and Rights

POLS 3426 Politics, Propaganda, and Cinema

POLS 3429 (W) Political Violence

POLS 3837 W Civil Rights and Legal Mobilization

SOCI 3821 (W) Social Movements and Social Change

WGSS 2255 (W) Sexualities, Activism, and Globalization

WGSS 3216/POLS 3216 Women in Political Development

WGSS 3269 Women’s Movements

WGSS 3609/ENGL 3069 Women’s Literature

WGSS 3611/ENGL 3611 Women’s Literature 1900 to Present

WGSS 3613/ENGL 3613 Introduction to LGBT Literature

WGSS 3998/ENGL 3629 Studies in Literature: Femme Fatales

WGSS 3998/MUSI 4995 Women in Music

**Group D: Service Learning/Internship**

AASI/AFRA/LLAS/WGSS 4100 Service Learning Seminar/Internship

In this interdisciplinary seminar, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and political advocacy. Student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice.

**Recommended Courses** (do not count toward minor)

AFRA 1100 Afrocentric Perspectives in the Arts

AMST 1201 Introduction to American Studies

HRTS 1007 Introduction to Human Rights

LLAS 1000 Introduction to Latina/o Studies

LLAS 1009 (W) Latino Literature, Culture and Society

LLAS 1190/HIST 1600 (W) Introduction to Latin America and the Caribbean

LLAS 1000 Introduction to Latina/o Studies

LLAS 1570 Migrant Workers in Connecticut

POLS 1002 Introduction to Political Theory

POLS 1602 (W) Introduction to American Politics

SOCI 1251(W) Social Problems

SOCI 1501 (W) Race, Class and Gender

URBN 1300 (W) Exploring Your Community

WGSS 1104 Feminisms and the Arts

WGSS 1105 Gender and Sexuality in Everyday Life

WGSS 1121 Women in History

**Justification**

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

* **Explain the formation of social identities related to race/ethnicity, gender and sexuality, economic class, institutional barriers, immigration, and other aspects of our society.** (Group A)
* **Illustrate how inequality works as both systemic and persistent in historical processes and social and economic structures in society rather than merely as a matter of prejudice and misunderstanding.** (Group B)
* **Demonstrate how varied groups of activists and organizers have worked to democratize society as well as actualize the principles of citizenship and freedom.** (Group C)
* **Apply knowledge through practical skills to resolve contemporary issues that impede the realization of social justice and equity in our society.** (Group D)

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

**The course distribution in the four groups requires students to examine identity formations (A); structures of inequality (B); efforts to create social justice (C); and practical avenues to social justice organizing (D). A list of recommended courses (not included in credits toward the minor) offers students related 1000-level, introductory courses.**

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor. **As an interdisciplinary minor, it is exempted from the one department, one minor rule.**

4. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

**Africana Studies**

Department Curriculum Committee: August 30, 2017

Department Faculty: August 30, 2017

**Asian & Asian American Studies**

Department Curriculum Committee: September 13, 2017

Department Faculty: September 13, 2017

**Latina/o, Caribbean & Latin American Studies**

Department Curriculum Committee: September 25, 2017

Department Faculty: September 25, 2017

**Women, Gender & Sexuality Studies**

Department Curriculum Committee:  September 25, 2017

Department Faculty: September 25, 2017

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

**Melina Pappademos, 6-3630, melina.pappademos**[**@uconn.edu**](mailto:mark.velazquez@uconn.edu)

**Plan of Study**

\*Attached

**Minor in Social Justice Organizing**

**Plan of Study**

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

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

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

This minor provides interdisciplinary classroom instruction in the theories, histories and formation of social identities, structural inequalities, and movements to foster social justice and equity in the United States. Students learn valuable practical experience and skills in social justice community organizing through a supervised internship.

What skills and knowledge will students gain from the minor?

* Explain the formation of social identities related to race/ethnicity, gender and sexuality, economic class, institutional barriers, immigration, and other aspects of our society.

(Group A)

* Illustrate how inequality works as a persistent part of historical and structural inequalities rather than merely as a matter of prejudice and misunderstanding. (Group B)
* Demonstrate how varied groups of activists and organizers have worked to democratize society as well as actualize the principles of citizenship and freedom. (Group C)
* Apply knowledge through practical skills to resolve contemporary issues that impede the social justice and equity. (Group D)

Fifteen credits at the 2000-level or above are required from the following groups.

* 3 credits must be taken from **Group A: Identities, Intersections, and Categories of Analysis;**
* 3 credits must be taken from **Group B: State Structures and Systems of Inequality and Control**;
* 6 credits must be taken from **Group C: Creating Social Justice, Equity and Freedom**;
* 3 credits must be taken from **Group D: Service Learning/Internship**

\*Please note that more than six credits may not be taken in one department

**Group A: Identities, Intersections, and Categories of Analysis**

            AASI 3201 Introduction to Asian American Studies

            AASI/SOCI 3222 Asian Indian Women: Activism & Social Change in India and the US

AASI/SOCI 3221 Sociological Perspectives on Asian American Women

AASI 3473 Asian-Pacific American Families

AFRA 2211 Introduction to Africana Studies

AFRA 3106 Black Psychology

            AFRA 3152 Race, Ethnicity, and Nationalism

            HDFS 3110 Social and Community Influence on Children in the United States

HDFS 3250 Disabilities: A Lifespan Perspective

HDFS 3261 Men and Masculinity: A Social Psychological Perspective

HDFS 3277 Issues in Human Sexuality

            HRTS 3042 Theories of Human Rights

HRTS 3212 Comparative Perspectives on Human Rights

HRTS 3220 (W) Philosophical Foundations of Human Rights

LLAS 3210 Contemporary Issues in Latino Studies

            LLAS/ANTH 3241 Latin American Minorities in the U.S.

LLAS 3251 Latinos: Sexuality and Gender

            LLAS/POLS 3667 Puerto Rican Politics and Culture

            POLS 3012 (W) Modern Political Theory

POLS 3017 Contemporary Political Theory

POLS 3032 American Political Thought and Ideology

POLS 3062 (W) Democratic Theory

POLS 3072 Political Protest and Ideology

POLS 3082 Critical Race Theory as Political Theory

PHIL 2217 Social and Political Philosophy

PHIL 3216 Environmental Ethics

PHIL 3218 Feminist Theory

SOCI 2503 (W) Prejudice and Discrimination

SOCI 2509 (W) Sociology of Anti-Semitism

SOCI/HEJS 3511 W American Jewry

WGSS 2250 Critical Approaches to Women’s, Gender & Sexuality Studies

            WGSS 3102/PSYC 3102 Psychology of Women

WGSS 3257 (W) Feminist Disability Studies

            WGSS 3270 (W) Masculinities

**Group B: State Structures and Systems of Inequality and Control**

            AASI 3531 Japanese Americans and WWII

AASI 3578 Asian American Experience Since 1850

AASI/LLAS 3875 Asian Diasporas in the Americas

AFRA 2211 Introduction to Africana Studies

AFRA 3033 Race and Policy

AFRA/SOCI 3501 Ethnicity and Race

AFRA 3505/SOCI/HRTS White Racism

AFRA 3563 African American History to 1865

AFRA 3564 African American History Since 1865

AFRA 3618 Comparative Slavery in the Americas

AMST/ENGL 2XXX: Capitalism, Literature, and Culture

ANTH 3027 Contemporary Native Americans

ECON 2444 Women and Minorities in the Labor Market

ECON 2445 Economic Foundations of Gender Inequality

ECON 2456 Economics of Poverty

HDFS 3420 Abuse and Violence in Families

HDFS 3421 Low Income Families

HDFS 3520 Legal Aspects of Family Life

HDFS 3530 Public Policy and the Family

HDFS 3540 (W) Child Welfare, Law and Social Policy

HDFS 3550 Comparative Family Policy

HRTS 3201 The History of Human Rights

HRTS/SOCI 3421 Class, Power, and Inequality

LLAS 3220/HIST 3674 History of Latinos/as in the United States

LLAS/HRTS 3221/HIST 3575 Latinos/as and Human Rights

LLAS 3260/ WGSS 3260/COMM 3321 Latinas & Media

LLAS/POLS 3271 Immigration and Transborder Politics

LLAS 3525 Latino Sociology

LLAS/ HIST 3660W History of Migration in Las Americas

POLS 2622 State and Local Government

POLS 2998 (W) Political Issues

POLS 3202 (W) Comparative Political Parties and Electoral Systems

POLS 3203 Environmental Policy and Institutions

POLS 3612 Electoral Behavior

POLS 3613 (W) Congressional Elections

POLS 3615 (W) Electoral Realignment

POLS 3617 American Political Economy

POLS 3618 Politics of Inequality

POLS 3622 American Political Leadership

POLS 3625 Public Opinion

POLS 3627 Connecticut State and Municipal Politics

POLS/URBN 3632 (W) Urban Politics

POLS 3822 W Law and Popular Culture

POLS 3827 Politics of Crime and Justice

POLS 3842 Public Administration

POLS 3847 The Policy-making Process

POLS 3850 Politics and Ethics

POLS 3857 Politics, Society, and Education Policy

SOCI 2310 Introduction to Criminal Justice

SOCI 2501 (W) Sociology of Intolerance and Injustice

SOCI 2701 Sustainable Societies

SOCI 2709 (W) Society and Climate Change

SOCI 2841 (W) Public Opinion and Mass Communication

SOCI 3307 (W) Drugs and Society

SOCI 3315 (W) Juvenile Delinquency

SOCI 3425 Social Welfare and Social Work

SOCI 3429 (W) Sociological Perspectives on Poverty

SOCI 3451 Sociology of Health

SOCI 3457 (W) Sociology of Mental Illness

SOCI 3471 (W) Sociology of Education

SOCI 3507 Race and Reproduction

URBN 2000 (W) Introduction to Urban and Community Studies

URBN 3276 (W) Urban Problems

URBN 3632 (W) Urban Politics

WGSS 2263/HRTS 2263 Women, Gender & Violence

WGSS 2267 Women and Poverty

WGSS 3052/ POLS 3672 Women in Politics

WGSS 3247/POLS 3247 Gender & War

WGSS 3249/POLS 3249 Gender, Politics and Islam

WGSS 3254/ASLN 3254 Women and Gender in the Deaf World

WGSS 3255 (W) Sexual Citizenship

WGSS 3264 Gender in the Workplace

WGSS 3268/COMM 3450 Gender and Communication

WGSS 3317/SOCI 3317 Women and Crime

WGSS 3453/SOCI 3453 Women in Health

WGSS 3445/HRTS 3445 Economic Foundations of Gender Inequality

WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History

WGSS 3561/HIST 3561 History of Women & Gender in the U.S. to 1850

WGSS 3562/HIST 3562 History of Women & Gender in the U.S. 1850-present

WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History

WGSS 3621/SOCI 3621 Sociology of Sexualities

WGSS 3998/ECON 2498/HRTS 3298 Economics of Gender and Inequality

**Group C: Creating Social Justice, Equity and Freedom**

            AASI 3220 Asian American Art and Visual Culture

AASI 3212 Asian American Literature

AFRA 3206 Black Experience in the Americas

            AFRA 3213 (W) Eighteenth- and Nineteenth-Century African American Literature

AFRA 3215 Twentieth- and Twenty-First Century African American Literature

            AFRA 3050 (W) African American Art

            AFRA 3131 African-American Theatre

            AFRA 3217 (W) Studies in African American Literature and Culture

            AFRA 3568 Hip-Hop, Politics and Youth Culture in America

AFRA 3569 Slavery in Film

AFRA 3642 African-American Politics

AFRA 3647 Black Leadership and Civil Rights

AFRA 3652/ WGSS 3652/POLS 3652 Black Feminist Politics

AFRA/SOCI/HRTS 3825 African Americans and Social Protest

HRTS 3252 Corporate Social Impact and Responsibility

HRTS 3254 Business Solutions for Societal Challenges

HRTS 3256 (W) Politics and Human Rights in Global Supply Chains

HRTS 3257 Assessment for Human Rights and Sustainability

HRTS 3326 Global Health and Human Rights

HRTS 3430 Evaluating Human Rights Practices of Countries

HRTS 3475 Economic Development and Human Rights

HRTS 3575 Human Rights and Visual Culture

HRTS 3807 Constitutional Rights and Liberties

HRTS/SOCI 3831 Human Rights in the United States

HRTS/SOCI 3835 (W) Refugees and Humanitarianism

LLAS 2011W Introduction to Latino American Writing and Research

LLAS 2012 Latinos in CT: Writing for the Community

LLAS 3230/WGSS 3258  Latina Narrative

LLAS 3270/POLS 2662 Latino Political Behavior

POLS 3203 Environmental Policy and Institutions

POLS 3210 (W) Ethnic Conflict and Democracy in Comparative Perspective

POLS 3218 (W) Indigenous Peoples’ Politics and Rights

POLS 3426 Politics, Propaganda, and Cinema

POLS 3429 (W) Political Violence

POLS 3837 W Civil Rights and Legal Mobilization

SOCI 3821 (W) Social Movements and Social Change

WGSS 2255 (W) Sexualities, Activism, and Globalization

WGSS 3216/POLS 3216 Women in Political Development

WGSS 3269 Women’s Movements

WGSS 3609/ENGL 3069 Women’s Literature

WGSS 3611/ENGL 3611 Women’s Literature 1900 to Present

WGSS 3613/ENGL 3613 Introduction to LGBT Literature

WGSS 3998/ENGL 3629 Studies in Literature: Femme Fatales

WGSS 3998/MUSI 4995 Women in Music

**Group D: Service Learning/Internship**

            AASI/AFRA/LLAS/WGSS 4XXX Service Learning Seminar/Internship

In this interdisciplinary seminar, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and political advocacy. Student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice.

**Recommended Courses** (do not count for minor)

AFRA 1100 Afrocentric Perspectives in the Arts

AMST 1201 Introduction to American Studies

HRTS 1007 Introduction to Human Rights

LLAS 1000 Introduction to Latina/o Studies

LLAS 1009 (W) Latino Literature, Culture and Society

LLAS 1190/HIST 1600 (W) Introduction to Latin America and the Caribbean

LLAS 1000 Introduction to Latina/o Studies

LLAS 1570 Migrant Workers in Connecticut

POLS 1002 Introduction to Political Theory

POLS 1602 (W) Introduction to American Politics

SOCI 1251(W) Social Problems

SOCI 1501 (W) Race, Class and Gender

URBN 1300 (W) Exploring Your Community

WGSS 1104 Feminisms and the Arts

WGSS 1105 Gender and Sexuality in Everyday Life

WGSS 1121 Women in History

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve the above program for the Social Justice Organizing Minor

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Institute of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

                                              Minor Advisor

## 2018-23 ECON 3315 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5606 |
| **Request Proposer** | Langlois |
| **Course Title** | Financial Econometrics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Financial Econometrics |
| **Course Number** | 3315 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q; STAT 1000Q or STAT 1100Q. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 3315. Financial Econometrics Three credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q; STAT 1000Q or STAT 1100Q. Introduction to the mathematics of finance. Theoretical reasoning (proofs), modeling, useful simplifying approximations, and computing. Students will write basic programs in R. |
| **Reason for the course action** | This advanced undergraduate course will be taught in conjunction with a companion course (ECON 5315) that is part of our developing Master of Science program in Quantitative Economics. It complements our new course in finance theory (ECON 3413). We have hired a number of new faculty active in this area, and student demand is high for courses on financial economics. |
| **Specify effect on other departments and overlap with existing courses** | ECON has consulted with MATH, who have no objections. FNCE does not have similar courses. |
| **Please provide a brief description of course goals and learning objectives** | Learning Goals -- understand the role of risk-neutral pricing -- gain practice developing and analyzing simple mathematical finance models -- learn and master some of the basic tools and techniques of mathematical finance |
| **Describe course assessments** | Three exams (30%), quizzes (40%) and problem sets (30%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Financial Econometrics.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/106516) | Financial Econometrics.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 12/08/2017 - 14:48 | Submit |  | Approved by Undergraduate Committee and Department 12/14/17 | | Economics | Richard N Langlois | 01/05/2018 - 07:19 | Approve | 12/14/2017 | Approved by Undergraduate Committee and Department 12/14/17 | |

Econ 5495/3498

Financial Econometrics

Fall 2017

Instructor: Professor Kao, 309D Oak Hall, 486-4669, email: chih-hw[a.k](mailto:kao@uconn.edu)[ao@uconn.edu](mailto:ao@uconn.edu)

Time and Location: LH 305, TTh 9:30-10:45

Office Hours: MW 3-4

TA: TBA

Office Hours: TBA

Course Description

Introduction to the mathematics of finance. This is a masters and advanced undergraduate level class. It uses the full range of mathematical tools, including theoretical reasoning (proofs), modeling, useful simplifying approximations, and computing. Students will write basic programs in R.

Prerequisite: Solid backgrounds in calculus and probability/statistics.

Computing

The assignments will require some lightweight computing in R. Previous experience with R specifically is not needed. The R package is available as a free download. Students will learn the R they need, often through provided code templates, as the course progresses.

Learning Goals

understand the role of risk neutral pricing

gain practice developing and analyzing simple mathematical finance models

learn and master some of the basic tools and techniques of mathematical finance

Reading List

The main references used in the course are

(S1) Shreve, S. (2004a), *Stochastic Calculus for Finance I: The Binomial Asset Pricing Model*, Springer.

(S2) Shreve, S. (2004b), *Stochastic Calculus for Finance II: Continuous-Time Model*, Springer.

Grading: There will be three exams (30%), quizzes (40%) and problem sets (30%).

Courseware: We will be using PIAZZA where we will make all course announcements, assign homework and readings, post homework assignments, lecture slides, exam practice problems, and solutions throughout the semester. Piazza is also the best place to ask any question you have about course material or logistics.

Attendance: If you miss a class, it is your responsibility to obtain a copy of the lecture notes for that class from another student. You are also responsible for any announcements about changes to the schedule/requirements/policies. Please do not take this course if you cannot arrive on time every day.

Course Outline

1. The Binomial Pricing Model: S1, Chapter 1

2. Probability Theory: S1, Chapter 2

3. American Derivative Securities: S1, Chapter 4

4. State Prices: S1, Chapter 3.

5. Interest-Rate Dependent Assets: S1, Chapter 6;

6. Brownian Motion: S2, Chapter 3

7. Stochastic Calculus: S2, Chapter 4

8. Risk-Neutral Pricing: S2, Chapter 5

Installing R and RStudio

First, download and install R from [http://cran.r-project.org/.](http://cran.r-project.org/) Second, download and install RStudio by visiting <http://rstudio.org/download/desktop> and clicking the link listed under “Recommended for Your System.”

Cell Phones. Cell phones should be put away during class.

Policy Against Discrimination, Harassment and Related Interpersonal Violence and the Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities: <http://provost.uconn.edu/syllabi-references/>

## 2018-24 ECON 5315 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5629 |
| **Request Proposer** | Langlois |
| **Course Title** | Financial Econometrics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Financial Econometrics |
| **Course Number** | 5315 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course is part of our new Masters of Science in Quantitative Economics. That is only at Storrs at the moment, though there is some possibility of expanding to Stamford in the future. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 5315. Financial Econometrics  Three credits. May be taught with ECON 3315. Introduction to the mathematics of finance. Theoretical reasoning (proofs), modeling, useful simplifying approximations, and computing. Students will write basic programs in R. |
| **Reason for the course action** | This course is part of our developing Master of Science program in Quantitative Economics. The course will be co-taught with the undergraduate version, ECON 3315. We have hired a number of new faculty active in this area, and student demand is high for courses on financial economics. |
| **Specify effect on other departments and overlap with existing courses** | ECON has consulted with MATH, which has no objections. FNCE does not have similar courses. |
| **Please provide a brief description of course goals and learning objectives** | Learning Goals -- understand the role of risk-neutral pricing -- gain practice developing and analyzing simple mathematical finance models -- learn and master some of the basic tools and techniques of mathematical finance |
| **Describe course assessments** | Three exams (30%), quizzes (40%) and problem sets (30%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Financial Econometrics.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/106632) | Financial Econometrics.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 12/11/2017 - 12:31 | Submit |  | Approved by Graduate committee and department 12/14/17 | | Economics | Richard N Langlois | 01/05/2018 - 07:20 | Approve | 12/14/2017 | Approved by Undergraduate Committee and Department 12/14/17 | |

Econ 5495/3498

Financial Econometrics

Fall 2017

Instructor: Professor Kao, 309D Oak Hall, 486-4669, email: chih-hw[a.k](mailto:kao@uconn.edu)[ao@uconn.edu](mailto:ao@uconn.edu)

Time and Location: LH 305, TTh 9:30-10:45

Office Hours: MW 3-4

TA: TBA

Office Hours: TBA

Course Description

Introduction to the mathematics of finance. This is a masters and advanced undergraduate level class. It uses the full range of mathematical tools, including theoretical reasoning (proofs), modeling, useful simplifying approximations, and computing. Students will write basic programs in R.

Prerequisite: Solid backgrounds in calculus and probability/statistics.

Computing

The assignments will require some lightweight computing in R. Previous experience with R specifically is not needed. The R package is available as a free download. Students will learn the R they need, often through provided code templates, as the course progresses.

Learning Goals

understand the role of risk neutral pricing

gain practice developing and analyzing simple mathematical finance models

learn and master some of the basic tools and techniques of mathematical finance

Reading List

The main references used in the course are

(S1) Shreve, S. (2004a), *Stochastic Calculus for Finance I: The Binomial Asset Pricing Model*, Springer.

(S2) Shreve, S. (2004b), *Stochastic Calculus for Finance II: Continuous-Time Model*, Springer.

Grading: There will be three exams (30%), quizzes (40%) and problem sets (30%).

Courseware: We will be using PIAZZA where we will make all course announcements, assign homework and readings, post homework assignments, lecture slides, exam practice problems, and solutions throughout the semester. Piazza is also the best place to ask any question you have about course material or logistics.

Attendance: If you miss a class, it is your responsibility to obtain a copy of the lecture notes for that class from another student. You are also responsible for any announcements about changes to the schedule/requirements/policies. Please do not take this course if you cannot arrive on time every day.

Course Outline

1. The Binomial Pricing Model: S1, Chapter 1

2. Probability Theory: S1, Chapter 2

3. American Derivative Securities: S1, Chapter 4

4. State Prices: S1, Chapter 3.

5. Interest-Rate Dependent Assets: S1, Chapter 6;

6. Brownian Motion: S2, Chapter 3

7. Stochastic Calculus: S2, Chapter 4

8. Risk-Neutral Pricing: S2, Chapter 5

Installing R and RStudio

First, download and install R from [http://cran.r-project.org/.](http://cran.r-project.org/) Second, download and install RStudio by visiting <http://rstudio.org/download/desktop> and clicking the link listed under “Recommended for Your System.”

Cell Phones. Cell phones should be put away during class.

Policy Against Discrimination, Harassment and Related Interpersonal Violence and the Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities: <http://provost.uconn.edu/syllabi-references/>

## 2018-25 ECON 5326 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5670 |
| **Request Proposer** | Ray |
| **Course Title** | Operations Research for Economics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Operations Research for Economics |
| **Course Number** | 5326 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Subhash C Ray |
| **Initiator Department** | Economics |
| **Initiator NetId** | scr02002 |
| **Initiator Email** | [subhash.ray@uconn.edu](mailto:subhash.ray@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, Lab, and Project |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Senior,Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Students in the MSQE program will have priority for enrollment. |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course is designed for the MSQE program which is currently offered at Storrs only. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 5326. Operations Research for Economics. Three credits. Use of Mathematical programming for optimization of input output mixes, of delivery routes, of communication networks and for performance evaluation based on economic theory of producer behavior. |
| **Reason for the course action** | This is an elective course designed for the newly introduced Master of Science in Quantitative Economics (MSQE) program. |
| **Specify effect on other departments and overlap with existing courses** | Within the department it is an advance graduate level course that enhances both the depth and the coverage of an existing undergraduate course (ECON 2326). With its clear link with economic theory, this course stands apart from other courses on business decision analysis offered in the school of business. |
| **Please provide a brief description of course goals and learning objectives** | In this course students will learn (for any decision making problem) • How to identify the choice variables (the values of which a decision maker can select), the constraints on these choices, and the objective function that is to be maximized (like profit) or minimized (like cost); • How to set up the decision making problem mathematically; • How to solve simple decision making problems geometrically; • How to program and solve the algebraic problem on Excel Solver; • How to interpret the results obtained from the optimal solution of the problem on Excel. • How to evaluate the performance of a decision making unit relative to its peers. |
| **Describe course assessments** | Overall evaluation for the course will be based on the following with weights as shown: Midterm: 30% Final: 45% Individual Student Project: 25% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ 5326 Operations Research.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/106695) | Econ 5326 Operations Research.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Subhash C Ray | 12/12/2017 - 10:54 | Submit |  | None | | Economics | Richard N Langlois | 01/05/2018 - 10:47 | Approve | 12/14/2017 | Approved by Graduate Committee and Department December 14, 2017 | |

**Econ 5326 Operations Research**

**Fall 2018**

**Instructor: Subhash Ray**

**Office: OAK 324 Phone: 4863967**

**e-mail:subhash.ray@uconn.edu**

This course covers topics related to resource allocation decisions in complex organizations (like manufacturing firms, public service agencies, the military, or the civilian government) often consisting of nearly autonomous sub-units with competing (and sometimes conflicting) goals. The topics covered in the course show how the decision making problems can be formulated as standard mathematical optimization problems that can be solved using relevant data in Excel. A significant component of this course is the interface between Neoclassical Production Economics and Operations Research for performance evaluation by benchmarking.

**Course Objectives**

In this course you will learn (for any decision making problem)

* How to identify the choice variables (the values of which a decision maker can select), the constraints on these choices, and the objective function that is to be maximized (like profit) or minimized (like cost);
* How to set up the decision making problem mathematically;
* How to solve simple decision making problems geometrically;
* How to program and solve the algebraic problem on Excel Solver;
* How to interpret the results obtained from the optimal solution of the problem on Excel.
* How to evaluate the performance of a decision making unit relative to its peers.

It needs to be emphasized that learning how to formulate the appropriate optimization problem is in many ways more important than mastering the mechanics of the Excel Solver.

**Text Books:**

The required textbooks for this course are

Ragsdale: *Spreadsheet Modeling and Decision Analysis* (8th Ed)

Ray,S.C. *Data Envelopment Analysis: Theory and Techniques for Economics and*

*Operations Research*

Note: Lectures will follow the textbook only broadly and not line by line. Additional materials covered in class will be posted on the course web site on Husky CT.

**Prerequisites**:

Econ 5201 and Econ 5301 or their equivalent.Also, some familiarity with EXCEL is presumed.

While much of the empirical work will be done using the Solver Add-in on MS Excel, significant amount of numerical computation will be needed to answer questions in homework and exams. Anyone who cannot solve 2 equations in 2 unknowns should not take this course.

**Homework:**

Homework problems will be assigned for practice periodically covering topics from the different chapters. Although they will not count toward the course grade, solving the homework problems is essential for learning the material covered in the course.

**Project**

Every student will be required to complete a DEA project evaluating the productive performance of individual units within a homogeneous group (e.g. different school districts in the state, commercial banks in a country, municipal governments in a state).

**Office Hours**

I shall be available for office hours in my office at OAK 324 on **Tuesdays and Thursdays between 3:30 to 4:30 pm** on a weekly basis or at some mutually convenient time by appointment (not on a weekly basis).

**Computer Software**

All computational work in this course will be done using MS Excel, which will be used extensively throughout this course. Necessary instructions for using Excel will be given in class. Additional help will be available from the GA.

**Grading**

Apart from a Midterm and a Final exam, there will be **three** in class quizzes. The **best two** of the three quizzes will count. The quizzes, midterm, and final exams will typically require some computer work to be completed in class during the exam which will be sent to me by e-mail and other answers to be written on paper in a blue book.

Overall evaluation for the course will be based on the following with weights as shown:

**Midterm: 30%**

**Final: 45%**

**Individual Student Project: 25%**

There will be no makeup quizzes or exams (except for documented emergencies).

No accommodations can be made for travel plans already made.

**ACADEMIC INTEGRITY**

Academic dishonesty of any form is in violation of the University of Connecticut Student Code will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. The policy of this course is one “zero” tolerance. With the first occurrence of plagiarism, the student earns an “F” for the assignment or exam. With the second occurrence, the student receives an “F” for the course and could be suspended or expelled from the University. Please see the Student Code at <http://www.community.uconn.edu/academic_integrity_students_faq.html> for more details and a full explanation of the Academic Misconduct policies.

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**  
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

**CLASSROOM BEHAVIOR**

Please contribute to a positive learning environment. Students are expected to treat each other and the instructor with courtesy and respect. Please no coming and going during class. You are expected to remain seated until the end of the class (personal illness excepted). If there is a valid reason why you might have to leave the classroom before the lecture is over, please notify the instructor at the beginning of the class before the lecture begins. All cell phone use is prohibited. That means no text messaging and/or browsing. Cell phones should be off or set to silent. The use of the computers in class is for taking notes and complete course-related tasks, and not for surfing the Internet or for viewing entertainment. Web surfing during lectures will be considered negative class participation and will be penalized. Audio and video recording is not permitted.

Learning in this course is cumulative; that is, each topic builds on the previous one. As a result, attendance is extremely important. While daily attendance is not a *formal requirement* it should be remembered that all materials covered in class (whether or not posted on Husky CT) will be covered in exams.

Note:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Center for Students with Disabilities (860-486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Tentative Course Outline:**

1. Linear Programming(LP) formulation of a decision making problem
2. Geometric Solution of simple LP problems
3. Solving LP problems using the Excel Solver:

Product-mix Problem; Investment Portfolio Choice; Transportation; Diet/Blending Problem; Multi period Cash Flow; Production and Inventory Planning

1. Duality in Linear Programming and Sensitivity Analysis
2. Network Problems:

Transshipment; Shortest Route Planning; Maximum Flow Problem

1. Integer Programming:

Branch and Bound Method; Employee Scheduling; Capital Budgeting; Fixed Charge Problem; Assignment Problem; Contract Award

1. Goal Programming and Multi Objective Linear programming
2. Benchmarking for Performance evaluation:

Data Envelopment Analysis (DEA)

1. Measuring Technical Efficiency: Output and Input oriented Measures
2. Cost and profit Efficiency
3. Performance Evaluation with Undesirable Outputs: Pollution

## 2018-26 HRTS 3050 Add Course

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5928 |
| **Request Proposer** | Libal |
| **Course Title** | Approaches to Human Rights Advocacy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Rights > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Approaches to Human Rights Advocacy |
| **Course Number** | 3050 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kathryn R Libal |
| **Initiator Department** | Social Work Instruct and Rsrch |
| **Initiator NetId** | krl04002 |
| **Initiator Email** | [kathryn.libal@uconn.edu](mailto:kathryn.libal@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussions, small group work in one, two or three day a week formats depending on instructor preference. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The course requires faculty expertise not generally held on the other campuses and HRI does not have resources to pay adjuncts who may be able to offer the course on other campuses to do so. In Summer 2019 the course may be offered for the first time in an online format, which would make it accessible to students on regional campuses during summer semester. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HRTS 3050 Approaches to Human Rights Advocacy Three credits. International and domestic non-governmental organizations in human rights advocacy and campaigns. |
| **Reason for the course action** | The course will contribute to our Core A category for Laws and Institutions, focusing on the institutional form of the non-governmental organization (NGO) and modes of human rights advocacy and campaigning at domestic and international levels. No course in the human rights curriculum examines the role of NGOs and civil society at multiple scales and in varied regions as key players in human rights campaigns. The course draws upon interdisciplinary readings that further deepen students' engagement with varied genres of scholarly writing on human rights and provides an opportunity for students to critically assess the work of an NGO working on a human rights issue of particular interest. No adverse effects are expected in terms of enrollments in other classes on the major/minor. |
| **Specify effect on other departments and overlap with existing courses** | This course does not overlap with offerings in other departments, such as Political Science, Sociology, or Anthropology and no adverse effects are expected. It is one of the few courses on our major/minor roster for Core A classes that is not cross-listed. As a core course, it serves a vital function of providing much needed seats to a growing major. |
| **Please provide a brief description of course goals and learning objectives** | This course focuses on the history and contemporary politics and practices of human rights advocacy with a focus on the work of national and international human rights non-governmental organizations (NGOs). We consider the meaning and role of civil society actors in pressing for recognition, protection, and fulfillment of human rights, examining the relationship between transnational human rights mobilization and domestic human rights advocacy (localization practices). We draw upon an interdisciplinary perspective and human rights-based practitioner perspectives throughout the course, examining how NGOs and coalitions operate through some major campaigns addressing the rights of migrants and refugees, torture, women’s rights, global poverty and inequality, and economic and social rights such as the right to adequate food, water, sanitation, and housing. At the end of the semester students should be able to: • Assess the role of international and domestic NGOs as agents in securing human rights; • Consider the synergies and differences between domestic and international human rights advocacy; • Evaluate the role and effectiveness of international NGOs in fostering advances in human rights conceptualization and practice at the United Nations and in regional bodies; • Discuss the strengths and weaknesses of NGO advocacy at varied scales or levels in human rights mobilization; • Understand the varied tactics and methods of NGO advocacy, including formal UN human rights treaty monitoring, engagement on behalf of complainants in quasi-judicial or judicial processes; grassroots organizing and campaigning; and direct lobbying of governments or third party actors such as multinational corporations; • Develop a critical awareness of the structures, models, modes of engagement, and foci of campaigning of international and domestic professional and grassroots NGOs. |
| **Describe course assessments** | Course assessments include class participation; composing seminar questions and response paragraphs to readings; weekly small group presentations on key NGOs examined in the latter part of the course (one small group in turn each week); take home mid-term essay; and final paper analysis of an NGO of student choice with corresponding class presentation. Students are required to read approximately 3-4 academic articles or chapters a week from a range of scholarly journals, as well as assigned human rights documents or reports. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Approaches to HR Advocacy syllabus 2018.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108499) | Approaches to HR Advocacy syllabus 2018.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kathryn R Libal | 01/09/2018 - 18:55 | Submit |  | Sam, I wasn't sure whether or not to put Spring 2018 or Summer 2018 as the proposed term and year. I will send the syllabus to Sociology and cc Undergrad Curriculum Representative from Sociology (Liz Holzer) on that email. The HRI Curriculum Committee approved the course being added to the curriculum as a course under category Core A on November 2, 2017. | | Human Rights | Samuel M Martinez | 01/09/2018 - 20:00 | Approve | 11/2/2017 | approved by HRTS ugrad curriculum committee on 2 Nov 2017 | |

**HRTS 3298 Variable Topics**

**Approaches to Human Rights Advocacy**

**Spring 2018**

**INSTRUCTOR:** Dr. Kathryn Libal, Human Rights and Social Work

**CONTACT:** [kathryn.libal@uconn.edu](mailto:kathryn.libal@uconn.edu) and 860-486-6061

**OFFICE HOURS:** Tuesdays and Thursdays, 2:00 – 3:00 pm and by appointment

**COURSE RATIONALE:**

The idea of human rights has become a powerful language to challenge injustice and oppression at national and international levels. This course focuses on the history and contemporary politics and practices of human rights advocacy with a focus on the work of national and international human rights non-governmental organizations (NGOs). We consider the meaning and role of civil society actors in pressing for recognition, protection, and fulfillment of human rights, examining the relationship between transnational human rights mobilization and domestic human rights advocacy (localization practices). We examine specific tactics of NGOs and civil society activists; challenges and prospects of coalition building; and how such actors have successfully pressed for the development of new human rights norms and practices through their efforts. We draw upon an interdisciplinary perspective and human rights-based practitioner perspectives throughout the course, examining how NGOs and coalitions operate through some major campaigns addressing the rights of migrants and refugees, torture, women’s rights, global poverty and inequality, and economic and social rights such as the right to adequate food, water, sanitation, and housing. We examine such human rights concerns through analysis of the work of several prominent international human rights NGOs and through independent group research on grassroots NGOs working in coalition with more established, elite NGO actors. This course is offered in a seminar format so that we can collectively focus on specific cases or lessons learned from recent NGO-led human rights campaigns in the United States and other countries.

**COURSE OBJECTIVES:**

**At the end of the course, students will be able to:**

* Assess the role of international and domestic NGOs as agents in securing human rights;
* Consider the synergies and differences between domestic and international human rights advocacy;
* Evaluate the role and effectiveness of international NGOs in fostering advances in human rights conceptualization and practice at the United Nations and in regional bodies;
* Discuss the strengths and weaknesses of NGO advocacy at varied scales or levels in human rights mobilization;
* Understand the varied tactics and methods of NGO advocacy, including formal UN human rights treaty monitoring, engagement on behalf of complainants in quasi-judicial or judicial processes; grassroots organizing and campaigning; and direct lobbying of governments or third party actors such as multinational corporations;
* Develop a critical awareness of the structures, models, modes of engagement, and foci of campaigning of international and domestic professional and grassroots NGOs.

**TEXTS:**

* Fox. R. C. (2015). *Doctors Without Borders: Humanitarian Quests, Impossible Dreams of Médicins Sans Frontières.* Baltimore, MD: Johns Hopkins University Press
* Welch Jr., C. E. (Ed.) (2000). *NGOs and Human Rights: Promise and Performance*. Philadelphia, PA: University of Pennsylvania Press.

**ASSIGNMENTS:**

**Discussion Questions/In-class Freewrites on Readings** (20%)

To allow us to have richer discussions during class, every other week, I will ask you to submit one discussion question and a typed *paragraph* synthesizing the key points that you took away from the readings and any critiques or critical comments you may want to share. Half the students in class will submit in one week and the other half in the next week. You will each submit a question and paragraph reading response six times in the semester.

**Group Presentations on Human Rights NGOs and PowerPoint** (10%)

In the second half of the semester students will make short small group presentations (15 minutes). The presentations will provide an opportunity to critically examine two human rights organizations that are the focus for the week, offering to the class a brief snapshot of the organizations’ history, mission, approaches to human rights work, including an outline of the role of human rights reporting on the worldwide web as part of their advocacy work. Additional guidelines for the presentations will be provided mid-semester and we will practice doing such analysis with several NGOs in the first half of the semester.

**Take-Home Essay** (25%):

A mid-term take-home essay will be assigned in which you will do a critical analysis of genres of human rights reporting based on a portfolio of documents provided on HuskyCT. You will have one week to write your essay and will upload the essay into Safe Assign. No additional research is needed for the assignment – just your critical engagement with the portfolio and essay topic. Essays will be between four to five double-spaced typed pages, excluding references.

**Final Human Rights NGO Profile and Advocacy Approach Assessment** (35%)

Each student will write a final paper project profiling the work of a domestic or international human rights NGO engaged in human rights advocacy at the United Nations, a regional human rights body, or a domestic governmental body. You should choose an organization that we do not address centrally in our weekly sessions. You will research and analyze the work of the NGO through its web-based presence and other documentation (including shadow reports to the UN or other bodies, domestic human rights reports, media, etc.). Your papers should include:

1. A brief description or overview of the NGO’s mission and focus of its work
2. The human rights concerns that it addresses
3. Its history and current priorities
4. Sources of funding
5. How it defines advocacy, targets of advocacy, and how it portrays “success” in its work
6. Approaches to advocacy, reporting, research, and dissemination of its work.

Papers will be approximately seven to eight double-spaced, typed pages in length (excluding references). Additional guidelines, including benchmarks for identifying your NGO, sources, etc. will be provided in Week 3 of the course. You will also have time to “workshop” and develop your ideas related to research into the organization’s advocacy efforts at different geographic scales in small groups in the second part of the semester.

**Classroom Participation** (10%)

Assessment of student participation will be based on the following:

* + Attending class regularly;
  + Completing readings prior to class;
  + Verbally participating in both small and large groups;
  + Providing substantive comments based on readings, class material, personal experience, or current events;
  + Seeking to promote a class atmosphere conducive to learning;
  + Raising concerns, questions, or difficulties in a solution-oriented manner;
  + Refraining from distracting activities (texting, using computers except for note-taking).

**Weekly Schedule**

**Week 1 Introduction to the International Human Rights System and the Role of NGOs**

Jan 16

* Introductions; overview of civil society participation in human rights practice
* Review of UN human rights system

**Week 2 Human Rights Advocacy and Anti-Globalist Currents (the “Post-Human Rights Era”)**

Jan 23

* Alston, P. (2017). “The Populist Challenge of Human Rights.” *Journal of Human Rights Practice*, 9, 1-15
* Nagaraj, V. K. (2017). “Human Rights and Populism: Some More Questions in Response to Alston.” *Journal of Human Rights Practice, 9,* 22-24.
* Petrasek, D. (2011). “Human Rights – The Last Big Thing?” *Journal of Human Rights Practice* 3, 105-112.
* Rokosh, E. (2017). “To Preserve Human Rights, Organizational Models Must Change.” OpenGlobalRights, retrieved from: <https://www.openglobalrights.org/to-preserve-human-rights-organizational-models-must-change/>
* Pilkington, E. (2017, Dec 15). “A Journey Through a Land of Extreme Poverty: Welcome to America.” *The Guardian*, retrieved from: <https://www.theguardian.com/society/2017/dec/15/america-extreme-poverty-un-special-rapporteur>

**Week 3 Human Rights NGOs – Definitions and Historical Trajectories**

Jan 30

* Rodríguez-Garavito, C. (2014). “Towards a Human Rights Ecosystem.” In Lettinga, D. & Van Troost L. (Eds.), *Debating the Endtimes of Human Rights: Activism and Institutions in a Neo-Westphalian World*, pp. 39-46. Amsterdam: Amnesty International Amsterdam.
* Roth, K. (2000). “Human Rights Organizations: A New Force for Social Change.” In S. Power & G. Allison (Eds.), *Realizing Human Rights*, pp. 225-48.
* Gaer, F. D. (2003). “Implementing International Human Rights Norms: UN Human Rights Treaty Bodies and NGOs.” *Journal of Human Rights,* 2, 3, 339-357.
* Hertel, S. (2010). “The Paradox of Partnership: Assessing New Forms of NGO Advocacy on Labor Rights.” *Ethics & International Affairs* 24, 2, 171-189.

**Week 4 Human Rights NGOS – Transnational Approaches to Advocacy**

Feb 6

* Mutua, M. (2000). “Human Rights International NGOs: A Critical Evaluation.” In C. Welch (Ed.), *NGOs and Human Rights: Promise and Performance*. Philadelphia, PA: University of Pennsylvania Press.
* Keck, M. E. & Sikkink, K. (1998). “Transnational Networks on Violence Against Women.” In *Activists Beyond Borders: Advocacy Networks in International Politics.* Ithaca, NY: Cornell University Press.
* Becker, J. (2013). *Campaigning for Justice. Human Rights Advocacy in Practice*. Stanford: Stanford University Press (Chapter 2 on domestic workers).
* Review the website, Women Living Under Muslim Laws; explore links of interest and be prepared to discuss your impressions of the organization and site as a tool for raising transnational human rights awareness: <http://www.wluml.org/>

**Week 5 Domestic Human Rights Campaigning: Elite-Grassroots Alliances**

Feb 13

* Dudai, Ron (2017). “Human Rights in the Populist Era: Mourn then (Re)Organize.” *Journal of Human Rights Practice*, 9, 16-21.
* Finnegan, A. C., Saltzman, A. P., & White, S. K. (2010). “Negotiating Politics and Culture: The Utility of Human Rights for Activist Organizing in the United States.” *Journal of Human Rights Practice,* 2, 307-333.
* Ron, J., Crow, D., & Golden, S. (2013). “The Struggle for a Truly Grassroots Human Rights Movement. OpenDemocracy, retrieved from: <https://www.opendemocracy.net/openglobalrights/james-ron-david-crow-shannon-golden/struggle-for-truly-grassroots-human-rights-move>
* Review the website, National Law Center on Homelessness and Poverty; explore links of interest and be prepared to discuss your impressions of the organization and site as a tool for raising domestic human rights awareness: <https://www.nlchp.org/>

**Week 6 Messaging, (Social) Media, and Moving Publics, Part I**

Feb 20

* McLagan, M. (2003). “Principles, Publicity, and Politics: Notes on Human Rights Media.” *American Anthropologist,* 105, 3, 605-12.
* Ron, J., Ramos, H., & Rodgers, K. (2006). “What Shapes the West's Human Rights Focus?” *Contexts*, 3, 5, 23-28.
* Brysk, A. (2013). “Mobilizing Media: Is There an App for That?” In *Speaking Rights to Power: Constructing Political Will*, pp. 132-62. New York: Oxford University Press.
* Kurzyp, R. (2013). “NGOs Need to Tell Better Stories.” WhyDev, retrieved from: <http://www.whydev.org/ngos-need-to-tell-better-stories/>
* Pruce, J. R. & Budabin, A. C., (2016). “Beyond Naming and Shaming: New Modalities of Information Politics in Human Rights.” *Journal of Human Rights*, 15, 3, 408-425.

**Week 7 Messaging, (Social) Media, and Moving Publics, Part II**

Feb 27

* Powers, M. (2014). “The Structural Organization of NGO Publicity Work: Explaining Divergent Publicity Strategies at Humanitarian and Human Rights Organizations.” *International Journal of Communications,* 8, 90-107.
* Seu, I. B. (2010). “‘Doing Denial’: Audience Reaction to Human Rights Appeal.” *Discourse and Society,* 21, 4, 438-57.
* Thrall, A. Trevor, Dominik Stecula, and Diane Sweet 2014. “May We Have Your Attention Please? Human-Rights NGOs and the Problem of Global Communication.” *The Harvard International Journal of Press/Politics* 19 (2), 135-159.
* Creamer, C. et al, “What Makes a Human Rights Campaign Effective?” OpenGlobalRights, retrieved from <https://www.openglobalrights.org/what-makes-a-human-rights-campaign-effective/?lang=English>
* Braun, J. & Arves, S. (2017). “Tailoring the Message: How the Political Left and Right Think Differently About Human Rights.” OpenGlobalRights, retrieved from: <https://www.openglobalrights.org/Tailorin-%20the-message-How-the-political-left-and-right-think-differently-about-human-rights/>

**Week 8 Human Rights Reporting**

Mar 6

* Cohen, S. (1996). “Government Responses to Human Rights Reports: Claims, Denials, and Counterclaims.” *Human Rights Quarterly,* 18, 3, 517-43.
* Dudai, R. (2009). “‘Can You Describe This?’ Human Rights Reports and What They Tell Us About the Human Rights Movement.” In R. A. Wilson & R. Brown (Eds.), *Humanitarianism and Suffering.* Cambridge, UK: Cambridge University Press.
* Gregory, S.( 2006). “Transnational Storytelling: Human Rights, WITNESS, and Video Advocacy.” *American Anthropologist*, 108(1): 195-204.
* Review the website for the NGO Witness; explore links of interest and be prepared to discuss Witness’s approach to human rights reporting and its link to advocacy: <https://witness.org/>

**Week 9 Spring Break**

Mar 13

**Week 10 Amnesty International and Social Justice Coalition (South Africa)**

Mar 20

* Winston, M.E. (2000). “Assessing the Effectiveness of International Human Rights Organizations.” In C. Welch (Ed.), *NGOs and Human Rights: Promise and Performance*, Pp. 25-54. Philadelphia, PA: University of Pennsylvania Press.
* Robins, S. (2014). “The 2011 Toilet Wars in South Africa: Justice and Transition between the Exceptional and Everyday after Apartheid.” *Development & Change* 45, 3, 479-501.
* Khalfan, A. & Byrne, I. (2015). “Advancing Human Rights through Social Justice.” In D. Lettinga and L. van Troost (Eds.), *Can Human Rights Bring Social Justice? Twelve Essays*, pp. 79-87. Amsterdam: Amnesty International Netherlands.
* For group assigned to this NGO, choose one AI and one SJC human rights report from the past 3 years and prepare 3-4 powerpoint slides on the argument, methodology, and key strengths of the reports.

**Week 11 Human Rights Watch and *Dejusticia* (Colombia)**

Mar 27

* Welch, C. (2000). “Amnesty International and Human Rights Watch: A Comparison.” In C. Welch (Ed.), *NGOs and Human Rights: Promise and Performance*. Philadelphia, PA: University of Pennsylvania Press.
* Brown, W. (2000). “Human Rights Watch: An Overview.” In C. Welch (Ed.), *NGOs and Human Rights: Promise and Performance,* pp. 72-84. Philadelphia, PA: University of Pennsylvania Press.
* Rodriguez-Garavito, C. (2017). “Conclusion: Whither the Business and Human Rights Field? An Ecosystemic View.” In C. Rodriguez-Garavito (Ed.), *Business and Human Rights: Beyond the End of the Beginning.* Cambridge, UK: Cambridge University Press.
* For group assigned to this NGO, choose one HRW and one *Dejusticia* report from the past 3 years and prepare 3-4 powerpoint slides on the argument, methodology, and key strengths of the reports.

**Week 12 *M*é*dicins Sans Fronti*è*res* and Partners in Health**

Apr 3

* Fox. R. C. (2015). *Doctors Without Borders: Humanitarian Quests, Impossible Dreams of Médicins Sans Frontières.* Baltimore, MD: Johns Hopkins University Press (selected chapters).
* Asad, A. L. & Kay, T. (2014). “Theorizing the Relationship between NGOs and the State in Medical Humanitarian Development Projects.” *Social Science and* *Medicine*, 120, 325-33.
* For group assigned to this NGO, choose one MSF and one Partners in Health report from the past 3 years and prepare 3-4 powerpoint slides on the argument, methodology, and key strengths of the reports.

**Week 13 International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) and Pembe Hayat (Pink Life LGBTT Solidarity Association, Turkey)**

Apr 10

* Paternotte, D. (2016). “The NGOization of LGBT Activism: ILGA-Europe and the Treaty of Amsterdam.” *Social Movement Studies*, 15, 4, 388-402.
* Kollman, K., & Waites, M. (2009). “The Global Politics of Lesbian, Gay, Bisexual and Trans Human Rights: An Introduction. *Contemporary Politics*, 15, 1, 1–37
* Kuria Mbote, D. (2017). “For Sexual Minorities, ‘Closing Space’ for Civil Society Means Losing Access to Critical Services.” OpenGlobalRights, retrieved from: <https://www.openglobalrights.org/for-sexual-minorities-closing-space-for-civil-society-means-losin/>
* For group assigned to this NGO, choose one ILGA and OutRight International report from the past 3 years and prepare 3-4 powerpoint slides on the argument, methodology, and key strengths of the reports.

**Week 14 International Rescue Committee and Greek Forum of Refugees**

Apr 17

* Cabot, H. (2014). “Engaging Tragedy.” In *On the Doorstep of Europe: Asylum* *and Citizenship in Greece*, pp. 73-109. Philadelphia, PA: University of Pennsylvania Press.
* Kastner, Alton (n.d.). “A Brief History of the International Rescue Committee.” Retrieved from: <https://www.rescue-uk.org/sites/default/files/document/999/abriefhistoryoftheirc0.pdf>
* Levenstein, A. (1983). Excerpt from *Escape to Freedom: The Story of the International Rescue Committee.* Greenwood Press.
* Review IRC, “Syrian Voices of Greece.” Retrieved from: <https://www.rescue.org/video/syrian-voices-greece>
* For group assigned to these NGOs, choose one IRC and one Greek Forum of Refugees report from the past 3 years and prepare 3-4 PowerPoint slides on the argument, methodology, and key strengths of the reports.

**Week 15 Class Presentations**

Apr 24

* Note – we will begin class presentations this week and finish up during the scheduled finals week session.

**Finals Week Final Paper Presentations and Final Project Due**

**POLICIES AND GUIDELINES FOR THE COURSE**

[**Policy Against Discrimination, Harassment and Related Interpersonal Violence**](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.  More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**Student Conduct Code**

Students are expected to conduct themselves in accordance with UConn’s [Student Conduct Code](http://www.community.uconn.edu/the-student-code).

**Academic Integrity Statement**

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy.  If you have questions about academic integrity or intellectual property, you should consult with your instructor.  Additionally, consult UConn’s [guidelines for academic integrity](http://community.uconn.edu/the-student-code-appendix-a/).

**Copyright**

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**Students with Disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible.  If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.

## 2018-27 HRTS 3055 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5245 |
| **Request Proposer** | Libal |
| **Course Title** | Theory and Practice of International Criminal Justice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Rights > Return > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Theory and Practice of International Criminal Justice |
| **Course Number** | 3055 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kathryn R Libal |
| **Initiator Department** | Social Work Instruct and Rsrch |
| **Initiator NetId** | krl04002 |
| **Initiator Email** | [kathryn.libal@uconn.edu](mailto:kathryn.libal@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion; may be offered in person, as a hybrid course or in an all online format. The course has been offered online once after instructors trained with CETL to develop modules. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The course requires faculty expertise not generally held on the other campuses and HRI does not have resources to pay adjuncts who may be able to offer the course on other campuses to do so. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HRTS 3055. Theory and Practice of International Criminal Justice Three credits. International humanitarian and criminal law; genocide, crimes against humanity, war crimes and aggression, and theories of individual criminal responsibility. |
| **Reason for the course action** | The course adds important new content on international humanitarian and criminal law, including analysis of key tribunals and courts that have been the site of new conceptualizations and jurisprudence related to war crimes, crimes against humanity, and genocide. It enhances our Core A category for Laws and Institutions, providing vital content that helps to prepare students who may pursue human rights careers, diplomacy or other forms of international development work. The course will also increase our offerings in this fast-growing major that experiences increasing pressures for seats. No adverse effects are expected in terms of enrollments in other classes on the major/minor. |
| **Specify effect on other departments and overlap with existing courses** | This course does not overlap with offerings in other departments, such as Political Science, Sociology, or Anthropology and no adverse effects are expected. It is one of the few courses on our major/minor roster that is not cross-listed. As a core course, it serves a vital function of providing much needed seats to a growing major. |
| **Please provide a brief description of course goals and learning objectives** | This course provides students with a broad understanding of the challenges, successes and failures of international criminal courts. Students will develop insights into the complex legal, political, philosophical, historical, military and cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice. The course provides a unique and innovative ‘hybrid’ combination of substantive and practical expertise. The term ‘hybrid’ refers to this course’s combination of the theory of international criminal law and procedure, the practical and political challenges of investigating, prosecuting and defending persons accused of the gravest international crimes, and finally of the capacities of international courts to further reconciliation and justice in national jurisdictions. The course will be divided into a series of modules that reflect the primary theoretical and practical aspects of international criminal justice. By the end of the semester, students should be able to: 1. Identify legal, political, philosophical, historical, military and/or cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice. 2. Understand the contextual and substantive elements of genocide, crimes against humanity, war crimes and aggression, as well as the theories of individual criminal responsibility. 3. Understand and discuss the impact of language, expression and cognitive processes on the commission of serious international crimes, as well as the investigation and prosecution of those persons most responsible for the crimes. |
| **Describe course assessments** | Class assignments include participation (online module discussion posts); quizzes; mid-term and final exams. Readings average 50-80 pages per week, including a mix of social science, history, and law review articles, and case materials. Short lectures, online discussion posts, and short film clips are also central to the course. When offered in a summer format, the course takes place over five weeks. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus Theory and Practice of Intl Crim Justice - Saxon Dojcinovic.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107579) | Syllabus Theory and Practice of Intl Crim Justice - Saxon Dojcinovic.doc | Syllabus | | [Dojcinovic Predrag CV.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108458) | Dojcinovic Predrag CV.pdf | Other | | [C.V. Short Dan Saxon January 2017.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108459) | C.V. Short Dan Saxon January 2017.doc | Other | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kathryn R Libal | 11/15/2017 - 20:35 | Submit |  | The HRI Undergraduate Curriculum Committee approved this syllabus to be added to Core A (Institutions and Laws) on November 2, 2017. | | Human Rights | Samuel M Martinez | 01/05/2018 - 15:13 | Return | 11/2/2017 | With apologies for my having forgotten to specify this, Kathy, the CC&C will appreciate seeing a copy of Saxon's and Dojcinovic's cvs. We routinely ask for that when the instructor is not a regular full-time UCONN faculty member. As soon as you or Rachel can attach those cvs, I'll approve... Also, Have you shared this proposal with David, Meina Cai and Oksan in POLS? I think they should see it before it gets on the CC&C agenda. | | Return | Kathryn R Libal | 01/09/2018 - 13:22 | Resubmit |  | Sam, Thanks. I have attached both Predrag Dojcinovic and Dan Saxon's CVs. I also circulated the proposal to Political Science and Oksan Bayulgen reported being supportive of the proposal. | | Human Rights | Samuel M Martinez | 01/09/2018 - 13:40 | Approve | 11/2/2017 | syllabus and instructor cv's are appended | |

COURSE NUMBER: HRTS-3298

 Course Title:

Theory and Practice of International Criminal Justice

Program/Department:

Global Affairs, Human Rights Institute

Syllabus - Summer Session 2 of Summer 2016

**Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

Program Information

Course and Instructor Information

**Course Title:** Theory and Practice of International Criminal Justice

**Credits:** 3

**Format:** Online

**Prerequisites:**  Course Prerequisites

**Professors:** Dan Saxon and Predrag Dojčinović

**Email:**  [dansaxon1@gmail.com](mailto:dansaxon1@gmail.com) and/or pdojcinovic@outlook.com

**Telephone:** Office phone # (if available)

**Other:** (If applicable)

**Office Hours/Availability:**  Both Saxon and Dojčinović live in Holland, so there is a six hour time difference between UCONN and the instructors. Nevertheless, we check our emails regularly and we will respond to student inquiries as soon as possible.

Course Materials

**Required course materials should be obtained before the first day of class**.

Texts are available through a local or online bookstore. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.

Required Materials:

For Modules 1 – 8:

Item 1. Robert Cryer, et. al. *An Introduction to International Criminal Law and Procedure*, 3rd ed. Cambridge University Press, 2016.

Item 2. Emily Crawford and Alison Pert, *International Humanitarian Law*, Cambridge University Press, 2015.

For Modules 9 – 12: Please see the specific reading assignments below.

Optional Materials:

Websites of International Criminal Courts

International Criminal Tribunal for the former Yugoslavia: [www.icty.org](http://www.icty.org)

International Criminal Tribunal for Rwanda: [www.ictr.org](http://www.ictr.org)

International Criminal Court: [www.icc-cpi.int](http://www.icc-cpi.int)

Special Court for Sierra Leone: [www.sc-sl.org](http://www.sc-sl.org)

Special Tribunal for Lebanon: [www.stl-tsl.org](http://www.stl-tsl.org)

Extraordinary Chambers in the courts of Cambodia: [www.eccc.gov.kh](http://www.eccc.gov.kh)

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

Course Description

Course Description from Course Catalog:

This course aims to provide each student with a broad understanding of the complex challenges, successes and failures of international criminal courts.  Students will develop insights into the complex legal, political, philosophical, historical, military and cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice. Besides, a strong emphasis on practice will prepare students to take part in the legal, analytical, investigative and other work within the international criminal justice system and in a variety of undergraduate and graduate fields of study at the University of Connecticut (including but not limited to Law, Political Science, Sociology, Anthropology, History, and Philosophy) as competent professionals. The course provides a unique and innovative ‘hybrid’ combination of substantive and practical expertise rarely found in international law curricula. The term ‘hybrid’ refers to this course’s combination of the theory of international criminal law and procedure, the practical and political challenges of investigating, prosecuting and defending persons accused of the gravest international crimes, and finally of the capacities of international courts to further reconciliation and justice in national jurisdictions. In a pedagogical and operational sense, ‘hybrid’ also refers to the use of actual evidence (such as video recordings of public courtroom testimonies or government and military documents) from international criminal trials to illustrate the theoretical and practical issues that are the subject of lectures and discussions.  The course will be divided into a series of modules that reflect the primary theoretical and practical aspects of international criminal justice.

Additional faculty description:

Both Saxon and Dojčinović have extensive experience in the field of international criminal law.  Saxon has worked for more than 25 years in this field and, as a senior prosecutor at the United Nations International Criminal Tribunal for the Former Yugoslavia (“ICTY”) led complex international investigations and prosecutions of persons suspected of responsibility for crimes against humanity and the violations of the laws of war. Dojčinović has worked for almost 20 years as a leadership research analyst at the ICTY, assisting prosecutors and investigators to understand the complex legal, political, historical and linguistic dynamics of the former Yugoslavia.  Furthermore, both instructors support their teaching with substantial academic expertise.  Saxon has held teaching appointments at the Universities of Cambridge, Utrecht and Leiden, and has published a number of works in the field of international law.  He is the editor of “International Humanitarian Law and the Changing Technology of War” (Martinus Nijhoff/Brill 2013).  Dojčinović has lectured widely in Europe and the United States, was the Gladstein Visiting Professor of Human Rights at the University of Connecticut in 2014, and is most recently the editor of “Propaganda, War Crimes Trials and International Law” (Routledge 2012).

Course Objectives

By the end of the semester, students should be able to:

1. Identify legal, political, philosophical, historical, military and/or cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice.
2. Understand the contextual and substantive elements of genocide, crimes against humanity, war crimes and aggression, as well as the theories of individual criminal responsibility.
3. Understand and discuss the impact of language, expression and cognitive processes on the commission of serious international crimes, as well as the investigation and prosecution of those persons most responsible for the crimes.

Course Outline (and Calendar if Applicable)

**Module 1: Topic A**

*History and Theory of International Humanitarian Law*

Much of international criminal law involves the investigation and prosecution of persons alleged to be responsible for serious violations of international humanitarian law (‘IHL’) (also known as ‘the Law of Armed Conflict’, or ‘the Law of War’ or ‘Jus in Bello’). Thus, without an understanding of IHL, a sound understanding of international criminal law is impossible. IHL regulates the conduct of soldiers and their commanders during wartime. IHL attempts to balance the principle of ‘military necessity,’ i.e. the requirement that soldiers do their jobs so that armies can win battles and wars, and the principle of ‘humanity’, which attempts to reduce the suffering caused by war.

Thus, IHL sets legal standards that attempt to regulate hostilities and protect innocent persons “amid the ambiguity and brutality of combat.” No moral person would accept the mistreatment or execution of prisoners, deliberate attacks on civilians, or the destruction of civilian property. Much of warfare, however, is gray, rather than black-and-white. Difficult decisions must be made about whether IHL applies at all (i.e. does an “armed conflict” exist?) and, if so, how must the law be applied in a particular conflict? What is the amount of “acceptable” ‘collateral damage’ to civilians under IHL? What kinds of precautions must soldiers take before launching an attack that may injure civilians? If a civilian briefly picks up a weapon, can he or she be a lawful target? Are commanders always responsible for war crimes committed by their subordinates? How do law, policy and military imperatives combine to produce the difficult decisions that soldiers and commanders must make in the theatre of combat?

This module will use realistic examples to assist students to understand not only how law is supposed to regulate armed conflict, but also how the law is applied during the chaos and stress of combat. By the end of the module, students should understand the fundamental principles and basic rules of IHL and the standards that IHL creates for decisions made during warfare.

Required Reading:

1. Emily CRAWFORD and Alison PERT, *International Humanitarian Law*, Cambridge University Press, 2015. Introduction and Chapter 1, pp. 1 – 19; Chapter 2 and Chapter 3.
2. ICRC Customary International Humanitarian Law Study, Introduction and Rules 1 – 6, available online at https://www.icrc.org/customary-ihl/eng/docs/v1\_cha

Recommended Reading:

1. ‘Losing the Forest Through the Trees: Syria, Law and the Pragmatics of Conflict Regulation,’ Vanderbildt Journal of Transnational Law, Vol. 46, p. 693 – 746, 2013. http://papers.ssrn.com/sol3/papers.cfm?abstract\_id=2029989

**Module 2: Topic B**

*General Principles of International Criminal Law and the Core Crimes: Genocide, Crimes Against Humanity, Violations of the Laws and Customs of War (War Crimes) and Aggression*

Modern international Criminal Law finds its roots in the trials that took place after the Second World War in Nuremburg and Tokyo. The principles and precedents established in “the Nuremberg era” were developed and extended more recently in the ad-hoc tribunals for the former Yugoslavia and Rwanda, “hybrid” tribunals for Sierra Leone, Cambodia and Lebanon, and the Permanent International Criminal Court (“ICC”). International Criminal Law does not exclusively concern the investigation and prosecution of persons allegedly responsible for crimes usually associated with armed conflict. For example, piracy prosecutions and international extraditions form part of international criminal law. Nevertheless, this course will focus on the criminal prosecution of persons most responsible for the grave and massive crimes that often occur during war: Genocide, Crimes Against Humanity and Violations of the Laws and Customs of War, or “War Crimes”, and the Crime of Aggression.

This module begins by introducing students to the general principles and sources of international criminal law. We will review the broad, often-mentioned goals of international criminal law such as the social values of deterrence, ending impunity and assisting reconciliation. Then we will focus on the legal and conceptual distinctions between the four categories of crimes mentioned above, their different physical and mental elements, their “contextual elements,” the challenges of proving the existence of each category of crime, as well as their similarities. We will explore the question of whether a “hierarchy of crimes” exists and whether “gaps” continue to exist in international criminal law for certain kinds of conduct. We will examine the particular treatment of the crime of Aggression at the ICC. By the end of the module, students should be able to distinguish these different “core” crimes and discuss the legal, factual and contextual bases for establishing that they occurred.

Required Reading:

1. CRYER, et. al. Introduction to International Criminal Law and Procedure, Part A, pp. 1 – 45, Part C, pp. 115 – 144, and Part D, pp. 203 – 328.
2. Convention on the Prevention and Punishment of the Crime of Genocide, Adopted by the UN General Assembly on 9 December 1948, <https://www.oas.org/dil/1948_Convention_on_the_Prevention_and_Punishment_of_the_Crime_of_Genocide.pdf>
3. Rome Statute of the International Criminal Court, Articles 6, 7, 8*bis*

Recommended reading:

1. Trial Judgment, *Prosecutor v. Vujadin Popović*, et. al, ICTY Case No. IT-05-88T, 10 June 2010, pp. 307 – 344, <http://www.icty.org/x/cases/popovic/tjug/en/100610judgement.pdf>
2. William SCHABAS, *Unimaginable Atrocities: Justice, Politics, and Rights at the War Crimes Tribunals*, Oxford University Press, 2012, Chapter IV, pp. 99 – 124.

**Module 3: Topic C**

*Jurisdiction of the International Criminal Court (“ICC”) and the “Admissibility” of Cases*

In this module, we will begin to study the law and practice of the ICC. Before any court can adjudicate a dispute or criminal allegations, it must ensure that it can properly assert its jurisdiction (i.e. its judicial power and authority) over the case. Four different forms of jurisdiction are relevant to the ICC: subject matter (ratione materiae) jurisdiction, which refers to the crimes themselves, temporal (ratione temporis) jurisdiction, which addresses the time period when the crimes occurred, personal (ratione personae) jurisdiction, which concerns potential accused, and territorial (ratione loci) jurisdiction, which refers to crimes committed on the territory of state parties. Because the ICC normally addresses massive, complex criminal events, it asserts its jurisdiction over “situations” in particular countries as opposed to particular crimes. Thus, this module explores the principles and procedural steps that control the jurisdiction of the ICC over crimes, events and individuals, as expressed in the Rome Statute. The module also explores the complex concepts of “admissibility,” “complementarity” and the “interests of justice.” Finally, it examines some of the legal and political opposition to the ICC’s exercise of jurisdiction in particular nations.

Required Reading:

1. CRYER, et. al., Chapter 8, pp. 146 – 179.
2. The Rome Statute of the International Criminal Court, Preamble, Articles. 11 – 21 and 53, <https://www.icc-cpi.int/NR/rdonlyres/ADD16852-AEE9-4757-ABE7-9CDC7CF02886/283503/RomeStatutEng1.pdf>
3. Prosecutor v. William Ruto, et. al, Decision on Government of Kenya’s Challenging Admissibility, ICC-01/09-01/11, ,30 May 2011,

https://www.icc-cpi.int/iccdocs/doc/doc1078822.pdf#search=Kenya%20Admissibility%20May%202011

1. Prosecutor v. Saif Al-Islam Gaddafi, Decision on the Admissibility of the Case Against Saif Al-Islam Gaddafi, ICC-01/11-01/11,

https://www.icc-cpi.int/iccdocs/doc/doc1599307.pdf#search=Libya%20Admissibility%20Said%20Gaddafi

**Module 4: Topic D**

*Modes of Criminal Responsibility in International Criminal Law: Direct Responsibility*

In any criminal prosecution, courts must review two separate but related topics: 1) whether the evidence establishes beyond a reasonable doubt that the alleged crimes occurred, and 2) whether the evidence establishes beyond a reasonable doubt that the accused is responsible for the crimes. This module focuses on the second question: the theories of “direct” individual criminal responsibility that underpin a judgment that an accused is responsible (or not responsible) for grave international crimes. The term “direct” responsibility refers to accused who by their acts or omissions, directly contribute to the commission of a crime or crimes. These direct theories (or “modes”) of liability include commission (whether individually or jointly with others), ordering, instigation (or incitement), aiding and abetting, and attempting to commit crimes. We will discuss the recent development and clarification of several of these theories of responsibility at the ad-hoc international criminal tribunals and the ICC, including their conduct elements (“actus reus”) and mental elements (“mens rea”). We will examine different kinds of evidence that may prove the responsibility of a defendant under one of the theories of direct responsibility. By the end of the module, students should be able to identify the mode(s) of liability that best describes the responsibility of an accused for a crime or crimes.

Required Reading:

1. CRYER, et. al., Chapter 15, pp. 353 – 384.
2. Prosecutor v. Duško Tadić, Appeals Judgment, ICTY Case No. 94-1-A, 15 July 1999, Paras. 185 – 232,

<http://www.icty.org/x/cases/tadic/acjug/en/tad-aj990715e.pdf>

1. Prosecutor v. Thomas Lubanga, Trial Judgment, No. ICC-01/04-01/06, 14 March 2012, paras. 976 – 1018, <https://www.icc-cpi.int/iccdocs/doc/doc1379838.pdf>
2. Prosecutor v. Nikola Ṧainović, et. al., Appeals Judgment, ICTY IT-05-87-A, 23 January 2014, paras. 1615 – 1651, http://www.icty.org/x/cases/milutinovic/acjug/en/140123.pdf

Recommended Reading:

Selected exhibits from ICTY trials.

**Module 5: Topic E**

*Modes of Criminal Responsibility in International Criminal Law: Superior (“Indirect”) Responsibility’*

Superior or “Command” Responsibility is a theory of criminal liability based on an omission, i.e. the failure of a military commander or civilian superior to prevent her subordinates from committing serious violations of international law and/or failing to punish those subordinates for their unlawful conduct. Superior responsibility is rooted in international humanitarian law and the fundamental role that commanders (should) play to ensure that subordinates comply with the laws of war.

This module examines the theory of superior responsibility, its elements, and the challenges of proving an individual’s criminal responsibility under this mode of liability. We will review the different standards for this theory in the statutes and jurisprudence of the ad-hoc international criminal tribunals and the ICC. At the end of the module, students should understand the concepts of “superior/subordinate relationship,” “effective control,” “persons effectively acting as a military commander,” “command and control,” “knowledge of superiors,” and a “superior’s duty to prevent or punish.”

Required Reading:

1. CRYER, et. al, Chapter 15, pp. 384 – 397.
2. Articles 86 and 87 of Additional Protocol I to the 1949 Geneva Conventions (and their commentary), <https://www.icrc.org/ihl/INTRO/470>
3. Prosecutor v. Zejnil Delalić, et. al. (“Čelebići”), Appeals Judgement, Case No. IT-96-21-A, 20 February 2001, paras. 182 – 268, <http://www.icty.org/x/cases/mucic/acjug/en/cel-aj010220.pdf.20>
4. Prosecutor v. Jean-Pierre Bemba, Trial Judgment, ICC-01/05-01/08, 21 March 2013, paras. 170 – 213, https://www.icc-cpi.int/iccdocs/doc/doc2226759.pdf

Recommended Reading:

1. Guénaël METTRAUX, *The Law of Command Responsibility*, Oxford University Press, 2009.

**Module 6: Topic F**

*Defences in International Criminal Law*

In essence, a “Defence” is a legal response to a criminal charge. Since the Nuremberg era, individuals charged with responsibility for grave international crimes have claimed defences such as self-defence, insanity, duress, superior orders, and others. Yet legal thinking about these concepts has evolved since the 1940’s. For example, the scope of the defence of “duress” was the subject of fierce debate at the International Criminal Tribunal for the Former Yugoslavia. Moreover, while the ICC Statute includes the defence of “superior orders,” it may only be used in very restrictive circumstances. This module will examine the different legal defences that are available to accused, and their treatment by the statutes and jurisprudence of the ad-hoc international criminal tribunals and the ICC. By the end of the module, students should be able to identify which defence or defenses might be available to a defendant and how a court might apply it to a particular accused.

Required Reading:

1. CRYER, et. al, pp. 398 – 418.
2. Rome Statute of the ICC, Articles 31 – 33, <https://www.icc-cpi.int/NR/rdonlyres/ADD16852-AEE9-4757-ABE7-9CDC7CF02886/283503/RomeStatutEng1.pdf>
3. First Sentencing Judgment of Prosecutor v. Dražen Erdemović, IT-92-22-T*bis*, 29 November 1996, http://www.icty.org/x/cases/erdemovic/tjug/en/erd-tsj961129e.pdf,
4. Appeals Judgment Re: Sentencing of Dražen Erdemović, IT-96-22-A, 7 October 1997, and Separate and Dissenting Opinions of other Judges.
5. Second Sentencing Judgement, Re: Sentencing of Dražen Erdemović, IT-92-22-T*bis,* 5 March 1998, <http://www.icty.org/x/cases/erdemovic/tjug/en/erd-tsj980305e.pdf> and Separate Opinion of Judge Shahabudeen, http://www.icty.org/x/cases/erdemovic/tjug/en/erd-tsojsha980305e.pdf

**Module 7: Topic G**

*The Practice of International Investigations and Trials: The Challenges for the Prosecution, Defence and Judges: Part I: Conflicting Rights in International Criminal Trials*

This module is designed to provide students with a greater understanding of the practical challenges inherent to the investigation, prosecution, defence and judging of persons accused of responsibility for grave international crimes. It will address some of the strategies and methods commonly used for obtaining, reviewing and presenting the necessary to prove (or disprove) the criminal guilt of accused. We will examine the conflicting rights, values and interests that lawyers and judges must balance in order to ensure that trials are fair for all of the concerned parties. Which modern legal system is better suited to the prosecution of persons allegedly responsible for massive atrocities: the common law adversarial system? Or the civil law inquisitorial system? Should priority be given to the principle that trials be public? Or to the protection of the safety and security of witnesses? What is the scope of an accused’s right to represent herself? By the end of the module, students should be familiar with the complexities inherent to building a prosecution or defence of persons accused at international criminal tribunals.

Required Reading:

1. CRYER, et. al, Chapter 17, pp. 423 – 480.
2. Prosecutor v. Thomas Lubanga, Decision on the Consequences of Non-Disclosure of Exculpatory Materials, ICC-01/04-01/06, 13 June 2008, <https://www.icc-cpi.int/iccdocs/doc/doc511249.pdf>
3. Prosecutor v. Thomas Lubanga, Trial Judgement, ICC-01/04-01/06, 14 March 2012, Paras. 124 – 177, <https://www.icc-cpi.int/iccdocs/doc/doc1379838.pdf>
4. Prosecutor v. Thomas Lubanga, Trial Judgement, ICC-01/04-01/06, 14 March 2012, paras. 178 – 205, <https://www.icc-cpi.int/iccdocs/doc/doc1379838.pdf>

Recommended Reading:

1. Dan SAXON, ‘Exporting Justice: Perceptions of the ICTY Among the Serbian, Croatian and Muslim Communities in the Former Yugoslavia,” 4 Journal of Human Rights 4 (2005).

**Module 8: Topic H**

*The Practice of International Investigations and Trials: The Challenges for the Prosecution, Defence and Judges: Part II: State Cooperation*

Simply put, the cooperation of states (and often non-state actors as well) is crucial to the success of international criminal investigations and prosecutions. State cooperation is usually necessary for access to Government document archives, access to witnesses who work for the armed forces or a branch of the Government, access to areas where mass graves are located, the provision of security for “on the ground” investigations, and the arrest of suspects. Nevertheless, States often view cooperation with international criminal investigations as contrary to their interests, as evidence gathered may indicate the responsibility of Government officials for crimes that occurred. Accordingly, some States may resist requests to provide assistance, or, more egregiously, actively subvert efforts by international criminal tribunals to carry out their work.

This module studies the relationships between international criminal tribunals and national government and legal systems. We will see how the policies of states and international institutions can impact levels of State cooperation. Finally, we will review efforts to re-build domestic judicial systems as an alternative to a continued reliance on international criminal courts. By the end of the module, students should have a solid understanding of the interplay between law and politics in the processes of international criminal courts.

Required Reading:

1. CRYER, et. al., Chapter 20, pp. 517 – 539.
2. Prosecutor v. Tihomir Blaškić (ICTY), Decision on the Objection of the Republic of Croatia to the Issuance of Subpoena Duces Tecum, Case No. IT-95-14,18 July 1997, <http://www.icty.org/x/cases/blaskic/tdec/en/70718SP2.htm>
3. Prosecutor v. William Samoei Ruto and Joshua Arap Sang, Decision on Defence Applications for Judgment of Acquittal, (Reasons of Judge Eboe-Osuji), No. ICC-01/09-01/11, 5 April 2016, pages 61 – 70. (Regarding Accountability in Rome Statute and Culture of Political Violence in Kenya),

<https://www.icc-cpi.int/iccdocs/doc/doc2228555.pdf#search=Ruto%20April%202016>

1. Prosecutor v. William Samoei Ruto and Joshua Arap Sang, Decision on Defence Applications for Judgment of Acquittal, (Reasons of Judge Eboe-Osuji), No. ICC-01/09-01/11, 5 April 2016, pages 113 – 128. (Regarding “Mistrial As the Proper Basis for Termination of the Case),

https://www.icc-cpi.int/iccdocs/doc/doc2228555.pdf#search=Ruto%20April%202016

**Module 9: Topic I**

*History and Politics in International Criminal Trials*

History and politics have always been at the core of international criminal trials, and particularly those focusing on the so-called ‘leadership cases’. All social, as well as considerable anti-social, reality shifts, including war crimes and mass atrocities, can initially be found in the blueprints designed within a given historical and political context. In most cases they conceal and reveal the language of the mechanisms of war, offering unswerving insights into both individual and shared, political and military, beliefs, ideas, plans, policies and strategies, that may have motivated, incited or in some other way contributed to the perpetration of various forms of international crimes. At the same time, history and politics frequently serve as rationalization and moral justification for the crimes that have been or are yet to be committed. Revenge for historical injustice is one of the most blatant patterns found in all war crimes situations. The patterns and traces history and politics leave in the records of international justice are more than evident. In this lecture, brief comparative parallels will initially be drawn between the situations of Nazi Germany, Rwanda and the former Yugoslavia. The records of the International Military Tribunal (IMT), the International Criminal Tribunals for Rwanda (ICTR) and former Yugoslavia (ICTY) offer a wealth of legal and extra-legal examples of the contextualization and conceptualization of history and politics as broader circumstantial or even direct forensic evidence. This lecture will explain how voluminous collections of materials, interspersed with numerous historical and political references, are discovered, analyzed, assessed, introduced and finally admitted into evidence in the course of the trial.

Required Reading:

DOJČINOVIĆ, Predrag. (2014) The Shifting Status of Grand Narratives in War Crimes Trials and International Law: History and Politics in the Courtroom. In *Narratives of Justice In and Out of the Courtroom: Former Yugoslavia and Beyond*, ZARKOV, Dubravka, and GLASIUS, Marlies (eds.) (Heidelberg, Germany; New York, USA; Dordrecht, The Netherlands; London, UK: Springer). Available HTTP:

[http://download.springer.com/static/pdf/770/chp%253A10.1007%252F978-3-319-04057-8\_4.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Fchapter%2F10.1007%2F978-3-319-04057-8\_4&token2=exp=1450687308~acl=%2Fstatic%2Fpdf%2F770%2Fchp%25253A10.1007%25252F978-3-319-04057-8\_4.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Fchapter%252F10.1007%252F978-3-319-04057-8\_4\*~hmac=5349102ab687fb8ca3a9c35b703cf3246472265ca409409e8f45d8cf77d5b20f](http://download.springer.com/static/pdf/770/chp%253A10.1007%252F978-3-319-04057-8_4.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Fchapter%2F10.1007%2F978-3-319-04057-8_4&token2=exp=1450687308~acl=%2Fstatic%2Fpdf%2F770%2Fchp%25253A10.1007%25252F978-3-319-04057-8_4.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Fchapter%252F10.1007%252F978-3-319-04057-8_4*~hmac=5349102ab687fb8ca3a9c35b703cf3246472265ca409409e8f45d8cf77d5b20f)

1. KERSHAW, Ian. (1998) *Hitler: A Biography* (New York, USA: W.W. Norton & Company). (pages 139-159, 401-447, 448-469)

TOMIC, Yves, *The Ideology of a Greater Serbia in the Nineteenth and Twentieth Centuries* (expert report). Online. Available HTTP: <<http://www.helsinki.org.rs/doc/expert%20report%20-%20yves%20tomic.pdf>> (114 pages of written text, including maps)

WILSON, Richard. (2011) *Writing History in International Criminal Trials* (Cambridge, UK: Cambridge University Press). (pages 1-23, 69-111)

**Module 10: Topic J**

*The Nature and Status of Propaganda in International Criminal Trials*

The concept of propaganda has been one of the most present and possibly least understood underlying phenomena in international criminal proceedings and jurisprudence from Nuremberg (IMT) to the international criminal tribunals for Rwanda (ICTR) and Yugoslavia (ICTY), including the new situations presented at the International Criminal Court (ICC). As a social and cognitive phenomenon, however, the features of propaganda have been well-researched, explained, and continuously redefined by various disciplines in social sciences, humanities and, most recently, cognitive science. The nature of propaganda, including its role and position, have, nevertheless, been left insufficiently expounded and developed in virtually all related jurisprudence. Thus, its position in law remains ambiguous. Seen from this perspective, the prosecution of various manifestations of propaganda may have been a somewhat controversial topic, one very much in its formative period. Consequently, a general awareness of the key role played by propaganda in inter-ethnic and international armed conflicts has in the past decade triggered new research into its meaning and status in international law. This lecture will first explore and explain the many faces of propaganda as offered by the social and cognitive science, and, subsequently, place the phenomenon of propaganda in the recent case law and jurisprudence.

Required Reading:

DOJČINOVIĆ, P. (ed) *Propaganda, War Crimes Trials and International Law: From Speakers Corner to War Crimes*, Abingdon, Oxon: Routledge, 2012.

JOWETT, G.S. and O’DONNELL, V., *Propaganda and Persuasion*, Fourth Edition, London: Sage, 2006.

Recommended Reading:

*Trial of the Major War Criminals Before the International Military Tribunal*, Nuremberg, Online. Available HTTP: <http://avalon.law.yale.edu/subject_menus/imt.asp#proc> (primary text search criteria: “propaganda” and other words and phrases initially generated by the search results relating to the concept of “propaganda”)

**Module 11: Topic K**

*Language as Evidence in International Criminal Trials*

The purpose of this lecture is to shed light on some of the legal and extra-legal reasoning and procedures employed to identify and interpret specific language-related categories of evidence in international criminal trials. The lecture will demonstrate that international criminal proceedings have seen the emergence of a new type of evidence: a cognitive, linguistic, often culturally determined *mens rea* (guilty mind) of history, politics and culture. The ideological (i.e., cognitive) and, consequently, criminal utilization of language revolving around the key concepts such as “Jews” or “Jewish”, as part of the Nazi vocabulary, “Inyenzi” or “Inkotanyi”, as instrumentalized by the Hutus against the Tutsis, and “Turks” or “Balijas”, as used by the Bosnian Serbs to refer to the targeted group of Bosnian Muslims will during this lecture, among numerous other examples, be explored and placed in the context of international criminal trials and jurisprudence. This emerging body of evidence requires a new set of rules and methods in international criminal proceedings, a more comprehensive intellectual, scientifically-minded approach to the interpretation of mental elements in mass atrocity crimes. Over the course of his nearly twenty years-long experience in research, this instructor has developed analytical models and methodology dealing with virtually all categories of speech-related evidence in international trials. All of them are based on an interdisciplinary combination of cognitive and social science research with the humanities and law. This lecture focuses primarily on specific analytical research projects within the Office of the Prosecutor (OTP) of the ICTY. The first case study deals with the analysis of various forms of propaganda, including the elements of hate speech and persecutory intent identified in public appearances and more than a hundred books and various other publications authored and/or controlled by the accused Vojislav Šešelj. The second case study is based on the utterances identified in all categories of evidence available to the ICTY indicating the genocidal intent of General Ratko Mladić shared with numerous other co-perpetrators, or members of joint criminal enterprise, at all levels.

Required Reading:

**Case Study 1:**

DOJČINOVIĆ, Predrag. (2015) The Chameleon of Mens Rea and the Shifting Guises of Culture-Specific Genocidal Intent in International Criminal Proceedings, *Journal of Human Rights*, Routledge - Taylor & Francis, Available HTTP: <http://www.tandfonline.com/doi/abs/10.1080/14754835.2015.1127139> (48 pages)

DOJČINOVIĆ, Predrag. (2014) The Shifting Status of Grand Narratives in War Crimes Trials and International Law: History and Politics in the Courtroom. In *Narratives of Justice In and Out of the Courtroom: Former Yugoslavia and Beyond*, ZARKOV, Dubravka, and GLASIUS, Marlies (eds.) (Heidelberg, Germany; New York, USA; Dordrecht, The Netherlands; London, UK: Springer). Available HTTP:

[http://download.springer.com/static/pdf/770/chp%253A10.1007%252F978-3-319-04057-8\_4.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Fchapter%2F10.1007%2F978-3-319-04057-8\_4&token2=exp=1450687308~acl=%2Fstatic%2Fpdf%2F770%2Fchp%25253A10.1007%25252F978-3-319-04057-8\_4.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Fchapter%252F10.1007%252F978-3-319-04057-8\_4\*~hmac=5349102ab687fb8ca3a9c35b703cf3246472265ca409409e8f45d8cf77d5b20f](http://download.springer.com/static/pdf/770/chp%253A10.1007%252F978-3-319-04057-8_4.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Fchapter%2F10.1007%2F978-3-319-04057-8_4&token2=exp=1450687308~acl=%2Fstatic%2Fpdf%2F770%2Fchp%25253A10.1007%25252F978-3-319-04057-8_4.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Fchapter%252F10.1007%252F978-3-319-04057-8_4*~hmac=5349102ab687fb8ca3a9c35b703cf3246472265ca409409e8f45d8cf77d5b20f) (24 pages)

OBERSCHALL, Anthony, *Vojislav Šešelj’s nationalist propaganda: content, techniques, aims and impacts 1990-1994* (expert report). Online. Available HTTP: <<http://www.baginst.org/uploads/1/0/4/8/10486668/vojislav_seseljs_nationalist_propaganda-_contents_techniques_aims_and_impacts.pdf>> (54 pages)

**Case Study 2:**

1. Convention on the Prevention and Punishment of the Crime of Genocide. (1948) *Articles II* and *III* [Online]. Available: <<http://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf>> [23 January 2015].

The Prosecutor versus Ratko Mladić, Case No. IT-09-92-T, Fourth Amended Indictment, 16 December 2011. Online. Available HTTP: <<http://www.icty.org/case/mladic/4>> (38 pages)

The Prosecutor versus Ratko Mladić, Case No. IT-09-92-T, Prosecution Pre-Trial Brief (Part 1), 24 February 2012. Online. Available HTTP: <<http://www.icty.org/case/mladic/4#custom3>> (105 pages)

The trial transcripts of the testimony of the historian Dr. Robert J. Donia before the ICTY on 22-27 August 2013, with particular emphasis on the first day of the testimony on 22 August 2013 (first link below) as mandatory reading and the following three days only as recommended reading. Online. Available HTTP:

<<http://www.icty.org/x/cases/mladic/trans/en/130822ED.htm>> (trial transcript pages 15493-15525)

Regarding the prosecution exhibit no. P02001, Thursday, 22 August 2013, Case No. IT-09-92-T, the Prosecutor versus Ratko Mladić, *Highlights of Deliberations in the Assembly of Republika Srpska Relevant to the Indictment of Ratko Mladić, 1991-96*, prepared by Dr. Robert J. Donia, Center for Russian and East European Studies, The University of Michigan, USA. Statement of Expert Witness Presented to the International Criminal Tribunal for the Former Yugoslavia Under Rule 94 bis, Prosecutor v. Ratko Mladić (IT-09-92).

WILSON, Richard. (2015) Inciting Genocide with Words. *Michigan Journal of International Law*, 36 (2), 277-320. Available HTTP:

<http://repository.law.umich.edu/cgi/viewcontent.cgi?article=1076&context=mjil> (45 pages)

Recommended Reading:

Books:

1. BEHRENS, Paul, and HENHAM, Ralph (eds.). (2013) The *Mens Rea* of Genocide. In *Elements of Genocide* (Abingdon, Oxon, UK, and New York, USA: Routledge).
2. BROWNING, Christopher. (1992) *The Path to Genocide: Essays on Launching the Final Solution* (Cambridge, UK: Cambridge University Press).
3. DONIA, Robert J. (2015) *Radovan Karadžić: Architect of the Bosnian Genocide* (New York, USA: Cambridge University Press).
4. ELIAS-BURSAĆ, Ellen. (2015) *Translating Evidence and Interpreting Testimony at a War Crimes Tribunal: Working in a Tug-of-War* (Basingstoke, UK: Palgrave Macmillan).
5. KAPLAN, Thomas Pegelow. (2009) *The Language of Nazi Genocide: Linguistic Violence and the Struggle of Germans of Jewish Ancestry* (Cambridge, UK: Cambridge University Press).
6. KLEMPERER, Victor. (2006) *The Language of the Third Reich: LTI - Lingua Tertii Imperii, A Philologist's Notebook* (London, UK: Continuum).
7. LAKOFF, G. and JOHNSON, M. (1980) *Metaphors We Live By* (Chicago and London: The University of Chicago Press).
8. SCHABAS, William A. (2009) *Genocide in International Law* (Cambridge, UK: Cambridge University Press).
9. SEARLE, J.R. (1969) *Speech Acts: An Essay in the Philosophy of Language* (Cambridge, UK: Cambridge University Press).
10. SEARLE, J.R. (1996) *The Construction of Social Reality* (London, UK: Penguin).
11. STACKELBERG, Roderick, and WINKLE, Sally A. (2002) *The Nazi Germany Sourcebook* (London, UK, and New York, USA: Routledge).
12. TIMMERMANN, Wibke K. (2015) *Incitement in International Law* (Abingdon, Oxon, UK, and New York, USA: Routledge).

Articles and Book Chapters:

1. GAETA, Paola. (2011) Genocide. In *Routledge Handbook of International Criminal Law*, SCHABAS, William A., BERNAZ, Nadia (eds.) (Abingdon, Oxon, UK, and New York, USA: Routledge).
2. GREENAWALT, Alexander. (1999) Rethinking Genocidal Intent: The Case for a Knowledge-Based Interpretation. *Columbia Law Review*, 99 (8), 2259-2294.

**Module 12: Topic L**

*Instigation as a Mode of Liability between Volition and Causation in International Criminal Trials*

The main objectives of this lecture are to explore and explain the nature and role of instigation as a mode of liability in international criminal law and to offer insights into the relationship between instigation, volitional actions and causation in theory and practice of international criminal law. Article 7(1) of the ICTY Statute and Article 6(1) of the ICTR Statute define 'instigation' as a form of individual criminal responsibility. Following in the footsteps of the ICTY and ICTR practice, Antonio Cassese’s *Oxford Companion to International Criminal Justice* defines instigation as “‘urging, encouraging or prompting’ another to commit a crime, where the actions of the instigator may be shown to have been causal to the actual commission of the crime.” Contrary to ‘incitement’ (its close lexical relative), applied in international criminal law principally in relation to the charge of genocide, ‘instigation’ is a concept additionally burdened by the factor of ‘causation.’ Proving the causality of instigation is, and has continuously been, a challenging and difficult task. The degree of free will, or its dubious existence as such, included in this complex procedure, places additional weight on the instigation-related difficulties emerging from the practice of international criminal trials. This lecture will address some of the legal, both theoretical and practical, complications arising from the nature and position of instigation in international criminal law as a mode of liability positioned between the concepts of causation and free will, as well as the most applicable related research coming from the area of cognitive science.

Required reading:

CASSESE, A., *International Criminal Law*, Second Edition, Oxford, New York: Oxford University Press, 2008. (Pages 218-230)

Prosecutor v. Dražen Erdemović, Case No. IT-96-22. Online. Available HTTP: <http://www.icty.org/case/erdemovic/4> (Trial Judgment and Appeals Judgment)

FISCHER, J.M., KANE, R., PEREBOOM, D. and VARGAS, M. *Four Views on Free Will*, Oxford: Blackwell Publishing, 2007. (Pages 5-43, 44-84)

LAKOFF, G. and JOHNSON, M. (1980) *Metaphors We Live By* (Chicago and London: The University of Chicago Press).

SEARLE, J.R. (1996) *The Construction of Social Reality* (London, UK: Penguin).

WEGNER, D.M., *The Illusion of Conscious Will,* Cambridge, Massachusetts: The MIT Press, 2002. (Pages 317-342)

Course Requirements and Grading

Summary of Course Grading:

| **Course Components** | **Weight** |
| --- | --- |
| Component A: Class Participation | 30% |
| Component B: Mid Term Exam | 35% |
| Component C: Final Exam | 35% |

Component A

Students are expected to participate in on-line discussion groups pertaining to each module and answer questions posed by the instructors.

Component B

The mid-term exam will address the first six modules.

Component C

The final exam will address the entire 12 modules in order to test the ability of students to synthesize all of the concepts discussed during the course.

Grading Scale:

Undergrad

| **Grade** | **Letter Grade** | **GPA** |
| --- | --- | --- |
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Graduate

| **Grade** | **Letter Grade** | **GPA** |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

All course due dates are identified in the (choose appropriate location). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy: For every day that an assignment is late, the grade will be reduced by a third of a mark. Thus, if an assignment would normally receive an “A,” if it is one day late, it will receive an “A-.” If it is two days late, it will receive a “B+,” etc.

Feedback and Grades

I will make every effort to provide feedback and grades in ten days following the due date for the assignment/exam. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

* The Student Code
  + Academic Integrity
  + Resources on Avoiding Cheating and Plagiarism
* Copyrighted Materials
* Netiquette and Communication
* Adding or Dropping a Course
* Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://csd.uconn.edu/). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

Software Requirements

The technical requirements for this course include:

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Reliable internet access

Help

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 Course Support](http://www.ecampus24x7.uconn.edu/) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://geoc.uconn.edu/computer-technology-competency/) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

## 2018-28 HRTS 3710 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-5927 |
| **Request Proposer** | Libal |
| **Course Title** | Islam and Human Rights |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Islam and Human Rights |
| **Course Number** | 3710 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kathryn R Libal |
| **Initiator Department** | Social Work Instruct and Rsrch |
| **Initiator NetId** | krl04002 |
| **Initiator Email** | [kathryn.libal@uconn.edu](mailto:kathryn.libal@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | May Term |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion; may be offered in person, as a hybrid course or in an all online format. The course has been offered twice in past by Prof. Zaid Eyadat (who will continue teaching the course in summer semesters). |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The course requires faculty expertise not generally held on the other campuses and HRI does not have resources to pay adjuncts who may be able to offer the course on other campuses to do so. When offered online students from all campuses can enroll. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HRTS 3710. Islam and Human Rights Three credits. Introduction to Islamic law, international human rights, and questions of universalism and relativism, collectivism and individualism. |
| **Reason for the course action** | The course adds important new content on theories of human rights and justice within Islam, including key points of convergence and controversies about the balance of cultural relativism and universalism. It enhances our Core B category: History, Philosophy, and Theory, providing an opportunity for students to engage the history, philosophy and theory of human rights as it relates to a major world religion. The course will also increase our offerings in this fast-growing major that experiences increasing pressures for seats. No adverse effects are expected in terms of enrollments in other classes on the major/minor. |
| **Specify effect on other departments and overlap with existing courses** | This course does not overlap with offerings in other departments, such as Political Science, Sociology, or Anthropology and no adverse effects are expected. It is one of the few courses on our major/minor roster that is not cross-listed. As a core course, it serves a vital function of providing much needed seats to a growing major and significant minor program. |
| **Please provide a brief description of course goals and learning objectives** | The course provides a broad overview of the theoretical and methodological approaches to studying Islam as well as human rights. It offers a brief introduction to Islamic law, international human rights, and key theoretical concepts and debates, such as universalism and relativism, collectivism and individualism. The course fosters understanding of key scholarly positions on the relationship between Islam and human rights and students explore the most important trends in Islamic thought and how they account for human rights. The second part of the course allows students to examine several contemporary case studies, including human rights in practice and the legal frameworks of Saudi Arabia, Iran, Jordan, Tunisia and Morocco. Woven throughout the course is attention to topics such as: minorities and citizenship, women's rights, Islamic feminism, the Arab Spring and its impact on human rights. |
| **Describe course assessments** | Course assessment is accomplished through a mid-term, final, short research paper (2000-3000 words) and presentation, and group presentations throughout the semester on readings. Readings are drawn primarily from philosophy, history, and political theory and generally 4-5 chapters or papers are assigned per week. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Eyadat. Islam and HR final highlight-jan 20.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108492) | Eyadat. Islam and HR final highlight-jan 20.doc | Syllabus | | [Eyadat CV.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108497) | Eyadat CV.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kathryn R Libal | 01/09/2018 - 17:51 | Submit |  | Prof. Zaid Eyadat will continue to teach this course into the future; two other faculty affiliated with HRI also have the capacity to teach the course in future years as well. | | Human Rights | Samuel M Martinez | 01/09/2018 - 20:12 | Approve | 11/2/2017 | approved by the HRTS ugrad curriculum committee on 2 november 2017 | |

**Islam and Human Rights**

Professor Zaid Eyadat

Phone: 860-486-2732

Email: zaid.edyadat@uconn.edu

Spring 2016

Human Rights Institute

Class: (10-12.30), (Monday)

Office Hours: (2-3), (Monday), (Oak, 431)

**Course Rationale and Overview**

In recent decades, the rise in violence and human rights violations committed by extremist Islamist actors, or actors who do not identify as Islamist but hold Islamic affiliations, have contributed to the conflation of extremist Islamism and Islam itself. With most of the Western media attention focused on religious and sectarian conflicts in the region, negative feelings towards Islamism have extended towards Islam. This course sheds light on Islam and its relationship with human rights and the main approaches shaping this debate. It addresses this relationship from the perspectives of both the international human rights communities and the religious "Muslim" scholars' communities. The course highlights the study of human rights in Islamic theorizing, while examining the current human rights conditions in the Middle East and North Africa (MENA) countries as "Muslim states."

The course starts with providing a broad overview of the theoretical and methodological approaches to studying Islam as well as human rights. It offers a brief introduction to basic notion of Islamic law, international human rights, and main relevant theoretical concepts and position such as universalism and relativism, collectivism and individualism. It studies how scholars from these camps view the relationship between Islam and human rights. It then proceeds to map and explore the most important trends in Islamic thought and how they account for human rights. It correlates said trends to several contemporary case studies, including human rights in practice and the legal frameworks of Saudi Arabia, Iran, Jordan, Tunisia and Morocco.

The course will address the most pivotal issues when discussing Islam especially in the MENA region, such as: minorities and citizenship, women's rights, Islamic feminism, the Arab Spring and its impact on human rights. Class time will be divided between lecture and discussion and students are expected to be prepared to contribute based on their understanding of the reading material.

It remains to be noted that the course is not meant to give an all-comprehensive or a theological account of "Islam;" rather it analyzes the most influential yet diverse understandings of it.

**Learning Outcomes:**

The course aims at providing students with the required knowledge, skills, and tools to address the following questions regarding Islam and Human Rights and grapple with them constructively:

* What is Islam? Who decides and why?
* What are the various methods and approaches to the study of Islam and Human Rights and the relationship that links them?
* Who are the leading thinkers in Islamic theorizing on human rights?
* What are the various schools of thought within Islamic theorizing and how do they conceive of human rights?
* How are Islamists promoting and/or hindering the implementation of human rights in the Arab-Islamic world?
* What are the prevalent human rights conditions in the Muslim countries?
* How do different schools of thought within Islamic theorizing approach and address thorny issues of minority rights, women's rights, etc, in Islam?

**Requirements:**

* **Class Participation** – Attendance is highly encouraged as per university regulations. Students are expected to participate in and contribute to class discussions and collective reflections. In order to successfully achieve that, students are required to:
  + Read the assigned readings in advance of the class sessions and be prepared to discuss them.
  + Follow daily events and reports related to the status of human rights and freedoms and violations in the Muslims World.
* **Paper (20%)** – Each student is expected to complete a short research paper on a topic to be chosen in consultation with the instructor. Papers must be 2000-3000 words in length. All term papers should include a bibliography of not less than eight scholarly sources which the student can draw on for future research. Papers must conform to the MLA format using 12-point font. You are asked to develop a complete research paper which integrates one of the topics you have studied throughout the class.

**Guidelines for writing the term paper:**

1. The paper is to address a topic related to the subject that was discussed during classes or to themes included in this syllabus or to a subject related to the course. All paper topics should be approved by the Instructor.
2. The paper should include a title page: all subsequent pages should be consecutively numbered.
3. All proposed topics are expected to be specific and narrowly focused.
4. Papers should be 2000-3000 words, double –spaced(excluding title page, endnote page and bibliography) that conform to MLA format using 12-point font, you should summarize all related literature, focusing on the main arguments presented, and set out a framework for discussion.
5. The structure of a typical paper might look something like this:
   1. Introduction of the subject matter
   2. Statement of purpose
   3. Research problem(s)
   4. Research question(s)
   5. Literature review
   6. Discussion
   7. Conclusion.
6. A theoretical framework should be developed in the paper within or after the literature review.
7. At least six different scholarly sources must be consulted and cited within the paper and in the endnotes. These may include books, articles, and newspapers if appropriate. Class lectures, text books, and sources in the syllabus may be used but WILL NOT count as one of the eight sources.
8. Books and Journal Articles will count individually. All newspapers will count collectively as one (1) source. All magazine articles (Times, Newsweek, Economist, etc) will count collectively as one (1) source. All internet resources will count collectively as one (1) source.
9. The deadline for delivering the paper is two weeks before the end of the semester, as marked in the table below. Late papers will not be accepted.

* **Paper Presentations (10%)** – Students are required to present their work on their papers while in progress. The aim is to build students’ presentation and public speaking skills, and to cultivate their skills in regards to receiving feedback from peers and to benefiting from it in improving the quality of their papers. The grading of the presentation will not take into account the content of the paper and work in progress, as this will be the focus of the grading of the paper itself. Instead, the presentation will be evaluated based on the following rubric: the focus and clarity of the presentation (speaking audibly, with clear tone, appropriate pace), the coherence of the presentation, and the engagement of the presenter with the rest of the class. Finally, the way feedback is received and reflected in the final paper will also be taken into consideration. The presentations will commence on the third week of classes. The presentations will take place at the start of classes.
* **Group Presentations (10%)** – In the first class in the semester, students will be assigned to groups to prepare presentations on the course readings. The aim of group presentations is to cultivate team work and team building and relevant skills, namely discussion, debate, negotiation, exchange of ideas, etc. Group presentations will be graded taking into consideration the content of the presentation and the understanding of the topics and readings presented, the collaboration and engagement of group members, the organization and clarity of the presentation, the use of presentation skills.

Similar to individual presentations, the group presentations will commence on the third week of classes and will take place at the start of each class.

* **Midterm (20%), Final (40%)** – Students are required to take two examinations during the semester. Students who fail to show for an exam without an officially documented medical excuse will not be allowed to take the exam at a later time. Students with "bunched" final exams may acquire official permission from the Dean of Students to reschedule one of their exams. The midterm exam is scheduled to take place on March 7, 2016. The final will be held in the final’s week as indicated in the university’s academic calendar.

**Course Schedule and Outline:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Readings** |
| **Part One: Islam and Human Rights: The Debate** | | |
| January 25 | Introduction and Overview  *Deconstructing the Oxymoron* | Esposito, J. (2002). *What Everyone Needs to Know about Islam* (pp. 1-68). Oxford: Oxford University Press. |
| February 1 | Conceptual Constructs:  *What is Islam?*  *What are Human Rights?* | Compulsory Readings:  Asad, T. (2009). The Idea of An Anthropology of Islam. *Qui Parle*, *17*(2), 1-30.  Eyadat, Z. (2012). Islams: Between dialoguing and mainstreaming. *Philosophy & Social Criticism*, *38*(4-5), 507-516.  Beitz, Ch. (2009). The Idea of Human Rights (pp. 1-13). New York: Oxford University Press.  Recommended Readings:  Mayer, A. (2006). Evolving Concepts of Human Rights. In S. Hunter & H. Malik, *Islam and Human Rights* (pp. 8-26). Washington: Center for Strategic and International Studies.  An-Na'im, A. (2015). Human Rights. In J. Blau, *The Blackwell Companion to Sociology* (pp. 86-99). Malden, Massachusetts: Blackwell Publishers. |
| February 8 | Islam and Human Rights: The Debate  *What to study and how to study it?* | Compulsory Readings:  Akbarzadeh, S., & MacQueen, B. (2008). Framing the Debate on Islam and Human Rights. In S. Akbarzadeh & B. MacQueen, *Islam and Human Rights in Practice: Perspectives Across the Ummah* (1st ed., pp. 1-11). NY: Routledge.  Abou El Fadl, K. (2009). The Human Rights Commitment in Modern Islam. In Z. Anwar, *Wanted: Equality and Justice in the Muslim Family* (pp. 113-142). Petaling Jaya: Musawah.  Dalacoura, K. (2003). *Islam, Liberalism and Human Rights* (pp. 1-38). London: I.B. Tauris.  Recommended Readings:  An-Naʻim, A. (1995). Towards an Islamic Hermeneutics. In A. An-Na'im, *Human Rights and Religious Values: An Uneasy Relationship?* (pp. 229-242). Amsterdam: Editions Rodopi.  Abou El Fadl, K. (2006). A Distinctly Islamic View of Human Rights. In S. Hunter & H. Malik, *Islam and Human Rights* (pp. 27-42). Washington: Center for Strategic and International Studies. |
| February 15 | International Law and Human Rights  *Universalism Vs Relativism and where to place Islam* | Donnelly, J. (2007). The Relative Universality of Human Rights. *Human Rights Quarterly*, *29*(2), 281-306.  Renteln, A. (2013). *International Human Rights: Universalism Versus Relativism*, New Orleans: Quid Pro Books, pp: (introduction: 9-17, 61-87).  Kymlicka, W. Boulden, J. ed. (2015). *International Approaches to Governing Ethnic Diversity*. Oxford University Press, pp: (1-25).  Senturk, R. (2005). Sociology of Rights: "I Am Therefore I Have Rights": Human Rights in Islam between Universalistic and Communalistic Perspectives. *Muslim World Journal Of Human Rights*, *2*(1). http://dx.doi.org/10.2202/1554-4419.1030.  Recommended  Kymlicka, W. Pfostl, E. (2003). *Multicultural States and Intercultural Citizens,* Theory and Research in Education, July 2003 vol. 1 no. 2 147-169 |
| February 22 | *Islamic Law:*  *Sources and Principles* | Compulsory Readings:  Hallaq, W. (2009). *An Introduction to Islamic Law* (pp. 7-30, 163-170). Cambridge: Cambridge University Press.  An-Naim, A. (2013). "Complementary, Not Competing, Claims of Law and Religion: An Islamic Perspective,” *Pepperdine Law Review*, Vol. 39, pp. 1231-1255.  Hallaq, W. (1984). Was the Gate of Ijtihad Closed?. *International Journal Of Middle East Studies*, *16*(01), 3-41.  Recommended:  Bearman, P. et al., eds., (2006). The Islamic School of Law, Islamic Legal Studies Program, Harvard Law School (February 25, 2006), pp: (1-10, 126-146). |
| February 29 | Human Rights Declarations:  *Comparisons of Human Rights Declarations* | Compulsory Readings:  Un.org,. *The Universal Declaration of Human Rights*. Retrieved 6 August 2015, from <http://www.un.org/en/documents/udhr/>  Oic-oci.org,. *The Cairo Declaration on Human Rights in Islam*. Retrieved 12 August 2015, from <http://www.oic-oci.org/english/article/human.htm>.  Mayer, A. (1991). *Islam and Human Rights* (pp. 1-27). Boulder, Co.: Westview Press  Chowdhury, N. (2008). The Quest for Universal Human Rights: A Brief Comparative Study of Universal Declarations of Human Rights by the UN and the Islamic Council of Europe. *The International Journal Of Human Rights*, *12*(3), 347-352. |
| March 7 | Mid-Term Exam |  |
| March 14 | Spring Break |  |
| **Part Two: Islam and Human Rights: Ideology and Practice** | | |
| March 21 | 1. Conservative Islam and Human Rights: Ideology  Theory Building and Historical Development | Abu Zaid, N. (2006). *Reformation of Islamic Thought A Critical Historical Analysis* (pp. 13-36, 44-58). Amsterdam: Amsterdam University Press.  Commins, D. (2006). *Wahhabi Mission and Saudi Arabia*, I.B. Tauris, pp: (1-6, 104-129)  Ayoob, M, and Kosebalaban, H, (2008). *Religion and Politics in Saudi Arabia: Wahhabism and the State*, Lynne Rienner Publisher, pp: (1-11).  Enyat, H. (1982). *Modern Islamic Political Thought*, MPublishing, University of Michigan Library, pp: (18-68).  Vanessa, M. (2003), [*Creating an Islamic State: Khomeini and the Making of New Iran*](http://site.ebrary.com.ezlibrary.ju.edu.jo/lib/excellence/docDetail.action?docID=10133159&p00=khomeini), I.B. Taurispp: (1-28). |
| March 28 | C. 2. Conservative Islam and Human Rights: The Practice  *Saudi Arabia and Iran* | The Constitution of Saudi Arabia:  https://www.sagia.gov.sa/Documents/Laws/Basic%20Law%20of%20Governance\_En.pdf  The Constitution of Iran:  http://www.iranonline.com/iran/iran-info/government/constitution.html  Eijk. E. (2010). Sharia and National Law in Saudi Arabia, In J. Otto, *Sharia Incorporated: A Comparative Overview of Legal Systems in Twelve Muslim Countries in Past and Present* (1st ed., pp. 139-180). Leiden: Leiden University Press.  Almihdar, Z. (2009). Human Rights of Women and Children under the Islamic Law of Personal Status and Its Application in Saudi Arabia. *Muslim World Journal Of Human Rights*, *5*(1). <http://dx.doi.org/10.2202/1554-4419.1158>.  Mir-Hosseini, Z. (2010). Sharia and National Law in Iran. In J. Otto, *Sharia Incorporated: A Comparative Overview of Legal Systems in Twelve Muslim Countries in Past and Present* (1st ed., pp. 319-372). Leiden: Leiden University Press.  Recommended:  Habib, J.S. (2008), Wahhabi Origins of the Contemporary Saudi State, in *Religion and Politics in Saudi Arabia: Wahhabism and the State* book ed. By Ayoob, M, and Kosebalaban, H, Lynne Rienner Publisher. |
| April 4 | Modern Islam and Human Rights: Theory and Practice  *Jordan* | Kurzman, C. (2002). Modernist Islam 1840-1940, Oxford University Press, pp: 3-27.  Ramadan, T. (2009). *Radical Reform: Islamic Ethics and Liberation*, Oxford University Press, pp: 11-38.  Al-Jabri, M. (2009). *Democracy, Human Rights and Law in Islamic Thought,* pp: 209-251.  The Constitution of Jordan:  <http://www.refworld.org/pdfid/3ae6b53310.pdf>  Alshdaifat, S. (2014). Review of Human Rights under the Jordanian Constitution. *Journal Of Law, Policy And Globalization*, *29*, 30-44.  Hartman, K. (2010). *The Shame of Preserving Honor, Why Honor Killings Still Plague the Hashemite Kingdom of Jordan in the 21st Century,* CMC Senior These, paper 34.  Recommended:  Welchman, L. (2009). Family, Gender and Law in Jordan and Palestine. In K. Cuno & M. Desai, *Family, Gender, and Law in a Globalizing Middle East and South Asia* (1st ed., pp. 126-144). Syracuse, N.Y: Syracuse University press. |
| April 11 | L. 1. Liberal Islam and Human Rights: Ideology  *Theory Building and Historical Development* | Abu Zaid, N. (2006). *Reformation of Islamic Thought A Critical Historical Analysis* (pp. 83-102). Amsterdam: Amsterdam University Press.  Baderin, M. (2010). Introduction: Abdullahi An-Na’im’s Philosophy on Islam and Human Rights. In A. An-Na'im, *Islam and Human Rights: Selected Essays of Abdullahi An‐Naʹim* (1st ed., p. xiii-xxxix). Farnham: Ashgate.  Kurzman, C. (1998). *Liberal Islam: A Sourcebook* (pp. 1-38). Oxford: Oxford University Press.  Recommended:  Kurzman, C. (1998). *Liberal Islam: A Sourcebook* (pp. 112-138). Oxford: Oxford University Press. |
| April 18 | L. 2. Liberal Islam and Human Rights: Practice  *Tunisia and Morocco* | The Constitution of Tunisia:  <https://www.constituteproject.org/constitution/Tunisia_2014.pdf>  The Constitution of Morocco:  <http://www.constitutionnet.org/files/morocco_eng.pdf>  Buskens, L. (2010). Sharia and National Law in Morocco. In J. Otto, *Sharia Incorporated: A Comparative Overview of Legal Systems in Twelve Muslim Countries in Past and Present* (1st ed., pp. 89-138). Leiden: Leiden University Press.  Eyadat, Z. (2014). *Islam, Human Rights and the Possibility of Reasonable Pluralism: A case from the Tunisian constitution,* paper presented at the American University of Beirut.  Sadek, G. (2013). *The Role of Islamic Law in Tunisia’s Constitution and Legislation Post-Arab Spring*. *Library of Congress*.  El Ouazghari, K. (2014). *Ennahdha in Practice: Democracy, Gender, and Sharia in Tunisia’s New Constitution*. *Deutschen Gesellschaft für Auswärtige Politik*. Retrieved 16 August 2015, from  Hursh, J. (2012). Advancing Women’s Rights Through Islamic Law: The Example of Morocco. *Berkeley Journal Of Gender, Law & Justice*, *27*(2), 254-268, 282-304. |
| April 25 | Islam and Human Rights Debatable Issues:   * *Minorities' Rights and Citizenship* * *Women's Rights and Islamic Feminism* | Eyadat, Z. (2013). Fiqh Al-Aqalliyyat and the Arab Spring: Modern Islamic theorizing. *Philosophy & Social Criticism*, *39*(8), 733-753.  Eyadat, Z. (2013). Islamic Feminism: Roots, Development and Policies. *Glob Policy*, *4*(4), 359-368.  Recommended Readings:  Kurzman, C. (1998). *Liberal Islam: A Sourcebook* (pp. 145-178). Oxford: Oxford University Press.  An-Na'im, A. (2010). Beyond Dhimmihood: Citizenship and Human Rights. In R. Hefner, *The New Cambridge History of Islam* (1st ed., pp. 314-334). Cambridge: Cambridge University Press. |

## 2018-29 HRTS Revise Major



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 8, 2018

2. Department or Program: Human Rights Institute

3. Title of Major: Human Rights

4. Effective Date (semester, year): AY 2018-2019

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Addition of courses

# Existing Catalog Description of Major

**Human Rights**

[Course descriptions](https://catalog.uconn.edu/hrts/)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

**Requirements for the Major in Human Rights**

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

**Core Courses**

**A. Institutions and Laws**

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831).

**B. History, Philosophy and Theory**

[ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); [PHIL/HRTS 3220/W](https://catalog.uconn.edu/HRTS/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042).

**C. Applications and Methods**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3428](https://catalog.uconn.edu/POLS/#3428), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835), [3837/W](https://catalog.uconn.edu/SOCI/#3837).

**D. Elective Courses**

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127/W](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**E. Related Courses**

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

**F. Capstone Course (3 credits)**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996)

**Information Literacy and Writing Requirements**

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

# Proposed Catalog Description of Major

**Human Rights**

[Course descriptions](https://catalog.uconn.edu/hrts/)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester. A major [minor] in Human Rights can be completed only at the Storrs campus.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

**Requirements for the Major in Human Rights**

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

**Core Courses**

**A. Institutions and Laws**

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); HRTS 3050, 3055; [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831); [3837/W](https://catalog.uconn.edu/SOCI/#3837).

**B. History, Philosophy and Theory**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); HRTS 3710; [PHIL/HRTS 3220/W](https://catalog.uconn.edu/HRTS/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042).

**C. Applications and Methods**

[BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3428](https://catalog.uconn.edu/POLS/#3428), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835).

**D. Elective Courses**

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127/W](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), 3214, [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**E. Related Courses**

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

**F. Capstone Course (3 credits)**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996)

**Information Literacy and Writing Requirements**

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

# Justification

1. Reasons for changing the major: Addition of new courses and increased accessibility of courses for students

2. Effects on students: Expands course options in Core A & B, making it easier for students to access courses and complete the major

3. Effects on other departments: N/A

4. Effects on regional campuses: Several of the added courses are taught online, and will increase ability of students to take the courses

5. Dates approved by

    Department Curriculum Committee:

    Department Faculty: November 2, 2017

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

Kathy Libal, [Kathryn.libal@uconn.edu](mailto:Kathryn.libal@uconn.edu)

# Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Date:\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peoplesoft#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated Graduation Date (mo./year):\_\_\_\_\_\_\_\_\_\_ Catalog Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

* **Core Courses**. 9 Credits. Students must take at least one course from each division. Circle Courses Taken

A. Institutions and Laws

HIST/HRTS 3202; HRTS, 3050, 3055 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831, 3837/W

B. History, Philosophy, and Theory

ANTH/HRTS 3326; ECON 3128; ENGL/HRTS 3631; HIST/HRTS 3201, 3207; HRTS 3710; PHIL/HRTS 3220(W); POLS/HRTS 3042

C. Applications and Methods

BADM/BLAW/HRTS 3252, 3254; DRAM/HRTS 3139; ENGR/HRTS 3257; HRTS 3149(W), 3250(W), 3475; POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835(W)

* **Elective Courses**. 12 Credits, either additional core courses or from the electives list. Circle Courses Taken

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3575; ECON 2126, 2127(W), 3473(W); ECON 2445/HRTS/WGSS 3445; EDCI 2100, 3100; ENGL/HRTS 3619; ENGL 3629; GEOG 3240; HDFS 3251; HEJS/HRTS 2203; HIST 3100W, 3418, 3570; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; LLAS 3271/POLS 3834; NRE 2600; NURS 3225; PHIL/HRTS 2170W, 3219(W); PHIL 2215, 3218; POLS 3214; POLS/ENGR/HRTS 3209; POLS 3211, 3255; POLS/HRTS 3807, 3418(W); POLS/WGSS 3249; POLS 3672/WGSS 3052; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS/HRTS 2263; WGSS 2255, 3105, 3257, 3269

* **Capstone Course**. 3 Credits. Circle Course Taken

HRTS 4291: Service Learning/Internship, or HRTS 4996W: Senior Thesis

* **Related Courses**. 12 Credits. Students must take 12 Credit Hours of Related Courses as approved by the Director of the Human Rights Major.

*Course Number Course Title Credits*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

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* **Writing Requirement.** Circle Course Taken.

ANTH/HRTS 3028W, 3153W; ANTH 3150W; ARTH 3575W; ECON 2127W, 3473W; EDCI 3100W; HRTS 3149W, 3200W, 3250W, 4996W; PHIL/HRTS 2170W, 3219W, 3220W; POLS 3211W; POLS/HRTS 3256W, 3418W; SOCI 3421W, 3503W; SOCI/HRTS 3835W, 3837W; WGSS 2255W, 3105W, 3257W

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

*Second Major Adviser*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Human Rights Major Advisor** **Student**

## 2018-30 HRTS Revise Minor



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 8, 2018

2. Department or Program: Human Rights Institute

3. Title of Minor: Human Rights

4. Effective Date (semester, year): AY 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change:

# Existing Catalog Description of Minor

Human Rights Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

### Group A

#### Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831)

#### History Philosophy and Theory

[ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/ENGL/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); [PHIL/HRTS 3220](https://catalog.uconn.edu/PHIL/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042);

### Group B Applications and Methods

[ANTH/HRTS 3326](https://catalog.uconn.edu/ANTH/#3326); [BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3428](https://catalog.uconn.edu/HRTS/#3428), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835), [3837](https://catalog.uconn.edu/HRTS/#3837)

### Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HEJS/HRTS 2203](https://catalog.uconn.edu/HEJS/#2203); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421),  [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

### Group D Internship

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

# Proposed Catalog Description of Minor

Human Rights Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor. A minor in Human Rights can be completed only at the Storrs campus.”

### Group A

#### Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); HRTS 3050, 3055; [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [SOCI/HRTS 3831](https://catalog.uconn.edu/HRTS/#3831); [3837/W](https://catalog.uconn.edu/SOCI/#3837).

#### History Philosophy and Theory

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); HRTS 3710; [PHIL/HRTS 3220/W](https://catalog.uconn.edu/HRTS/#3220); [POLS/HRTS 3042](https://catalog.uconn.edu/HRTS/#3042).

### Group B Applications and Methods

[BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3428](https://catalog.uconn.edu/HRTS/#3428), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835).

### Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); DRAM/HEJS/HRTS 2203; [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), 3214, [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421),  [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

### Group D Internship

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

# Justification

1. Reasons for changing the minor: Addition of new courses and increased accessibility of courses for students

2. Effects on students: Expands course options in Core A & B, making it easier for students to access courses and complete the major

3. Effects on other departments: N/A

4. Effects on regional campuses: Several of the added courses are taught online, and will increase ability of students to take the courses

5. Dates approved by

    Department Curriculum Committee:

    Department Faculty: November 2, 2017

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

Kathy Libal, [Kathryn.libal@uconn.edu](mailto:Kathryn.libal@uconn.edu)

# Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

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

**The Human Rights Minor:**

Fifteen (15) credits at the 2000 or 3000 level are required. Students take three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); six credits of either additional core courses or electives (Group C); and three credits of Internship (Group D). More than six credits may not be taken in one department.

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

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

Group A – Core Courses (3 credits):

Institutions and Laws

HIST/HRTS 3202; HRTS, 3050, 3055 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831, 3837/W

History, Philosophy, and Theory

ANTH/HRTS 3326; ECON 3128; ENGL/HRTS 3631; HIST/HRTS 3201, 3207; HRTS 3710; PHIL/HRTS 3220(W); POLS/HRTS 3042

Group B - Applications and Methods (3 credits):

BADM/BLAW/HRTS 3252, 3254; DRAM/HRTS 3139; ENGR/HRTS 3257; HRTS 3149(W), 3250(W), 3475; POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835(W), 3837(W)

Group C – Electives (6 credits, either additional core courses or from the list below):

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3575; ECON 2126, 2127(W), 3473(W); ECON 2445/HRTS/WGSS 3445; EDCI 2100, 3100; ENGL/HRTS 3619; ENGL 3629; GEOG 3240; HDFS 3251; HEJS/HRTS 2203; HIST 3100W, 3418, 3570; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; LLAS 3271/POLS 3834; NRE 2600; NURS 3225; PHIL/HRTS 2170W, 3219(W); PHIL 2215, 3218; POLS 3214; POLS/ENGR/HRTS 3209; POLS 3211, 3255; POLS/HRTS 3807, 3418(W); POLS/WGSS 3249; POLS 3672/WGSS 3052; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS/HRTS 2263; WGSS 2255, 3105, 3257, 3269

Group D – Internship (3 credits):

**HRTS:** 4291

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

SID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expected date of graduation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This plan is for the requirements of the \_\_\_\_\_\_\_\_\_\_\_ catalogue.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

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

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Human Rights Advisor Date

## 2018-31 PHYS 3501 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5268 |
| **Request Proposer** | Hancock |
| **Course Title** | Modern Experimental Methods |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Physics > UICC > Return > Physics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | Modern Experimental Methods |
| **Course Number** | 3501 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jason N Hancock |
| **Initiator Department** | Physics |
| **Initiator NetId** | jnh12002 |
| **Initiator Email** | [jason.hancock@uconn.edu](mailto:jason.hancock@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PHYS 1202Q or 1402Q or 1502Q or 1602Q and 2501W |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 3501. Modern Experimental Methods  Three credits. One 3-hour laboratory meeting per week and one lecture hour per week. Prerequisite: PHYS 1202Q or 1402Q or 1502Q or 1602Q and 2501W.  In-depth exploration of classical and quantum phenomena through advanced experimentation using contemporary methods. |
| **Reason for the course action** | This action aims to adjust catalog entry shared by 2501W and 2502 (quoted below). In practice the two courses are unrelated so sharing an entry, or even a number sequence, is inappropriate. (former) 2502 in its current form is more appropriate as a 3000 level course and can be compared to Phys 4150 (Optics) or 3150 (Electronics) and we promote it to a 3000 level class. Old language: "2501W-2502. Laboratory in Electricity, Magnetism, and Mechanics Three credits each semester. One class period, one 3-hour laboratory period, and additional assignments on the theoretical interpretation of experiments. One hour lecture per week. Time by arrangement. A written presentation of methods and results is required for each experiment. Prerequisite: First semester, PHYS 1201Q or 1401Q or 1501Q or 1601Q; Second semester, PHYS 1202Q or 1402Q or 1502Q or 1602Q. Both semesters, prerequisite: ENGL 1010 or 1011 or 2011. Experiments with mechanical phenomena. Experiments with electric and magnetic phenomena, including their interaction with matter. The handling of experimental data. The use of computers in experimental physics." |
| **Specify effect on other departments and overlap with existing courses** | None identified. |
| **Please provide a brief description of course goals and learning objectives** | Phys 3501 focuses on experiments in modern physics, categorized as (i) explorations of the foundations of quantum mechanics and (ii) an introduction to modern experimental techniques. Emphasis will be placed on understanding and commissioning equipment, experimental design, collection of quality data, and data analysis. Students will contextualize the effects of quantum physics in table-top experiments. Students will be able to use advanced research equipment common in research laboratories. |
| **Describe course assessments** | Grades will be based upon a combination of experimental reports (80%) and participation during laboratory sessions (20%). Lab reports will be graded on a letter basis, and will be weighted equally. Final grade will be determined by individual letter grades, averaged using a standard GPA point system. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus 2502 spring 2017.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/105359) | Syllabus 2502 spring 2017.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jason N Hancock | 11/17/2017 - 09:23 | Submit |  | ... | | Physics | Vernon F Cormier | 11/29/2017 - 11:43 | Approve | 11/29/2017 | Course changes have been approved by Physics C&C committee and in vote at full Physics faculty meeting | | UICC | Eric Donkor | 11/29/2017 - 13:27 | Return |  | The requested intends the proposal to be routed through CLAS, but inadvertently picked "UNIV". under course info. The requester should pick "Neither" under course info, in order for the proposal to be properly routed | | Return | Jason N Hancock | 01/10/2018 - 16:08 | Resubmit |  | Updated "Course Info>>Routing" to "Neither" instead of "UNIV" as requested by Eric Donkor. | | Physics | Vernon F Cormier | 01/10/2018 - 16:55 | Approve | 1/10/2018 | approved in full faculty Physics meeting in December | |

**Phys 2502 – Laboratory in Electricity, Magnetism and Mechanics II**

Spring Semester 2017

Professor Barrett O. Wells

Schedule

Lectures are scheduled MWF 12:20 – 1:10 pm.

Labs are either section 01 M 2:00 – 5:00 pm or section 02 W 2:00 – 5:00 pm

Content

Phys 2502 will focus on experiments in modern physics. These will come in two categories. The first category includes explorations of the foundations of quantum mechanics. The second category includes an introduction to modern experimental techniques.

Four to five experiments will be performed, each taking three to four weeks.

Emphasis will be placed on understanding and commissioning equipment, experimental design, collection of quality data, and data analysis.

Choice of experiments will be based upon student interest and availability, and will be selected from the following: the Franck-Hertz experiment of atomic excitations, two-slit interference of individual photons, magnetic forces and torques, x-ray diffraction, nuclear magnetic resonance, Rb atomic spectroscopy, and Mie Scattering.

Safety

A room and course specific laboratory safety instruction sheet will be passed out to every member of the class and all students must read and sign the document before participating in laboratory work.

In addition, some experiments may require further, university mandated training. These are likely to include x-ray safety training and laser safety training. The relevant courses are administered by the UConn Environmental Safety and Health department and can be taken online through your Husky CT home page. You must request to take the courses from the EHS Training web page. You will receive instructions about which courses are necessary during class.

Grading

Grades will be based upon a combination of experimental reports (80%) and participation during laboratory sessions (20%).

Lab reports will be graded on a letter basis, and will be weighted equally.

Final grade will be determined by individual letter grades, averaged using a standard GPA point system.

Reports

You will receive detailed instructions in class about your reports. Each report will include at least the following components.

Title

Abstract

Introduction

Experimental Details

Results

Discussion

Conclusions

You will receive further instructions as to what is expected in each section during class.

Academic Integrity

Experiments will be conducted in groups of two or three. You are expected to acquire and analyze data as part of your group, and thus we expect identical sets of data and analysis in the reports from each group member.

You are also encouraged to talk about the experiments generally with your classmates.

However, you are required to write your lab reports by yourself. The reports will be crosschecked for plagiarism. If you wish to use an idea from another published work, or from a classmate, these must be credited with a proper citation.

Plagiarism or other academic dishonesty will incur a penalty up to failure for the course.

A summary of UConn policies on academic integrity can be found at the following web page: <http://community.uconn.edu/the-student-code-appendix-a/>

## 2018-32 WGSS 2255/W Revise Course (G) (S)

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5787 |
| **Request Proposer** | Zane |
| **Course Title** | Sexualities Activism and Globalization |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Sexualities Activism and Globalization |
| **Course Number** | 2255 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This course has been taught as a LGBTQ specific course so we need to change the title to reflect that to LGBTQ Sexualities Activism and Globalization |

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| **CONTACT INFO** | |
| **Initiator Name** | Sherry L Zane |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | sli96001 |
| **Initiator Email** | [sherry.zane@uconn.edu](mailto:sherry.zane@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** | Fall,Spring |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion, writing labs |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Previously taught as WS 2255W open to sophomores or higher Prerequisite: ENGL 1010 or 1011 or 2011; |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | There are not enough staff to teach it. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | WGSS 2255. Sexualities, Activism, and Globalization (Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher. Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT. WGSS 2255W. Sexualities, Activism, and Globalization (Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | WGSS 2255. LGBTQ Sexualities, Activism, and Globalization (Formerly offered as WS 2255.) Three credits. Prerequisite: Open to sophomores or higher. Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media. CA 4-INT. WGSS 2255W. LGBTQ Sexualities, Activism, and Globalization (Formerly offered as WS 2255W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher. CA 4-INT. |
| **Reason for the course action** | The title needs to reflect the way this course has been taught. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Focusing on the mid 20th century forward, we will examine how sexuality movements and communities have been shaped by the emergence of digital technologies including internet, film and video, and global communications. In the process we will pay particular attention to the globalization of LGBT identities, social movements, and cultures, and engage contemporary debates about LGBT organizing from a transnational perspective. There are three substantive goals for this course: 1) for all of us to develop an understanding of how real-life and virtual communities are generated and how they contribute to identity construction; 2) to examine transnational GLBT communities and activism in the new millennium; to collaboratively develop and teach case studies exploring the use, role, and impact of digital media on this community formation and organizing; and 3) in line with W course goals, for each of us to improve our writing skills. |
| **Describe course assessments** | Requirements: Paper Idea Generation 5 points Research Paper Draft 10 points Peer Paper Feedback 10 points Final Paper 20 points Midterm Exam 15 points Group Teaching Project 20 points Final Exam 20 points Total 100 points (Optional Campus Events) (6 points Extra Credit) |
| **General Education Goals** | 40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question How Meets Goals of Gen Ed.: This course contributes to the broad goals of general education by expanding students intellectual breadth and versatility, critical judgment and moral sensitivity, and developing skills for lifelong learning (GEOC Guidelines, pg 1). Specific Criteria Diversity and Multiculturalism: This course fulfills the Diversity and Multiculturalism (Group Four) competency area through its focus on global variations in GLBT identities, communities, and social norms; attention to sexual freedom as a human right; and �awareness of the dynamics of social, political, and economic power� in the digitally informed 21st century. (GEOC Guidelines, pg 12). The class will work to help students situate themselves as global citizens who are �aware of their era and society� and �conscious of the diversity of human culture and experience� (GEOC Guidelines, pg 1) by reading, writing, and conducting research about global GLBT communities and be evaluated through in-class and on-line discussion and course activities and papers. 41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria a. Arts and Humanities: b. Social Sciences: c. Science and Technology: i. Laboratory: |
| **Content Area: Diversity and Multiculturalism (International)** | Diversity and Multiculturalism: This course fulfills the Diversity and Multiculturalism (Group Four) competency area through its focus on variations in GLBT identities, communities, and social norms; attention to sexual freedom as a human right; and �awareness of the dynamics of social, political, and economic power� in the digitally informed 21st century. (GEOC Guidelines, pg 12). The class will work to help students situate themselves as global citizens who are �aware of their era and society� and �conscious of the diversity of human culture and experience� (GEOC Guidelines, pg 1) by reading, writing, and conducting research about global GLBT communities and be evaluated through in-class and on-line discussion and course activities and papers. 43. International: This course introduces students to the production of sexual identities and activism in internationally comparative perspective. e. Q course: f. W course: W Criteria: The W version of the course meets Writing Competency (W course) criteria with its focus on writing skill development and revision processes, collaboration with the Writing Center, and integration of knowledge creation, writing, and learning through collaborative projects and student-directed case study development. 1. By the end of the course students will write a 15-page paper that engages with course material at a higher skill level than when they entered. Writing assignments will account for at least fifty per cent of the course grade. 2. Students will each contribute 5 pages on a group curriculum development and teaching project and the related class wiki site. 3. Students will spend the semester working on a term paper that will go through several developmental and revision stages. Paper stages will be reviewed and revised repeatedly with feedback from both peers in the classroom and the professor. 4. Students will receive formal guidance from the instructor, members of the Writing Center staff, and university librarians about the research and writing process. 5. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course. |
| **Skill Code W** | f. W course: W Criteria: The W version of the course meets Writing Competency (W course) criteria with its focus on writing skill development and revision processes, collaboration with the Writing Center, and integration of knowledge creation, writing, and learning through collaborative projects and student-directed case study development. 1. By the end of the course students will write a 15-page paper that engages with course material at a higher skill level than when they entered. Writing assignments will account for at least fifty per cent of the course grade. 2. Students will each contribute 5 pages on a group curriculum development and teaching project and the related class wiki site. 3. Students will spend the semester working on a term paper that will go through several developmental and revision stages. Paper stages will be reviewed and revised repeatedly with feedback from both peers in the classroom and the professor. 4. Students will receive formal guidance from the instructor, members of the Writing Center staff, and university librarians about the research and writing process. 5. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [WGSS 2255W Syllabus\_Fall 2017 Final Copy.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108536) | WGSS 2255W Syllabus\_Fall 2017 Final Copy.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sherry L Zane | 12/28/2017 - 11:07 | Submit |  | WGSS approval 1/12/2017 | | Women's Gender and Sexuality Studies | Sherry L Zane | 01/11/2018 - 14:44 | Approve | 1/11/2018 | approved 1/11/2017 | |

**WGSS 2255W: Sexualities, Activism, and Globalization**

Tuesdays 3:30pm to 6:00pm (Aug. 28 to Dec. 8), Fall 2017

Oak Hall 268



**Contact Information**

Timothy R. Bussey, M.A.

Ph.D. Candidate

Dept. of Political Science

Women’s, Gender, and Sexuality Studies Program

University of Connecticut

Office: Oak 407

Office Hours: TBD

Email: timothy.bussey@uconn.edu

**Course Description**

This course will engage the class around multiple intersectional LGBTQ+ identities in the global context. Furthermore, this class will ask students to analyze the ways in which members of these communities have organized themselves through social movement activism. There will also be a particular emphasis on a transnational perspective and the impact that digital and ‘new’ media have had on the activism of global queer and trans populations.

As such, this course will also engage students to think critically about the issues that arise throughout the term, while also paying special attention to intersectional elements. It should be noted that our class will not debate whether or not social identities matter in the global context; rather, our course will assume that they do, while also paying special attention to the ways that these intersectional and international perspectives shape queer and trans activism in the global context.

**Required Texts[[2]](#footnote-2)**

1. Altman, Dennis and Jonathan Symons. 2016. *Queer Wars.* Cambridge: Polity. ISBN: 978-0745698694.
2. Currier, Ashley. 2012. *Out in Africa: LGBT Organizing in Namibia and South Africa.* Minneapolis, MN: University of Minnesota Press. ISBN: 978-0816678013.
3. Friedman, Elisabeth. 2016. *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America.* Berkeley, CA: University of California Press. ISBN: 978-0520284517.
4. Revathi, A. and Nandini Murali. 2016. *A Life in Trans Activism.* New Delhi, India: Zubaan Books. ISBN: 978-9384757755.
5. Turabian, Kate, et al. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press. ISBN: 978-0226816388.

**Course Grading**

Syllabus Quiz 5%

Writing Workshop Participation 15%

Short Paper 20%

Midterm Examination 25%

Final Paper 35%

*Grades will be assigned accordingly:*

A = 93-100% B = 83-87% C = 73-77% D = 63-67%

A- = 90-92% B- = 80-82% C- = 70-72% D- = 60-62%

B+ = 88-89% C+ = 78-79% D+ = 68-69% F = 59% or below

**Further Information about Graded Assignments**

1. The syllabus quiz will be a brief quiz, administered via HuskyCT that serves two primary purposes: 1) ensuring that students know the expectations of the course and 2) familiarizing students with the HuskyCT test-taking platform.
2. Writing workshop participation involves the active participation of a student in a discussion or dialogue about the content of the course’s writing workshops on days designated with an asterisk (\*). Engagement with these workshops should show an active and sincere engagement with the material. While I do not expect an active participant to ‘know everything,’ engagement with the course’s writing workshop content in a critical way may indicate adequate participation.
3. The topic for the short paper will be based upon a writing prompt that will be disseminated to the class by the third week of the course. The writing workshops leading up to this paper will ensure that you are moving forward with completing necessary drafts to ensure the revision component required of all W courses here at UConn. As will be noted on the writing prompt that will be handed out, this paper must be at least five full pages long in final form.
4. The midterm examination will utilize multiple choice, fill in the blank, and short answer. The purpose of this exam is to allow you to demonstrate your knowledge about LGBTQ+ activism in the global context. As with the course, the content will also focus on the role of digital and ‘new media’ as well; portions of the midterm examination will also emphasize the W component of the course as well. More information about the midterm examination will be disseminated prior to the examination.
5. The topic for the final paper will be based upon a writing prompt that will be disseminated to the class upon the completion of the midterm examination and short paper. As with the short paper, the writing workshops leading up to this paper will also ensure that you are moving forward with completing necessary drafts to ensure the revision component required of all W courses here at UConn. As will be noted on the writing prompt that will be handed out, this paper also must be at least ten full pages long in final form. The completion of this paper and its necessary requirements will fulfill the W component of this course.

**Extra Credit**

Various extra credit opportunities will be made available to the class at different points throughout the semester. A short reaction paper of 1-2 pages will be due via a hard copy one week after the event itself. Each extra credit opportunity provides an opportunity for students to gain up to a full point on their final average, though this is contingent upon providing a thoughtful, sincere, and critical reaction to the event itself. All extra credit assignments are optional and must be turned in via the appropriate tab on HuskyCT.

**Academic Misconduct**

“Academic misconduct includes, but is not limited to:

* Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
* Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
* Plagiarism
* Doing academic work for another student
* Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
* Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation”[[3]](#footnote-3)

Instructor sanctions regarding academic misconduct: Any form of academic misconduct on any assignment in this course will result in failure of the course.

More information on UConn's policies and/or resources available in regards to plagiarism, student ethics, and integrity is available at: <http://www.community.uconn.edu/student_code_appendixa.html> and <http://www.community.uconn.edu/uconn_creed.html>

**University Statement on Title IX and Sexual Assault**  
“Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX’s prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including rape and sexual assault.

The University of Connecticut does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University’s Title IX Notice. To ensure compliance with Title IX and other federal and state civil rights laws, the University has designated Elizabeth Conklin as the University’s Title IX Coordinator. Elizabeth is charged with monitoring compliance with Title IX and ensuring that reports of sex discrimination, sexual harassment and sexual violence are investigated and addressed by the University.

Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the University’s Title IX Coordinator. Individuals with questions or concerns about violations of the Student Code specifically should contact the Office of Community Standards and also may want to review the Office of Community Standards’ Sexual Assault Page.”[[4]](#footnote-4)

More information on UConn’s policies and/or resources available to survivors/victims of sexual assault is available at: <http://titleix.uconn.edu/title-ix-at-uconn/about-title-ix-uconn/> and <http://titleix.uconn.edu/title-ix-at-uconn/uconn-policies/>

**Americans with Disabilities Act (ADA) Statement**

“The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities.  It is the University’s policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity.  This policy derives from the University’s commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others.  Existing barriers, whether physical, programmatic, or attitudinal must be removed.  Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University’s efforts to accommodate people with disabilities must be measured against the goal of full participation and integration.  Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University’s regular services and programs. Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University’s departments, offices, and personnel.  To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity (OIE).  The office is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, telephone, 860-486-2943.”[[5]](#footnote-5)

More information on UConn’s policies and/or resources available to students in regards to ADA is available at: <http://equity.uconn.edu/accessibility/>

**W Course Information**

“According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.”[[6]](#footnote-6)

**University Writing Center Information**

“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/).”[[7]](#footnote-7)

**Additional Information**

Please notify me immediately via email or in person about any concerns that you may have about the course content, your progress in the course, or any other type of concern. I have an open door policy and will make a concerted effort to assist you throughout the course.

**Course Schedule[[8]](#footnote-8)**

**Section 1: The Foundation**

August 29: Introductions and Review of Basic Terminology

*Recommended:*

“Glossary of Terms--Transgender” in *GLAAD Media Reference Guide.* GLAAD*.* Available at: <http://www.glaad.org/reference/transgender>

“Lesbian/Gay/Bisexual Glossary of Terms”in *GLAAD Media Reference Guide.* GLAAD*.* Available at: <http://www.glaad.org/reference/lgb>

“Terms to Avoid” in *GLAAD Media Reference Guide.* GLAAD*.* Available at: <http://www.glaad.org/reference/offensive>

September 5: Understanding the Global Queer Agenda

*Required:*

Altman, Dennis and Jonathan Symons. 2016. “Chapter 1: Setting the Agenda” and “Chapter 2: The Emergence of a Global Movement” in *Queer Wars.* Cambridge: Polity.

*Recommended:*

“Explore: International.” Human Rights Campaign. Available at: <http://www.hrc.org/explore/topic/international>

Perry, Francesca. 2016. “Why Won’t the Global Agenda for Inclusive Cities Recognise LGBTQ Citizens?” *The Guardian.* Available at: <https://www.theguardian.com/cities/2016/oct/19/un-new-urban-agenda-inclusive-cities-lgbtq-rights-habitat-3>

September 12: Queer and Trans Rights in the Human Rights Perspective \*

*Required:*

Altman, Dennis and Jonathan Symons. 2016. “Chapter 3: Queer Rights as Human Rights” and “Chapter 4: The Conservative Backlash” in *Queer Wars.* Cambridge: Polity.

Turabian, Kate, et al. 2013. “Chapter 1” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

Altman, Dennis and Jonathan Symons. 2016. “Chapter 5: International Polarization” in *Queer Wars.* Cambridge: Polity.

“Discrimination and Violence Against Individuals Based on Their Sexual Orientation and Gender Identity.” 2015. Report of the Office of the United Nations High Commissioner for Human Rights. United Nations Human Rights Council. 29th session. Available at: <http://www.un.org/en/ga/search/view_doc.asp?symbol=A/HRC/29/23&referer=/english/&Lang=E>

September 19: The Next Steps for Global LGBTQ+ Activism \*

*Required:*

Altman, Dennis and Jonathan Symons. 2016. “Chapter 6: What is to be done?” in *Queer Wars.* Cambridge: Polity.

Turabian, Kate, et al. 2013. “Chapter 2” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

“Global LGBT Rights.” GLAAD. Available at: <https://www.glaad.org/vote/topics/global-lgbt-rights>

Turabian, Kate, et al. 2013. “Chapter 3” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

**Section 2: Africa**

September 26: Presence and Visibility in LGBTQ+ Organizing in Africa

*Required:*

Currier, Ashley. 2012. “Introduction: How Visibility Matters” and “Chapter 1: The Rise of LGBT Organizing in Namibia and South Africa” in *Out in Africa: LGBT Organizing in Namibia and South Africa.* Minneapolis, MN: University of Minnesota Press.

*Recommended:*

Currier, Ashley. 2012. “Chapter 2: ‘This Lesbian Issue’: Navigating Public Visibility as Lesbian Movement Organizations” in *Out in Africa: LGBT Organizing in Namibia and South Africa.* Minneapolis, MN: University of Minnesota Press.

Fisher, Max. 2013. “From Colonialism to ‘Kill the Gays’: The Surprisingly Recent Roots of Homophobia in Africa.” *The Washington Post.* Available at: <https://www.washingtonpost.com/news/worldviews/wp/2013/06/27/from-colonialism-to-kill-the-gays-the-surprisingly-recent-roots-of-homophobia-in-africa/?utm_term=.ea9c05f7f306>

Han, Enze and Joseph O’Mahoney. “The British Colonial Origins of Anti-Gay Laws.” *The Washington Post.* Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2014/10/30/the-british-colonial-origins-of-anti-gay-laws/?utm_term=.dcc66cee295d>

Kalende, Val. 2014. “Africa: Homophobia is a Legacy of Colonialism.” *The Guardian.* Available at: <https://www.theguardian.com/world/2014/apr/30/africa-homophobia-legacy-colonialism>

“Mapping Anti-Gay Laws in Africa.” 2015. Amnesty International UK. Available at: <https://www.amnesty.org.uk/lgbti-lgbt-gay-human-rights-law-africa-uganda-kenya-nigeria-cameroon>

Turabian, Kate, et al. 2013. “Chapter 4” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

October 3: Strategy and Invisibility in LGBTQ+ Organizing in Africa \*

*Required:*

Currier, Ashley. 2012. “Chapter 3: Disappearing Acts: Organizational Invisibility in Times of Opportunity” in *Out in Africa: LGBT Organizing in Namibia and South Africa.* Minneapolis, MN: University of Minnesota Press.

Turabian, Kate, et al. 2013. “Chapter 6” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

Brathwaite, Les Fabian. 2016. “*The Pearl of Africa:* An Interview with Africa’s First Openly Transgender Star Cleopatra Kambugu.” *OUT.* Available at: <http://www.out.com/interviews/2016/4/28/pearl-africa-interview-africas-first-openly-transgender-star-cleopatra-kambugu>

Currier, Ashley. 2012. “Chapter 4: Homosexuality *Is* African: Struggles ‘To Be Seen’” and “Conclusion: Why Visibility Matters” in *Out in Africa: LGBT Organizing in Namibia and South Africa.* Minneapolis, MN: University of Minnesota Press.

Mohan, Megha. 2017. “Why Transgender Africans Turned Against a Famous Feminist.” BBC. Available at: <http://www.bbc.com/news/blogs-trending-39271690>

Onishi, Norimitsu. 2015. “U.S. Support of Gay Rights in Africa May Have Done More Harm Than Good.” *The New York Times.* Available at: <https://www.nytimes.com/2015/12/21/world/africa/us-support-of-gay-rights-in-africa-may-have-done-more-harm-than-good.html>

Turabian, Kate, et al. 2013. “Chapter 5,” “Chapter 15,” and “Chapter 21” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

Warner, Gregory. 2016. “When the U.S. Backs Gay and Lesbian Rights in Africa, Is There a Backlash?” NPR. Available at: <http://www.npr.org/sections/goatsandsoda/2016/08/30/491818892/when-the-u-s-backs-gay-and-lesbian-rights-in-africa-is-there-a-backlash>

**Section 3: The Middle East**

October 10: Queer Identities, Religion, and Our Presumptions about the Middle East

**Short Paper Due**

*Required:*

Al Shafei, Esra’a. 2016. “What’s the Real Story of the Gay Middle East?” TED Fellows. Available at: <https://fellowsblog.ted.com/the-real-story-of-the-gay-middle-east-fc0ed6d02e76>

Issa, Antoun. 2017. “In Lebanon, Gay Activism is Fueling a New Conversation About Democracy and Civil Rights. *The Washington Post.* Available at: <https://www.washingtonpost.com/news/democracy-post/wp/2017/05/20/in-lebanon-gay-activism-is-fueling-a-new-conversation-about-democracy-and-civil-rights/?utm_term=.98a1c66d8fb0>

Urquhart, Evan. 2016. “What Iran--Yes, Iran--Can Teach America About the Fight for LGBTQ Rights.” *Slate.* Available at: <http://www.slate.com/blogs/outward/2016/11/18/what_iran_can_teach_american_about_the_fight_for_lgbtq_rights.html>

*Recommended:*

Harvard, Sarah. 2016. “Stuck in the Media Spotlight, LGBT Muslims Often Feel Exploited.” *Bitch Magazine.* Available at: <https://www.bitchmedia.org/lgbt-muslims-media-spotlight-islamophobia-queer-feminism-hearken>

Kamin, Debra. 2015. “Palestinian Gay Film Festival Breaks Down Barriers.” *Variety.* Available at: <http://variety.com/2015/film/global/palestinian-kooz-queer-festival-opens-new-borders-1201652356/>

Kenyon, Peter. 2017. “Meet an Iranian LGBT Refugee Affected by Executive Order on Immigration.” *NPR.* Available at: <http://www.npr.org/2017/01/31/512702711/meet-an-iranian-lgbt-refugee-affected-by-executive-order-on-immigration>

Turabian, Kate, et al. 2013. “Chapter 7” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

October 17: Navigating Queer Spaces Throughout the Middle East

*Required:*

Ahmadzai, Aria. 2016. “Afghanistan LGBT Community Living Under Threat of Death.” *BBC.* Available at: <http://www.bbc.com/news/world-asia-36884732>

Hadid, Diaa. 2016. “A ‘Seed of Hope’ for Transgender People in Arab Communities.” *The New York Times.* Available at: <https://www.nytimes.com/2016/07/30/world/middleeast/a-seed-of-hope-for-transgender-people-in-arab-communities.html>

Qlblawl, Tamara. 2017. “Beirut Gay Pride Event a First for Lebanon.” CNN. Available at: <http://www.cnn.com/2017/05/16/middleeast/beirut-gay-pride/index.html>

Schaefer, Brian. 2016. “A Tale of Two Prides: Tel Aviv vs. Jerusalem.” *OUT.* Available at: <http://www.out.com/travel-nightlife/2016/5/12/tale-two-prides-tel-aviv-vs-jerusalem>

*Recommended:*

Anderson-Minshall, Diane. 2013. “Why Is This Trans Kid in Afghanistan Jubilant?” *Advocate.* Available at: <http://www.advocate.com/society/youth/2013/02/24/why-trans-kid-afghanistan-jubilant>

Issa, Antoun. 2016. “How Gay Rights Advance Democracy in the Middle East.” *Foreign Policy.* Available at: <http://foreignpolicy.com/2016/07/22/how-gay-rights-advance-democracy-in-the-middle-east/>

McDonald, James. 2015. “Focus on Queer Middle East: *Oriented*.” *OUT.* Available at: <http://www.out.com/movies/2015/8/28/focus-queer-middle-east-oriented>

“Saudi Arabia Denies Pakistani Reports Transgender Women Killed by Police.” 2017. *Reuters.* Available at: <http://www.reuters.com/article/us-pakistan-transgender-idUSKBN16D2GU>

October 24:

**Midterm Examination**

**Section 4: Central and South America**

October 31: Shaping Queer Narratives in Central America

*Required:*

Brocchetto, Marillia. 2017. “The Perplexing Narrative About Being Gay in Latin America.” CNN. Available at: <http://www.cnn.com/2017/02/26/americas/lgbt-rights-in-the-americas/index.html>

Friedman, Elisabeth. 2016. “Introduction” and “Chapter 3: Weaving the ‘Invisible Web’: Counterpublic Organizations Interpret the Internet” in *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America.* Berkeley, CA: University of California Press.

*Recommended:*

Encarnacion, Omar. 2014. “Why Latin American Courts Favor Gay Rights.” *The New York Times.* Available at: <https://www.nytimes.com/roomfordebate/2014/01/29/why-is-latin-america-so-progressive-on-gay-rights/why-latin-american-courts-favor-gay-rights>

Friedman, Elisabeth. 2016. “Chapter 2: The Creation of ‘a Modern Weaving Machine’: Bringing Feminist Counterpublics Online” in *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America.* Berkeley, CA: University of California Press.

Inter, Laura. 2016. “The Situation of the Intersex Community in Mexico.” IntersexDay.org. Available at: <http://intersexday.org/en/situation-mexico/>

Lavers, Michael. 2017. “LGBT Migrants Flee Violence, Poverty in Central America. *Washington Blade.* Available at: <http://www.washingtonblade.com/2017/03/02/lgbt-migrants-flee-violence-poverty-central-america/>

November 7: Understanding LGBTQ+ Rights and Challenges in the South American Context \*

*Required:*

Friedman, Elisabeth. 2016. “Chapter 5: From Privacy to Lesbian Visibility: Latin American Lesbian Feminist Internet Practices” and “Conclusion: Making the Internet Make Sense” in *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America.* Berkeley, CA: University of California Press.

Turabian, Kate, et al. 2013. “Chapter 8” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

Blitzer, Jonathan. 2015. “Latin America’s Transgender-Rights Leaders.” *The New Yorker.* Available at: <http://www.newyorker.com/news/news-desk/latin-americas-transgender-rights-leadership>

Donohue, Caitlin. 2015. “Immigration and LGBTs: Central Americans in Limbo.” *The Advocate.* Available at: <http://www.advocate.com/politics/2015/03/10/immigration-and-lgbts-central-americans-limbo>

Encarnacion, Omar. 2016. “Beyond Machismo: How Latin America Came to Embrace Gay Rights.” *Foreign Affairs.* Available at: <https://www.foreignaffairs.com/articles/2016-01-11/beyond-machismo>

Friedman, Elisabeth. 2016. “Chapter 4: La Red Informativa de Mujeres de Argentina: Constructing a Counterpublic” in *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America.* Berkeley, CA: University of California Press.

Lavers, Michael. 2016. “Chilean Officials Oppose Intersex Children ‘Normalization’ Surgery. *Washington Blade.* Available at: <http://www.washingtonblade.com/2016/01/11/chilean-officials-oppose-normalization-surgery-for-intersex-children/>

**Section 5: Asia**

November 14: LGBTQ+ Rights and Activism in the Southeast Asia \*

*Required:*

Revathi, A. and Nandini Murali. 2016. “Introduction” and “Chapters 1-5” in *A Life in Trans Activism.* New Delhi, India: Zubaan Books.

Turabian, Kate, et al. 2013. “Chapter 9” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

Heching, Dan. 2016. “North Korean Gay Defector Becomes LGBT Activist.” *OUT.* Available at: <http://www.out.com/news-opinion/2016/2/18/north-korean-gay-defector-becomes-unwitting-lgbtq-activist>

Mosbergen, Dominique. 2015. “Being LGBT in Southeast Asia: Stories of Abuse, Survival and Tremendous Courage.” *Huffington Post.* Available at: <http://www.huffingtonpost.com/entry/lgbt-in-southeast-asia_us_55e406e1e4b0c818f6185151>

Mosbergen, Dominique. 2015. “Vietnam Has Been Praised as a Leader of LGBT Rights. Activists Beg to Differ.” *Huffington Post.* Available at: <http://www.huffingtonpost.com/entry/lgbt-vietnam_us_56163a78e4b0e66ad4c68090>

Speelman, Tabitha. 2013. “Tiptoeing Out of the Closet: The History and Future of LGBT Rights in China.” *The Atlantic.* Available at: <https://www.theatlantic.com/china/archive/2013/08/tiptoeing-out-of-the-closet-the-history-and-future-of-lgbt-rights-in-china/278869/>

Turabian, Kate, et al. 2013. “Chapter 10” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Views of Transgender Persons & Hijras Associated with the Global Fund Program, Pehchan, India.* 2016. Asia-Pacific Transgender Network. Available at: <https://drive.google.com/file/d/0BzplkTQMvnt8V3Q1dlJQcENSM2s/view>

November 21: Thanksgiving Holiday--No Class

*Recommended:*

MeInick, Meredith. 2015. “20 Scientifically Backed Ways to De-Stress Now.” *Huffington Post.* Available at: <http://www.huffingtonpost.com/2015/09/06/stress-relief-that-works_n_3842511.html>

November 28: LGBTQ+ Rights and Activism in China, Japan, and Korea

*Required:*

Revathi, A. and Nandini Murali. 2016. “Chapters 8 and 18-21” in *A Life in Trans Activism.* New Delhi, India: Zubaan Books.

Turabian, Kate, et al. 2013. “Chapter 11” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

*Being LGBT in Asia: The Philippines Country Report.* 2014. United States Agency for International Development and the United Nations Development Programme. Available at: <https://www.usaid.gov/sites/default/files/documents/1861/2014%20UNDP-USAID%20Philippines%20LGBT%20Country%20Report%20-%20FINAL.pdf>

Lewis, Simon. 2016. “Same-Sex Marriage Ban Lifted in Vietnam But a Year Later Discrimination Still Remains.” *TIME.* Available at: <http://time.com/4184240/same-sex-gay-lgbt-marriage-ban-lifted-vietnam/>

Nichols, James. 2016. “Get an Intimate Look at Queer Life in Japan.” *Huffington Post.* Available at: <http://www.huffingtonpost.com/entry/the-queer-japan-project_us_56bcf9bae4b0b40245c5dcbf>

Shen, Lillian and Thorben Pelzer. 2016. “China’s LGBT Community Still Fighting for Their Rights.” CNN. Available at: <http://www.cnn.com/2016/06/17/opinions/china-shanghai-pride-lgbt-rights/index.html>

Tang, Alisa. 2017. “In LGBT ‘Paradise,’ Thai Transgender Activist Breaks Barriers to Education.” Reuters and *Business Insider.* Available at: <http://www.businessinsider.com/r-in-lgbt-paradise-thai-transgender-activist-breaks-barriers-to-education-2017-1>

Wu, J.R. and Tyrone Siu. 2017. “Taiwan Activists Hope Same-Sex Marriage Ruling Will Be Trailblazer in Asia.” Reuters. Available at: <http://www.reuters.com/article/us-taiwan-lgbt-marriage-idUSKBN18I2SF>

**Section 6: Eastern Europe**

December 5: Russia’s Influence on LGBTQ+ Rights in Eastern Europe \*

*Required:*

Lang, Nico. 2017. “From Russia with Hate: How Putin’s Anti-LGBT Crackdown Led to the Persecution of Gay Men in Chechnya.” *Salon.* Available at: <http://www.salon.com/2017/05/01/from-russia-with-hate-how-putins-anti-lgbt-crackdown-led-to-the-persecution-of-gay-men-in-chechnya/>

Noack, Rick. 2017. “Many European Countries Won’t Recognize Transgender People Unless They’re Sterilized.” *The Washington Post.* Available at: <https://www.washingtonpost.com/news/worldviews/wp/2017/02/25/many-european-countries-wont-recognize-transgender-people-unless-theyre-sterilized/?utm_term=.3fd4039caf40>

“‘They Have Long Arms and They Can Find Me’: Anti-Gay Purge by Local Authorities in Russia’s Chechen Republic.” Human Rights Watch. Available at: <https://www.hrw.org/report/2017/05/26/they-have-long-arms-and-they-can-find-me/anti-gay-purge-local-authorities-russias>

Turabian, Kate, et al. 2013. “Chapter 12” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

*Recommended:*

“Chechnya Gay Rights: Activists with Petition Held in Moscow.” BBC News. Available at: <http://www.bbc.com/news/world-europe-39881452>

“Chechnya: Stop Abducting and Killing Gay Men.” Amnesty International UK. Available at: <https://www.amnesty.org.uk/actions/stop-abducting-and-killing-gay-men-chechnya>

Hoare, Liam. 2016. “For LGBTQ Europeans, the East-West Divide Can Mean the Difference Between Rights and Oppression.” *Slate.* Available at: <http://www.slate.com/blogs/outward/2016/05/10/eastern_europe_is_still_a_very_hard_place_to_be_queer.html>

Shimer, David. 2017. “Gay Chechens, Attacked at Home, Find Doors Opening in Europe.” *The New York Times.* Available at: <https://www.nytimes.com/2017/06/09/world/europe/chechnya-gays-refugees.html>

*Testing the Waters: LGBT People in the Europe & Eurasia Region.* 2013. United States Agency for International Development. Available at: <https://www.usaid.gov/sites/default/files/documents/2496/USAID%20Testing%20Waters%20Report%20on%20LGBT%20Europe%20and%20Eurasia.pdf>

Turabian, Kate, et al. 2013. “Chapter 14” in *A Manual for Writers of Research Papers, Theses, and Dissertations.* 8th edition. Chicago: University of Chicago Press.

December 11-17: Final Exam Week

**Final Paper Due Date TBD**

*Recommended:*

Alston, Shaniese. 2013. “Scientifically, The Best Ways to Prepare for Final Exams.” Office of New Media. State University of New York. Available at: <https://blog.suny.edu/2013/12/scientifically-the-best-ways-to-prepare-for-final-exams/>

## 2018-33 WGSS 3252 Revise Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5788 |
| **Request Proposer** | Zane |
| **Course Title** | Genders and Sexualities |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Genders and Sexualities |
| **Course Number** | 3252 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The only thing changing is the catalog copy for this course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Sherry L Zane |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | sli96001 |
| **Initiator Email** | [sherry.zane@uconn.edu](mailto:sherry.zane@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | They don't have the staff to teach the course. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3252. Genders and Sexualities (Formerly offered as WS 3252.) Three credits. Examination of lesbian, gay, bisexual, and transgender issues. Focused exploration of three to four topics. |
| **Provide proposed title and complete course catalog copy** | 3252. Genders and Sexualities (Formerly offered as WS 3252.) Three credits. Intersectional examination of diverse constructions of gender and sexuality. Focused exploration of three to four topics. |
| **Reason for the course action** | The course content should not be specific to LGBT |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Welcome to WGSS 3252 Genders and Sexualities! This course is designed to examine the ever-growing fields of Women’s Gender & Sexuality Studies, ranging from their origins to the contemporary academic moment. Using queer theory, feminist theory, and women of color feminisms, this course will explore the intersections of sexuality, gender, race, class, and other identity markers as political, social, and cultural constructs that impact and influence our realities. Throughout the course, we will use film, literature, and academic texts extensively to understand the historical formations, contemporary representations, and future imaginations of sexuality, gender, race, class, ability, bodies, and desires predominately in the U.S. COURSE OBJECTIVES By the end of the semester, students should be able to identify: • Intersectional examination of diverse constructions of gender and sexuality. • Interdisciplinary and intersectional perspectives on queer scholarship, communities, identities, and experiences • Historic and modern representations of gender and sexuality in literature and film |
| **Describe course assessments** | 1. Discussion/Participation 15% 2. Response Papers (3) 15% 3. Film Analysis (2) 10% 4. Group Discussion Leader/Presentation 20% 5. Midterm 15% 6. Final Paper 25% = 100% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [WGSS 3252 Spring 2018 Syllabus .docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/108481) | WGSS 3252 Spring 2018 Syllabus .docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sherry L Zane | 12/28/2017 - 11:25 | Submit |  | WGSS approval 1/11/2017 | | Women's Gender and Sexuality Studies | Sherry L Zane | 01/10/2018 - 09:31 | Approve | 1/11/2018 | Approval 1/11/2017 | |

**WGSS 3252: Genders and Sexualities**

**Spring 2018**

**Tuesdays/Thursdays 11:00am-12:15pm / OAK 110**

**Instructor: Lauren Todd (she/her/hers)**

**Office Hours: WGSS Office/Beach Hall 412**

**by Appointment on T/TH 2-3pm**

**COURSE DESCRIPTION**

Welcome to WGSS 3252 Genders and Sexualities! This course is designed to examine the ever-growing fields of Women’s Gender & Sexuality Studies, ranging from their origins to the contemporary academic moment. Using queer theory, feminist theory, and women of color feminisms, this course will explore the intersections of sexuality, gender, race, class, and other identity markers as political, social, and cultural constructs that impact and influence our realities. Throughout the course, we will use film, literature, and academic texts extensively to understand the historical formations, contemporary representations, and future imaginations of sexuality, gender, race, class, ability, bodies, and desires predominately in the U.S.

**COURSE OBJECTIVES**

By the end of the semester, students should be able to identify:

* Intersectional examination of diverse constructions of gender and sexuality.
* Interdisciplinary and intersectional perspectives on queer scholarship, communities, identities, and experiences
* Historic and modern representations of gender and sexuality in literature and film

**REQUIRED TEXTBOOKS**

***Consider buying/renting all texts on Amazon.com for more affordable prices.***

* *Dirty River: A Queer Femme of Color Dreaming Her Way Home* (2015) by Leah Lakshmi Piepzna-Samarasin
* *Don’t Call Us Dead* (2017) by Danez Smith
* *Juliet Takes a Breath* (2016) by Gabby Rivera
* *My New Gender Workbook,* 2nd Edition (2013) by Kate Bornstein
* *Queer: A Graphic History* (2016) by Meg-John Barker
* *Redefining Realness* (2014) by Janet Mock
* *Transgender History: The Roots of Today’s Revolution,* 2nd Edition (2017) by Susan Stryker

**FINAL GRADE FORMULA**

1. **Discussion/Participation 15%**
2. **Response Papers (3) 15%**
3. **Film Analysis (2) 10%**
4. **Group Discussion Leader/Presentation 20%**
5. **Midterm 15%**
6. **Final Paper 25%**

**= 100%**

***Important Information on Submitting Assignments:***

**\*All written assignments must be typed and submitted to the appropriate file on HuskyCT by the start of class—11:00am.**

**\*Written assignments should be formatted in 12pt. font (Times New Roman, Cambria, Garamond, Calibri, etc.), double-spaced, and should include proper citations.**

**\*Late papers will NOT be accepted. Under ANY circumstances. Please don’t ask. I have heard every excuse possible. I have heard of some potentially unfortunate realities with bad timing. Whichever the case, sorry, but NO.**

**\*As you are writing your assignments, consider emailing your paper to yourself or using Google Drive. This way, if/when your laptop crashes, it is saved and there is no excuse for the assignment being tardy.**

**\*If there is an issue with submission to HuskyCT, I should be notified immediately. When emailing me about the technical difficulty you experience, you must attach the assignment to the email to receive full credit.**

**\*Avoid technical delays by submitting papers early enough so that if there is a glitch in HuskyCT, it will not affect your assignment.**

**\*If you email me a question that can be answered by the syllabus, I will not email you back. If you have a question that you think could be answered by a classmate, please ask them first. You should read and re-read this syllabus in full. I will not be going over it continuously and therefore will assume we are all on the same page.**

**Discussion/ Participation: 15%**

Our classroom is a space for collective engagement, questioning, and critique. It is critical that each student attends every class meeting on time, comes prepared having read the readings, and participates in class through active listening, verbal discussion, and respectful engagement with one another**.**  If you do not come to class all semester or skip multiple classes, you will not get this 15%. For example, you can have 100% on all assignments, but if you don’t come to class, you will get a B in this course. I will take **regular attendance after the Add/Drop period**, so please only miss class if it is an emergency or if you are ill. Also, if you are on your phone, laptop, doing work for another class, or leave our class for an extended period of time after attendance, you will be marked as absent. I understand situations often arise that may prevent a student from attending or remaining in class. **If this is the case, please do not email me unless it is something you think I should know or if it will have an impact on your performance in our class.** For instance, if you email me that you will be missing a class due to having a cold, I will not email you back.

***A Note on Space:*** Maintaining a safe space for feminist collective work requires acknowledging our individual and communal privileges, marginalizations, and identities and communicating respectfully across those markers. It is expected that students practice kindness, consideration, and thoughtfulness during discussions as this course revolves around social and political themes that are often deep (and sometimes painful) realities for members of the class and members of our communities.

* Students are expected to silence their cell phones and refrain from using them excessively during class sessions.
* Laptops should not be used during group presentations and should only be used for course-related reasons, such as taking notes. Please don’t be rude or disrespectful to your fellow classmates or me.
* Students may not audio or video record lectures at any time throughout the semester. This is a violation of intellectual property rights.

**Three Reading Response Papers: 15% (5% each)**

Throughout the semester, you are responsible for **three** response papers due on specific dates. They will be graded on a 0-5 point scale. These papers **MUST** focus on the material we have covered in class up until that point. These response papers should not be summaries, but rather focus on different themes, events, symbols, or topics. Using quotes from the texts are valuable, but should not be overdone. For a 2-page paper, only 1 or 2 quotes are necessary.

**Each response must be 2 FULL pages and should follow the written assignment guidelines listed above.**

* Response #1: Due Tuesday, February 20th (Queer History& Transgender History)
* Response #2: Due Tuesday, April 3rd (*Don’t Call Us Dead* & *Juliet Takes a Breath*)
* Response #3: Due Thursday, April 26th (*Dirty River* & *Redefining Realness*)

**Two Film Analysis Papers: 10% (5% each)**

We will watch three films throughout the course that showcase different LGBTQ+ experiences. Students will choose **two of the three films** and complete two (2) analytical essays on the films of their choice. These essays are not movie reviews or a summaries of the films; instead, they should focus on elements of the film like theme, characters, setting, plot, and/or point-of-view to analyze the film’s relationship to genders and sexualities and its relevance to LGBTQ+ Studies. The analyses must include 2 secondary sources each. These sources should be analytical articles on the specific film, LGBTQ+ film as a genre, or film techniques, etc. How are other folks analyzing this film? Do their understandings relate or differ from your own?

**Each film analyses must be 2 FULL pages and should follow the written assignment guidelines listed above.**

* Film Analysis #1: Due Tuesday, February 27th
* Film Analysis #2: Due Tuesday, March 20th

**Group Discussion Leader/ Presentation: 20%**

Students will be paired into groups of three (3) and tasked to co-facilitate the class discussion for one (1) hour of class meeting. Evenly divided, each student should present for about 20 minutes, although it does not need to be exact or without interruptions. For this assignment, groups should come to class with a thorough understanding of the day’s readings and be prepared to present the material in a coherent way. Groups must use PowerPoint, Prezi, or other computer presentation tool. Groups may also use handouts or other creative methods of teaching in addition to the computer presentation tool. **Presentations should include a summary of the readings and their major themes, any relevant historical context, useful vocabulary terms from the readings, and at least 6 discussion questions for the class.** Discussion leaders will facilitate the class discussion of the readings and should be prepared to answer questions from other students and myself. Of course I will be there to participate in and contribute to the discussion; the purpose of this assignment is for us to exist as co-educators and for you to demonstrate a deeper understanding of the course materials. This assignment is designed to assess you on the readings so that you do not have to do tedious reading quizzes each class. Groups will be able to demonstrate their expertise on the material. Further research and outside material is encouraged, but should not be the focus. You and your partners should use the facilitation method most comfortable for you.

One week after your presentation, students should hand in an individual write-up in response to the presentation. In this **1 page response**, you should reflect on your experience as a discussion leader. How did you and your co-facilitators work together? What process did you use to communicate and divide the work for the presentation? Describe how you think the class went—what useful things did your classmates bring to your discussion? What questions do you think were the most stimulating? The least stimulating? This reflection is an opportunity for you to think about your experience as a leader/facilitator and group member, and to process that experience through writing.

**Both the PowerPoint (or other presentation tool) and 1 page reflection should be submitted simultaneously through HuskyCT (one week after the presentation). Each member of the group must submit the group’s presentation and their personal 1 page reflection.**

**Midterm: (15%)**

The midterm will be on material from the first eight (8) weeks of class and will be submitted online through Husky CT. It may consist of multiple choice, short answers, and an essay question. You will have from March 2nd-March 6th to complete it. You must do the midterm in one sitting and you will have 1hr 15 minutes to complete.

**Final Paper: (25%)**

Students will complete a full **7-9 page research paper** on a topic of their choice. This paper may expand on a topic discussed throughout the course or may be on another topic exploring LGBTQ+ issues that you would like to learn more about. **Before beginning the paper, students need to submit a one-page topic proposal to me before April 3rd.** This should be submitted on HuskyCT. This should contain a well-thought out idea, with a potential thesis statement, sources you are considering using, and what your main ideas may be. Research papers should have between 6-10 sources (or more) from academic peer-reviewed journals and academic databases. In addition to those sources, you can use online publications such as Huffington Post, Everyday Feminism, New York Times, NPR, etc. to help support your claims. Keep in mind that a strong research paper is very specific. For example, a topic could be Transgender Latinx in America 1960 to Today.

**Extra Credit**

Students can earn extra credit by attending any of the Out to Lunch Lecture Series lectures hosted at UConn’s Rainbow Center (Student Union Room 403). The lectures are held every Wednesday at 12pm. Within a week of attending, students are required to submit a 1-page summary of the lecture and their experience attending it, while relating back to our course readings and concepts. You may only submit a maximum of 2 extra credit assignments throughout the semester. Each extra credit assignment is worth 1 point. Submissions are made through HuskyCT.

**Grading Scale: A** 93-100, **A-** 90-92, **B+** 87-89, **B** 83-86, **B-** 80-82, **C+** 77-79, **C** 73-76, **C-** 70-72, **D+** 67-69, **D** 63-66, **D-** 60-62, **F** anything below 60

**Calendar of Due Dates (chronological order)**

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***Due Date*** | ***Percentage of Grade*** |
| Participation/Discussion | All Semester | 15% |
| Response Paper #1 | February 20th | 5% |
| Film Analysis #1 | February 27th | 5% |
| Husky CT Online Midterm | March 2-6 | 15% |
| Film Analysis #2 | March 20th | 5% |
| Group Discussion Leaders /Presentation | March 20th-April 26th | 20% |
| Response Paper #2 | April 3rd | 5% |
| Response Paper #3 | April 26th | 5% |
| Final Paper | May (TBA) | 25% |

**Course Schedule**

**Week 1: Welcome to Genders & Sexualities!**

**Tuesday, January 16th**

* Introduction to the course
* Review Syllabus

**Thursday, January 18th**

* LGBTQ+ terms & language

**Week 2: Queer Theories/Histories**

**Tuesday, January 23rd**

Readings from *Queer: A Graphic History*

* “How To Introduce Queer Theory” to “Gay Rights/Queer Activism” (pg. 3- 51)

Readings and Activities from *My New Gender Workbook*

* Chapter 1, “Welcome to Your New Gender Workbook” (pg. 1-34)

**Thursday, January 25th**

Readings from *Queer: A Graphic History*

* “After Stonewall” to “Playing with Language” (pg. 52-101)

Readings and Activities from *My New Gender Workbook*

* Chapter 2, “Finding Gender, Arrrr, There Be Pirates!” (pg. 35-58)

**Week 3: More Queer Theories/Histories**

**Tuesday, January 30th (Attendance Begins)**

Readings from *Queer: A Graphic History*

* “Queering” to “Erasing Bisexuality” (pg. 102-137)

Readings and Activities from *My New Gender Workbook*

* Chapter 3, “Let X=X” (pg. 59-82)

**Thursday, February 1st**

Readings from *Queer: A Graphic History*

* “Queer and Feminism” to “Thinking Completely Queerly” (pg. 138-173

Readings and Activities from *My New Gender Workbook*

* Chapter 4, “Let Why Equal Why” (pg. 83-111)

**Week 4: Transgender History**

**Tuesday, February 6th**

Readings from *Transgender History* (pg.1-77)

* Chapter 1, “Contexts, Concepts, and Terms”
* Chapter 2, “A Hundred-Plus Years of Transgender History”

Readings and Activities from *My New Gender Workbook*

* Chapter 5, “There’s Only One Gender: Yours” (pg.113-149)

**Thursday, February 8th**

Readings from *Transgender History* (pg. 79-113)

* Chapter 3, “Trans Liberation”

Readings and Activities from *My New Gender Workbook*

* Chapter 6, “Sex! Sex! Sex!” (pg.151-186)

**Week 5: More Transgender History**

**Tuesday, February 13th**

**In-Class Film:** *Gun Hill Road* (2011) 1hr 28 minutes

Readings from *Transgender History* (pg.115-193)

* Chapter 4, “The Difficult Decades”
* Chapter 5, “The Millennial Wave”

Readings and Activities from *My New Gender Workbook*

* Chapter 7, “Get Ready to Do Your Gender” (pg. 187-198)

**Thursday, February 15th**

**In-Class Film:** *Gun Hill Road*

Readings from *Transgender History* (pg.195-236)

* Chapter 6, “The Tipping Point?”

Readings and Activities from *My New Gender Workbook*

* Chapter 8, “Do Your Gender Mindfully” (pg. 199-226)

**Week 6: Black Queer Masculinities**

**Tuesday, February 20th (First Response Paper Due)**

**In-Class Film:** *Moonlight* (2016) 1hr 55 minutes

**Thursday, February 22nd**

**In-Class Film:** *Moonlight* (2016)

* <https://cenhum.artsci.wustl.edu/features/Jeffrey-McCune-Moonlight-Beautiful-Queerness-of-Blackness>
* <http://www.highonfilms.com/in-moonlight-black-boys-look-blue/>

**Week 7: Black Queer Masculinities**

**Tuesday, February 27th (First Film Analysis Paper Due)**

Poems from *Don’t Call Us Dead*

* *summer, somewhere* to *litany with blood all over* (pg. 3-52)

**Thursday, March 1st**

Guest-Speaker/Poet–Mick Powell

Poems from *Don’t Call Us Dead*

* *it began right here* to *dream where every black person is standing by the ocean* (pg.55-82)

**Week 8:**

**Tuesday, March 6th (Midterm Due on HuskyCT)**

**In-Class Film:** *Saving Face* (2004) 1hr 37 minutes

**Thursday, March 8th**

**In-Class Film:** Saving Face (2004)

* <https://everydayfeminism.com/2015/08/asian-parents-queer-children/>
* <https://everydayfeminism.com/2015/11/queer-asians-cant-leave-family/>

Readings and Activities from *My New Gender Workbook*

* Chapter 9, “The Missing Piece is Nothing, and We’re Going to Find it Nowhere” (pg.227-260)
* Chapter 10, “Okay, Now What?” (pg. 261-279)

**Week 9: SPRING RECESS/BREAK NO CLASSES**

**Tuesday, March 13th – NO CLASS**

**Thursday, March 15th – NO CLASS**

**Week 10*: Juliet Takes a Breath***

**Tuesday, March 20th (Group #1) (Second Film Analysis Paper Due)**

Chapters from *Juliet Takes a Breath*

* Chapter 1, “ Wolves, Falcons, and the Bronx” to Chapter 6, “ PGPs and Big Punisher” (pg. 9-77)

**Thursday, March 22nd (Group #2)**

Chapters from *Juliet Takes a Breath*

* Chapter 7, “Celesbian Skin” to Chapter 13, “I Didn’t Come to Kill Anyone. I Came Here to Die” (pg. 78-142)

**Week 11: *Julie Takes a Breath***

**Tuesday, March 27th (Group #3)**

Chapters from *Juliet Takes a Breath*

* Chapter 14, “Operation: Wallow In My Sadness Forever” to Chapter 20, “ Love in the Time of a Bronx Tale” (pg. 143-203)

**Thursday, March 29th (Group #4)**

* Chapter 21, “Undercuts and Transformation” to Chapter 27, “ I was Reborn by the River” (pg. 204-260)

**Week 12: *Dirty River: A Queer Femme of Color Dreaming Her Way Home***

**Tuesday, April 3rd (Group #5) (Second Response Paper Due)**

* Part 1: How To Run Away (pg. 21-73)

**Thursday, April 5th (Group #6)**

* Part 2: Going Into the Sky (pg. 77-132)

**Week 13: *Dirty River: A Queer Femme of Color Dreaming Her Way Home***

**Tuesday, April 10th (Group #7)**

* Part 3: How To Come Back (pg. 137-183)

**Thursday, April 12th (Group #8)**

* Part 4: Opening/ Femme Like a Fist (pg. 187-231)

**Week 14: *Redefining Realness***

**Tuesday, April 17th (Group #9)**

* Part 1 (pg. 15-83)

**Thursday, April 19th (Group #10)**

* Part 2 (pg. 87-139)

**Week 15:*Redefining Realness***

**Tuesday, April 24th (Group #11)**

* Part 3: Chapter 11-14 (pg. 143-201)

**Thursday, April 26th (Group #12) (Third Response Paper Due)**

* Part 3: Chapter 15-End of Book (pg. 203-258)

**Week 16: Finals TBA (April 30th- May 5th)**

Submit final paper on HuskyCT by the end of our scheduled final time.

**STUDENT RESOURCES**

**Student Code**

You are responsible for acting in accordance with the University of Connecticut’s Student Code. Review and become familiar with these expectations. Available at <http://community.uconn.edu/the-student-code-preamble/>

**Academic Integrity**

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. I strongly suggest you review the University of Connecticut Libraries’ Student Instruction site that goes over plagiarism, as well as offers useful information and resources for research, citing, and writing. Available at <http://lib.uconn.edu/about/get-help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/>

**Writing Center**

Tutoring and assistance with writing is available through the Writing Center, which is located on Level 2 of Homer Babbidge Library. More information available at <http://writingcenter.uconn.edu>

**Students with Disabilities**

Students who receive services from the Center for Students with Disabilities 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. More information vailable at <http://csd.uconn.edu>

**Sexual and Gender Misconduct**

UConn is committed to creating and maintaining a campus environment free from all forms of sexual harassment, sexual assault, intimate partner violence, and stalking. Please visit <http://titleix.uconn.edu> for more information regarding available support, resources, and reporting options. It is important for the University community to know that the resources contained on the website can offer assistance even if you choose not to pursue a University or criminal investigation. This includes help with medical and counseling services, academic and housing support, referrals to legal and confidential advocacy organizations, and assistance with employment, visa and immigration, transportation, financial aid matters and more.

**Athletes**

You need to bring me a list of dates \*from your coach\* for days you will miss class due to competitions—please provide this at the beginning of the semester. You are responsible for making up any missed work.

## 2018-34 HDFS/WGSS 3277 Revise Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5789 |
| **Request Proposer** | Zane |
| **Course Title** | Issues in Human Sexuality |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Subject Area #2** | WGSS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | WGSS majors take this course and we would like to give our majors credit for this course toward their plan of study. |
| **Course Title** | Issues in Human Sexuality |
| **Course Number** | 3277 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | WGSS would like to cross list this course. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Sherry L Zane |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | sli96001 |
| **Initiator Email** | [sherry.zane@uconn.edu](mailto:sherry.zane@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HDFS 3277. Issues in Human Sexuality Three credits. Prerequisite: Open to juniors or higher. Contemporary issues concerning human sexuality; impact upon individuals and family units. |
| **Provide proposed title and complete course catalog copy** | HDFS/WGSS 3277. Issues in Human Sexuality Three credits. Prerequisite: Open to juniors or higher. Contemporary issues concerning human sexuality; impact upon individuals and family units. |
| **Reason for the course action** | We want to cross list the course for WGSS majors. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | I. Course Aims and Outcomes: This course is designed to provide an introduction to contemporary understandings of issues in human sexuality. The course is organized around major topics in the field of human development and sexuality studies. We will focus on contemporary research and debates in human sexuality, and strive for applied learning, critical reflection and synthesis, and discussion. The course is not “taken” or given” but will be an experience that we create together. The primary course reading and course discussion materials will be through a textbook. Through these readings we will explore contemporary research questions while: • Developing the ability and tools in applying relevant theories for the study of human sexuality, • Understanding and interpreting research methods for the study of human sexuality, • Beginning to engage and apply public policy (and policy debates) to human sexuality, and • Mastering the skills of analyzing public debates and controversies regarding human sexuality and related research. |
| **Describe course assessments** | Exams, quizzes, essays. 3. Exams: The three in-class exams (100 points each) will be administered during normal class sessions, and the third exam serves as the final exam. The essay exam (100 points) will be administered in a location and at a time set by the University. Exams will contain material from lectures and required readings; the format of questions will be multiple choice. The third exam will be cumulative, but the majority of the exam will test concepts from the third portion of the course. Make-up exams will be given only exceptional circumstances (i.e., a medical emergency). If the student is going to miss an exam due to a medical emergency, the student must contact Dr. Watson within 12 hours of the exam and provide documentation by the time the make-up exam takes place. Missing exams due to early flights home at term end or other scheduling conflicts are not allowed reasons for alternative exam dates. Students must take the exams on scheduled dates. I will do my best to work with students who need to take exams at alternative times when deemed necessary by the University. For example, these cases include, but are not limited to, students who will miss an exam due to participating in University sporting events, band, etc. If this applies to you, please alert me at the beginning of the semester, and provide documentation (such as a travel letter from a coach) before the exam takes place. Accommodations cannot be made if students request a makeup exam after the fact. 4. Exam Essay: The final essay exam is due December 14th, 2017 at 5pm on HuskyCT. The rubric and instructions for the essay can be found on the last page of this syllabus and will be thoroughly discussed in class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3277 Syllabus Fall 17 (2).pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107471) | HDFS 3277 Syllabus Fall 17 (2).pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Sherry L Zane | 12/28/2017 - 11:38 | Submit |  | This cross list was approved by Micki McElya on December 15th and by Eva Lefkowitz on December 18th, 2017 | | Human Development and Family Studies | Kari L Adamsons | 12/29/2017 - 09:25 | Approve | 12/29/2017 | Approved by HDFS Dept Head and ADH for Undergraduate Studies | | Women's Gender and Sexuality Studies | Sherry L Zane | 12/29/2017 - 09:28 | Approve | 12/15/2017 | Approved by Director | |



**THE UNIVERSITY OF CONNECTICUT**

***HDFS 3277:* Issues in Human Sexuality**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SPRING TERM:** August 28 – December 8, 2017

**LOCATION:** Family Studies Building, Room 25

**MEETING TIMES:** Mondays/Wednesdays 2-3:15pm

***“The only unnatural sex act is that which you cannot perform.” –Alfred Kinsey***

Instructor: **Dr. Ryan Watson** *Office Hrs:* Mondays 3:15-4:45pm

*E-mail:* ryan.j.watson@uconn.edu *Office:* Family Studies Building 335

**\*This syllabus is tentative and is subject to change at any time throughout the semester**\*

**I. Course Aims and Outcomes:**

This course is designed to provide an introduction to contemporary understandings of issues in human sexuality. The course is organized around major topics in the field of human development and sexuality studies. We will focus on contemporary research and debates in human sexuality, and strive for applied learning, critical reflection and synthesis, and discussion. The course is not “taken” or given” but will be an experience that we create together.

The primary course reading and course discussion materials will be through a textbook. Through these readings we will explore contemporary research questions while:

* Naming, defining, and recognizing the key components of sexuality, including but not limited to the history of sexuality, sexual education, love, safe sex, contraception, and sexual dysfunctions
* Applying relevant theories for the study of human sexuality by recognizing and explaining which developmental theories inform healthy sexual relationships,
* Discovering and interpreting which research methods are best suited for the study of sexuality,
* Evaluating how public policy (and policy debates) relate to sexuality in the 21st century, and
* Analyzing public debates and controversies regarding human sexuality and related research through an essay format.

**II. My Assumptions**

Sexuality is a contested subject characterized by tensions between the private and public, personal and social, thrilling and icky, moral and immoral. These tensions will be the content of the course. Thus, course discussions will include material that may be “R” rated, or that may challenge your assumptions or personal values. If such discourse is uncomfortable for you, please consider enrolling in another elective course**.** Additionally, if a particular topic makes you uncomfortable, please notify me to discuss potential alternatives for individual lectures.

I am committed to fostering an atmosphere in which we can engage in discussion while remaining professional, courteous, and respectful. I expect tactful exchanges in class; this means you should think about responses or comments carefully and non-defensively, and take a minute to examine your intentions and potential biases before engaging. If at any point you feel that the atmosphere of civility and respect is threatened, please let me know immediately.

For reasons that we will discuss, in our culture sexuality has been a topic characterized by controversy, shame, sensation, and thus, misinformation and myth. The result has been that our culture has created divisions for what is “normal” sexuality, thus defining everything outside of that as “abnormal” (notably there have been shifts across history in what is deemed “normal”). Thus in this class we will examine the boundaries or edges of sexuality that have been considered “normal” sexuality—in human development and in interpersonal relationships; these are the places where we might learn most about how sexuality is managed socially, and experienced personally.

**III. Course Requirements:** This course has 3 basic requirements: a) come to class and participate, b) complete required readings, and c) complete exams and essay.

All students will receive an e-mail from TopHat prior to the term. If you join late, you need to sign-up and search for the course at tophat.com, join code: **295908.**

*1. Class participation policy*: Information presented in every lecture—most of which is not in the textbook—will be tested in the exams. TopHat will be used each course.

*2. Course readings: (Available at bookstore)*

**a) Yarber, Human Sexuality: Diversity in Contemporary America, 9th edition.**

**b) Additional readings posted on TopHat, labeled “READING”.**

\*Students will be responsible for all readings for exams

For this course you will be required to purchase McGraw-Hill Education Connect® access for **Yarber, Human Sexuality: Diversity in Contemporary America 9e*.*** You are not required to have a print text and please be aware if you purchase a used textbook you will still need to purchase Connect access.

You can purchase the access code in the bookstore ($120 approx). You can also purchase the correct version of Connect directly from McGraw-Hill as part of the login process ($90).

Once you are in Connect a print-upgrade option is also available if you find yourself wanting a print copy at some point during the term. This will be a full color binder-ready version of the text. McGraw-Hill will send it to you for $25 (including s/h); please allow a few days for delivery.

To get started, please follow the PowerPoint demonstrating how to log into Connect and synch it with the HuskyCT course. Note that for your grades to register correctly, you must **ALWAYS LOG IN THROUGH HUSKYCT.**

**Important**: You must register in Connect even if you haven’t purchased your code yet. Connect offers **COURTESY ACCESS**, which is free access for two weeks from the start of class. When you follow the registration steps outlined in the PowerPoint you will be given the option of selecting **COURTESY ACCESS**. Please do this if you haven’t purchased your access code yet, as this will ensure that you don’t fall behind in class assignments. (You can read the ebook and complete assignments with Courtesy Access).

If you run into any problems using Connect, you must call McGraw-Hill’s Customer

Experience Group/CXG (aka Tech Support). They will give you a ticket number for the problem you reported. If you are not able to complete an assignment by its due date, or if you feel that you were given an incorrect score, I will be requesting the MH ticket number so that I can follow up with the publisher. Here is the contact information for McGraw-Hill CXG: **Visit:** [www.mhhe.com/support](http://www.mhhe.com/support) **Call: (800) 331-5094**

**Each Learn Smart activity is worth 4 points (10 @ 5 pts/each = 50 points). There are 15 opportunities (we will not cover chapter 6, and no assignment for chapter 1 and 2) to earn Learn Smart points. Thus, I will drop your FIVE lowest scores. For this reason, there are no extensions. You have five freebees. Please do not e-mail me about missing assignments.**

*3. Exams:* The three in-class exams (100 points each) will be administered during normal class sessions, and the third exam serves as the final exam. The essay exam (100 points) will be administered in a location and at a time set by the University. Exams will contain material from lectures and required readings; the format of questions will be multiple choice. The third exam will be cumulative, but the majority of the exam will test concepts from the third portion of the course. **Make-up exams will be given only exceptional circumstances (i.e., a medical emergency). If the student is going to miss an exam due to a medical emergency, the student must contact Dr. Watson within 12 hours of the exam and provide documentation by the time the make-up exam takes place.** Missing exams due to early flights home at term end or other scheduling conflicts are not allowed reasons for alternative exam dates. **Students must take the exams on scheduled dates.**

I will do my best to work with students who need to take exams at alternative times when deemed necessary by the University. For example, these cases include, but are not limited to, students who will miss an exam due to participating in University sporting events, band, etc. If this applies to you, please alert me at the beginning of the semester, and provide documentation (such as a travel letter from a coach) before the exam takes place. Accommodations cannot be made if students request a makeup exam after the fact.

4. *Exam* *Essay*: The final essay exam is due **December 14th, 2017 at 5pm on HuskyCT**. The rubric and instructions for the essay can be found on the last page of this syllabus and will be thouroughly discussed in class.

**IV. Course Grading Procedures:** Grades for this course will be based on:

**(a) Exam 1:** 100 points **(22%)**

**(b) Exam 2:** 100 points **(22%)**

**(c) Exam 3:** 100 points **(22%)**

**(d) (Final)-Essay Exam:** 100 points **(22%)**

**(e) Learn Smart:** 50 points (10 assignments at 5 points each) **(12%)**

**Total:** 450 points

*Grades will be assigned accordingly:*

A = 93-100% B = 83-87% C = 73-77% D = 63-67%

A- = 90-92% B- = 80-82% C- = 70-72% D- = 60-62%

B+ = 88-89% C+ = 78-79% D+ = 68-69% F = 59% or below

**V. Academic Integrity**

The University of Connecticut is an institution that is dedicated to learning. Through the UConn Creed, students are encouraged to practice both personal and academic integrity. Integrity, honesty, and fairness are the foundation of the educational process. Academic misconduct violates these principles, and demeans not only the student committing the act of misconduct, but the entire University community.

**VI. Other Course Policies**

The University of Connecticut has policies that require faculty members to report any conversation or exchanges (including e-mails or phone calls) that raise concern about a student’s safety or those of others, regardless of whether students themselves may be fully aware of the situation, policy, or want to report to the University. There are two policies that students should be particularly aware of:

**Discrimination, Harassment and Inappropriate Romantic Relationships Policy**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>. There are also rules for the course that have been set up to enhance the learning environment and reduce the possibility of improper conduct.

**Students with Disabilities**

I will do everything in my power to accommodate students with disabilities. Please e-mail me before the beginning of the term if you require any special accommodations. The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu)

The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities.  It is the University’s policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity.  This policy derives from the University’s commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services. More information here: http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/

**VII. Tentative Course Schedule:**

*(May change to accommodate guest presenters & student needs)*

**Topics Readings to be discussed Notes**

|  |  |  |
| --- | --- | --- |
| **August 28**  Introduction and Sexual Education | [Yarber] Chapter 2 |  |
| **August 30**  Perspectives and History  Methods for Studying Human Sexuality | [Yarber] Chapter 1 |  |
| **September 4**  **Labor Day – No Class** | **No Class** |  |
| **September 6**  Anatomy | [Yarber] Chapter 3 pp. 65-87  [Yarber] Chapter 4 pp. 102-115 |  |
| **September 11**  Sexual Response | [Yarber] Chapter 4 pp. 87-101  [Yarber] Chapter 4 pp. 116-121  **2 Connect Assignments due by 5pm** |  |
| **September 13**  Family Socialization and Sexuality  Sexual Education (con’t) | *On TopHat:* READING –Davis et al., 2001 & Schalet (2004**)** |  |
| **September 18**  Conception and Contraception | [Yarber] Chapter 11, pp. 322-349  [Yarber] Chapter 12  **2 Connect Assignments due by 5pm** |  |
| **September 20**  Abortion; Sexuality Over the Lifespan | [Yarber] Chapter 11,  pp. 350-358  [Yarber] Chapter 6 |  |
| **September 25**  STIs and HIV | [Yarber] Chapter 15, 16  **2 Connect Assignments due by 5pm** |  |
| **September 27**  Sexual Dysfunctions | [Yarber] Chapter 14  **1 Connect Assignment due by 5pm** |  |
| **October 2**  ***EXAM #1*** | *Readings from*  *Aug 28 to Sept 27* | *In-Class Exam* |
| **October 4**  Non-heterosexuality |  |  |
| **October 9**  Non-heterosexuality  Masculinity | *On TopHat:* READING – Dude Sex (Ward, 2008) AND Watson Russell (2016) |  |
| **October 11**  Gender Identity |  | *The Mask you Live in* |
| **October 16**  Transgender Issues | [Yarber] Chapter 5  **Connect Assignment due by 5pm** | *Guest speaker:*  *Jessica* |
| **October 18**  Relationships/Intimacy  Attraction & Love | [Yarber] Chapters 7 & 8  **2 Connect Assignments due by 5pm** |  |
| **October 23-25**  **NO CLASS** |  |  |
| **November 1**  Wind Day |  |  |
| **November 1**  Dating (In person / Online) | *On TopHat:* READING – Online Dating (Couch & Liamputtong)  and Hooking up (Garica 2008) |  |
| **November 6**  ***EXAM #2*** | *Readings from*  *Oct 4 to Nov 1* | *In-Class Exam* |
| **November 8**  Behavior Patterns | [Yarber] Chapter 9  **Connect Assignment due by 5pm** |  |
| **November 13**  Sex Work | [Yarber] Chapter 18  **Connect Assignment due by 5pm** | *Guest speaker:*  *Cassie* |
| **November 15**  Techniques  Sexuality and Health  **Essay topics given in class** | [Yarber] Chapter 13  **Connect Assignment due by 5pm** |  |
| **November 19-25**  ***FALL BREAK***  ***NO CLASS*** | ***Work on Essay*** |  |
| **November 27**  Sexual Coercion | [Yarber] Chapter 17  **Connect Assignment due by 5pm** | *Guest speaker:*  *Sarah* |
| **November 29**  Variations in Sexual Behavior | [Yarber] Chapter 10  **Connect Assignment due by 5pm** | *Guest speaker:*  *Cody* |
| **December 4**  Pornography  Course Closing | *On TopHat:* READING – Wallmyr (2006) |  |
| **December 6**  ***EXAM #3*** | *All Course Readings* | *In-Class Exam* |
| **December 14**  **FINAL ESSAY DUE** | **FINAL ESSAY DUE**  **ON HUSKYCT by 5pm** |  |

**Essay Rubric**

**Due: December 14, 2017 @ 5pm**

**Overview**

Topics of sexual health and sexuality are often hot button issues in the United States. We have seen many of these topics take center stage in recent political debates, legislative decisions, and media discourse. In order to be an informed citizen and consumer of information, one must be able to think critically about these issues. The objective of this assignment is to facilitate critical thinking around a contemporary ethical and/or political issue involving a sexuality-related topic.

**Upon completion of this assignment, the following course objectives will be achieved by the students:**

* Identify human development topics that pertain to human sexuality;
* Demonstrate awareness about current topics in human sexuality including an analysis of the societal attitudes that generate differences in attitudes on current these topics;
* Demonstrate the use of information literacy skills such as locating and evaluating pertinent scholarship;
* Demonstrate the ability to use library resources and scientific databases;
* Identify myths and misinformation related to sexual behaviors and health outcomes.

**Directions:**

The essay is to be written as a policy brief/communiqué that includes scholarly research and information presented in class. Imagine the audience is a community leader (e.g., policymaker, principal of a school, or clinician). Students must submit the assignment using HuskyCT. Students will be given prompt(s) in class **on November 15.** Essays should be **3 pages single-spaced**, Times New Roman, 12-point font, 1” margins. The 4th page will be for references.

The paper must contain 4 parts. Each part is worth 20 points.

1. Present general background information regarding their topic
   1. General information (ex. definitions, statistics, research data)
   2. Use material from lecture, textbook, and class discussions
2. Characterize the main arguments in support of the issue
   1. Identify empirical or theoretical research articles that discuss the issue from a supportive perspective – use APA formatting
3. Characterize the main arguments against the issue
   1. Identify empirical or theoretical research articles that discuss the issue from a critical / perspective – use APA formatting
4. Critically analyze the arguments and provide a recommendation pertaining to the health and sexual development of Americans
   1. Use data and statistics to support your argument

**Section Grading Rubric:**

0=Does not meet criteria

5=Somewhat meets criteria

10=Mostly meets criteria

15=Meets criteria

20=Exceeds expectations

4 total sections @ 20 points/section = *80 total points*

20 points for grammar, clarity, organization, APA style, and formatting. **Total 100 points.**

## 2018-35 HDFS 3141 Revise Course (G) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5104 |
| **Request Proposer** | Brenick |
| **Course Title** | Developmental Approaches to Intergroup Relations and Victimization |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Developmental Approaches to Intergroup Relations and Victimization |
| **Course Number** | 3141 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This submission is to revise an existing course to be designated as a gen. ed. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Alaina Brenick |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | alb11022 |
| **Initiator Email** | [alaina.brenick@uconn.edu](mailto:alaina.brenick@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | HDFS 2001; open to sophomores or higher |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3141. Developmental Approaches to Intergroup Relations and Victimization Three credits. Recommended preparation: HDFS 2001; open to sophomores or higher. Developmental, social-ecological, and social psychological theories of the fundamental processes involved in intergroup relations; cognitive, affective, and social underpinnings of intergroup dynamics; critical issues of diversity and social justice in the lives of children and families; experiences of intergroup discrimination and victimization such as bullying and exclusion; theoretical approaches to improving intergroup relations and tolerance. |
| **Provide proposed title and complete course catalog copy** | 3141. Developmental Approaches to Intergroup Relations and Victimization Three credits. Recommended preparation: HDFS 2001; open to sophomores or higher. Developmental, social-ecological, and social psychological theories of the fundamental processes involved in intergroup relations; cognitive, affective, and social underpinnings of intergroup dynamics; critical issues of diversity and social justice in the lives of children and families; experiences of intergroup discrimination and victimization such as bullying and exclusion; theoretical approaches to improving intergroup relations and tolerance. CA2. CA4. |
| **Reason for the course action** | The HDFS department has voted that this course meets the requirements for the social sciences and diversity and multiculturalism (non-international) general education content areas. We are submitting the course to be considered for these designations. We believe students it benefit the students to be able to fulfill their gen. ed requirements while taking this course. |
| **Specify effect on other departments and overlap with existing courses** | The course is already in the undergraduate catalog and was developed in communication with other departments who stated no overlap with their courses (e.g., SOC, ANTH). Designating the course as a gen. ed. will allow students from other related majors to take fulfill their gen. ed. requirements while taking this for related content. |
| **Please provide a brief description of course goals and learning objectives** | The primary goal of this course is to provide students with a comprehensive understanding of the fundamental processes involved in intergroup relations through a multi-theoretical approach incorporating developmental, social-ecological, and social psychological theories. Students will be introduced to the social, cultural, and historical influences on the development of group dynamics, including the ways in which groups are defined, behave, and influence each other at different points of the lifespan. The course will cover critical issues of diversity and social justice in the lives of youth and families and examine experiences of intergroup discrimination and victimization. Using a social justice framework, the course will conclude with theoretical approaches to facilitating positive intergroup relations allowing students to explore their expanded knowledge of and sensitivity to issues related to human diversity, multiculturalism, and systems of oppression. |
| **Describe course assessments** | Assessments include: 1. Class leadership- students will lead an interactive class discussion from the assigned readings 2. Class participation and discussion questions- thoughtful engagement in class discussions both in person and online 3. Article review- students will write a 2-3 page critical review of an empirical article from the assigned readings list 4. Intervention or policy proposal- students will write a 5-7 page proposal in which they review a pressing social issue related to intergroup relations and victimization (minimum of 5 empirical sources), analyze the current policy or practice related to the defined issue, and propose an intervention program or policy to address the defined issue based on their critical analysis of the literature. Weekly readings include seminal theoretical articles/chapters with seminal and current empirical articles (typically 3 per week); additional popular press articles and empirical articles are addressed at times throughout the semester |
| **General Education Goals** | The overall goal of HDFS 3141 is to strengthen student’s critical thinking skills and to expand their knowledge base on issues pertaining to relations between diverse groups of youth. Through multiple formats including discussion and reflection t, students taking HDFS 3141 will become articulate in regards to their analysis of the critical issues related to intergroup relations and victimization, exploration of the experiences of intergroup inequalities, specifically related to discrimination, victimization, bullying, and exclusion will only be possible through a morally and culturally sensitive lens. This will be achieved through careful examination of the theoretical approaches and existing policies and practices to improve intergroup relations and tolerance. Students will use their expanded knowledge and awareness to develop a plan of action to promote positive intergroup relations. It is through this assignment that students will acquire strong research and critical thinking skills on key issues as they apply to diverse populations. |
| **Content Area: Social Sciences** | Student taking HDFS 3141 will develop a deep understanding of the developmental and social psychological theories (e.g., social identity development theory, intergroup contact theory, social equity theory) of the fundamental processes involved in intergroup relations. The course includes careful examination of the various theoretical approaches and methods examining intergroup dynamics across childhood and adolescence. Students will explore unique ethical issues in intergroup dynamics such as evaluating prejudice development in young children without unintentionally inducing processes that promote stereotyping.. Lectures, classroom discussion, and readings will equip students to better understand the experiences of intergroup inequalities. Emphasis will be placed on understanding the cognitive, affective, and social underpinnings of intergroup dynamics. Group discussion and personal reflection will serve to strengthen students’ analysis of class material including topics such as intergroup threat, cross-group interactions/contact, social hierarchies, and power and the social issue of intergroup relations and victimization within a larger social, cultural, and historical context. Through careful analysis, research, and acquired knowledge of intergroup dynamics, students will develop an intervention proposal or policy to identify and critically analyze pressing social issues and promote positive intergroup relations. This assignment will challenge students to utilize analytical and critical thinking skills that they acquired throughout the semester to successfully articulate and support their proposed intervention. |
| **Content Area: Diversity and Multiculturalism (non-International)** | HDFS 3141 will build students’ knowledge base on fundamental individual and societal processes that drive intergroup inequality and victimization. The course begins with a critical examination of group differences in childhood and adolescence. We will explore how some groups may differ on objective criteria while other groups may differ based on social constructions. We will explore intergroup inequalities and their links with individuals’ experiences of discrimination, victimization, bullying, and exclusion. Even though students will stud populations based on various characteristics such as gender, sexual orientation, ethnicity, nationality, and culture, emphasis will be given to the similar underlying processes inherent across groups that contribute to group based victimization. Examples include normative identity development, parental and social norms, and diversity density. Through their expanded knowledge of and sensitivity to issues related to multiculturalism, human diversity and social systems of oppression, students will develop a plan of action to promote positive intergroup relations. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Brenick hdfs 3141 Syllabus Spring 2017.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/104345) | Brenick hdfs 3141 Syllabus Spring 2017.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Alaina Brenick | 11/08/2017 - 20:25 | Submit |  | The HDFS department has voted that this course meets the requirements for the social sciences and diversity and multiculturalism (non-international) general education content areas. We are submitting the course to be considered for these designations. | | Human Development and Family Studies | Kari L Adamsons | 12/01/2017 - 10:44 | Approve | 12/1/2017 | Approved by department when course was originally submitted, but delayed submission for gen ed designation. | |

## 2018-36 HDFS Revise Minor



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 12/7/17

2. Department or Program: HDFS

3. Title of Minor: HDFS

4. Effective Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Add two credit restrictions

# Existing Catalog Description of Minor

Specialized training in Human Development and Family Studies is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

The minor is administered by the Department of Human Development and Family Studies.

# Proposed Catalog Description of Minor

Specialized training in Human Development and Family Studies is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), 3090, [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

No more than three credits of HDFS 92000 or higher (transfer credits) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-UConn source.

The minor is administered by the Department of Human Development and Family Studies.

# Justification

1. Reasons for changing the minor: 3090 should have been included in the original minor description and was inadvertently left out. The 92000 language was included to allow students to include at least some transfer credits taken at another university, but to limit the amount.

2. Effects on students: Students cannot count both 3080 and 3090 (both fieldwork classes) towards the minor. Students can count 3 credits of 92000 towards the minor.

3. Effects on other departments: N/A

4. Effects on regional campuses: N/A

5. Dates approved by

    Department Curriculum Committee: 12/6/17

    Department Faculty: 12/6/17

6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@uconn.edu

# Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

**THE UNIVERISTY OF CONNECTICUT**

**DEPARTMENT OF HUMAN DEVELOPMENT & FAMILY STUDIES**

**UNDERGRADUATE MINOR IN**

**HUMAN DEVELOPMENT AND FAMILY STUDIES**

**PLAN OF STUDY**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PeopleSoft ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Anticipated graduation date (month/year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNDERGRADUATE MINOR IN HUMAN DEVELOPMENT AND FAMILY STUDIES REQUIREMENTS: 18 Credits\***

**\*Completion of the minor requires that a student earn a C (2.0) grade or better in each of the courses for the minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Also, no more than three credits of HDFS 92000 or higher (transfer credits that are considered to be HDFS courses, but not equivalent to existing University of Connecticut courses) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-UConn source. Substitutions are not possible for required courses in a minor.**

**REQUIRED:**

\_\_\_\_\_ HDFS 1070: Individual and Family Development

**15 Credits of HDFS courses 2000-level or above\*\***

**\_\_\_\_\_\_** HDFS **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_** HDFS **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_** HDFS **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_** HDFS **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_** HDFS **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\*\*Only 3 credits of the following options may count toward the 15 elective credits:

HDFS 3092: Research Practicum in HDFS; HDFS 3080: Supervised Field Experience; HDFS 3090: Fieldwork in Community Settings; HDFS 3180: Programs for Young Children: Introductory Laboratory, and HDFS 3181: Observing Infant and Toddler Development or HDFS 3182: Observing Early Childhood Development; HDFS 4099: Independent Study for Undergraduates

Student Signature Date

**I approve the above program for the Minor in Human Development and Family Studies**

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

**Department Undergraduate Advisor**

**PLEASE NOTE:** To declare a minor, please go to ppc.uconn.edu and follow all steps. In the first four weeks of their final semester, students must submit a final plan of study to their advisor via Studentadmin.uconn.edu

## 2018-37 Global Environmental Change Add Minor



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: 1/2/2018

2. Department or Program: Environmental Sciences

3. Title of Minor: Global Environmental Change

4. Does this Minor have the same name as the Department or a Major within this

Department? \_\_\_ Yes \_\_X\_ No

    (If no, explain in Justification section below how this proposed Minor satisfies

the CLAS rule limiting each department to one minor).

5. Effective Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

# Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

The Global Environmental Change minor provides a comprehensive understanding of earth’s interconnected environmental systems and the consequences of those changes to human well-being. Topics include climate change, land and ocean use, governance and policy, and selected advanced courses in natural sciences.

Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

9 credits cannot be used towards both the students major and the minor. Students cannot receive the minor within the same Environmental Sciences degree concentration.

**Requirements:**

**Total of at least 15 credits 2000-level or above, including one course from each area A-E. The same course cannot be used to fulfill more than one area.**

**A. CLIMATE CHANGE AND ITS IMPACTS**

GEOG 3400, GEOG 4300, GSCI 3010, MARN 3000, NRE 3115, NRE 3146, or NRE 4170

**B. LAND AND OCEAN USE AND ITS IMPACTS**

EEB 2208, GEOG 3310, GEOG 3410, GSCI 3020, GSCI/MARN 3230, MARN 3001, MARN 3030, MARN 4066, NRE 2215, NRE 2345, NRE 3105, NRE 3115, NRE 4135/GSCI 4735, or NRE 4340

**C. NATURAL SCIENCES**

CHEM 4370, CHEM 4371, EEB 2244/W, EEB 2245/W, EEB 3230/MARN 3014, EEB 3247, EEB 4120/GSCI 4120, GEOG 2300, GSCI 4110, GSCI 4210, MARN 2002, MARN **2060,** MARN 3003Q, MARN 4030W, MARN 4060, NRE 2455, NRE 3125, NRE 3145, NRE 3205, SPSS 2120, or SPSS 3420

**D. METHODS**

CE 2251, EEB 4230W, GEOG 3500Q, GEOG 3505/MARN 3505, GEOG/GSCI 4230, GSCI 3710/CE 3530/ENVE 3530, MARN 3003Q, NRE 2000, NRE 2010, NRE 3305, NRE 3345/W, NRE 3535, NRE 4135/GSCI 4735, NRE 4335, NRE 4475, NRE 4535, NRE 4544, NRE 4545, NRE 4575, NRE 4665, PHYS 2400, STAT 2215Q, or STAT 3025Q

**E. GOVERNANCE AND POLICY**

AH 3174**, ARE 2235,** ARE 3434, ARE 3437, ARE 4438, ARE 4462, ECON/MAST 2467, GEOG 3320W, MAST/POLS 3832, NRE 3000, NRE 3201, NRE 3245, POLS/EVST 3412, or SOCI 3407/W

The minor is offered jointly by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/) and the [College of Agriculture, Health and Natural Resources](http://www.cag.uconn.edu/CANR/index.html).

# Justification

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

The Global Environmental Change minor is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the minor.

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

The minor requires students to enroll in at least one course from each of the knowledge competencies established for the Environmental Sciences Global change concentration major. Students are required to take courses in the physical and biological sciences as well as the social sciences. Courses are required from the following knowledge competencies: Climate Change and its Impacts, Land and Ocean Use and its Impacts, Natural Science, Methods, and Governance and Policy.

1. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

The minor is interdisciplinary. The Environmental Sciences program is offered in two colleges (CAHNR and CLAS). The 2 environmental minors reflect the diversity of the program.

4. Dates approved by

    Department Curriculum Committee: 11/8/16

    Department Faculty: 11/8/16

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

Jason Vokoun

860-486-2840

jason.vokoun@uconn.edu

# Plan of Study

Attach a "Minor Plan of Study" form to your submission email as a separate document. This form will be used like the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

               Minor Advisor

## Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peoplesoft # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Plan of Study**

**Global Environmental Change – Minor**

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

9 credits cannot be used towards both the students major and the minor. Students cannot receive the minor within the same Environmental Sciences degree concentration.

**Requirements:**

**Total of at least 15 credits 2000-level or above, including one course from each area A-E.**

**The same course cannot be used to fulfill more than one area.**

**A. CLIMATE CHANGE AND ITS IMPACTS**

\_\_\_\_\_**GEOG 3400, GEOG 4300, GSCI 3010, MARN 3000, NRE 3115, NRE 3146, or NRE 4170**

**B. LAND AND OCEAN USE AND ITS IMPACTS**

\_\_\_\_\_**EEB 2208, GEOG 3310, GEOG 3410, GSCI 3020, GSCI 3230/MARN 3230, MARN 3001,**

**MARN 3030, MARN 4066, NRE 2215, NRE 2345, NRE 3105, NRE 3115,**

**NRE 4135/GSCI 4735, or NRE 4340**

**C. NATURAL SCIENCES**

\_\_\_\_\_**CHEM 4370, CHEM 4371, EEB 2244/2244W, EEB 2245/2245W, EEB 3230/MARN 3014,**

**EEB 3247, EEB 4120/GSCI 4120, GEOG 2300, GSCI 4110, GSCI 4210, MARN 2002,**

**MARN 2060, MARN 3003Q, MARN 4030W, MARN 4060, NRE 2455, NRE 3125,**

**NRE 3145, NRE 3205, SPSS 2120, or SPSS 3420**

**D. METHODS**

**\_\_\_\_\_CE 2251, CE 3530/ENVE 3530/GSCi 3710, EEB 4230W Methods of Ecology,**

**GEOG 3500Q, GEOG 3505/MARN 3505, GEOG 4230/GSCI 4230, MARN 3003Q,**

**NRE 2000, NRE 2010, NRE 3305, NRE 3345/3345W, NRE 3535, NRE 4335, NRE 4475,**

**NRE 4535, NRE 4544, NRE 4545, NRE 4575, NRE 4665, PHYS 2400, STAT 2215Q, or**

**STAT 3025Q**

**E. GOVERNANCE AND POLICY**

\_\_\_\_\_**AH 3174**, **ARE 2235, ARE 3434, ARE 3437**, **ARE 4438, ARE 4462,**

**ECON 2467/MAST 2467, GEOG 3320W, MAST 3832/POLS 3832, NRE 3000**,

**NRE 3201, NRE 3245, POLS 3412/EVST3412, or SOCI 3407/3407W**

I approve the above program:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

ENVS Advisor Department Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Program Director Department Date

*Last revised 1/11/2018*

## 2018-38 Sustainable Environmental Systems Add Minor



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: 1/2/2018

2. Department or Program: Environmental Sciences

3. Title of Minor: Sustainable Environmental Systems

4. Does this Minor have the same name as the Department or a Major within this

Department? \_\_\_ Yes \_X\_\_ No

 5. Effective Date (semester, year) : Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

# Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

The Sustainable Environmental Systems minor applies the principles of sustainability science, systems thinking, and the environmental sciences to help society move towards a more sustainable future. Topics include ecological systems, natural resources management, environmental ethics and cultural interactions, as well as selected economics and business perspectives.

Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

9 credits cannot be used towards both the students major and the minor. Students cannot receive the minor within the same Environmental Sciences degree concentration.

Requirements:

Total of at least 15 credits 2000-level or above as follows:

**I. Core Courses** **(9 credits)**.

All minors must take 1 course from areas A, B, and C. Additional core courses in a single category can be applied to the additional minor requirements beyond the core requirements. The same course cannot be used to fulfill more than one area.

**A. Resource Management:**

EEB 2208, GEOG 3340, MARN 3030, NRE 2010, NRE 2215, NRE 2345, NRE 3105, NRE 3125, NRE 3155, NRE 3305, NRE 3335, NRE 3345/W,

NRE 3500, NRE 3535, NRE 4335, or NRE 4575

**B. Ecological Systems:**

EEB 2244/W, EEB 3247, EEB 4230W, EEB 3230/MARN 3014, NRE 2455, NRE 3205, or NRE 4340

**C. Ethics, Values, & Culture:**

ANTH 3339, ENGL 3240, ENGL 3715, GEOG 3410, HIST 3540/W, HIST 3542, JOUR 3046, PHIL 3216/W, SOCI 2701, SOCI 2705, SOCI 2709W, or SOCI 3407/W

**II. 6 Additional Credits from the following areas:** Choose at least 3 credits from two of the three areas D-F. Courses cannot be used to fulfill more than one area.

**D. Built Systems:**

AH 3175, GEOG 2400, LAND 3230W, or NRE 3265

**E. Governance & Policy:**

AH 3174, ARE 2235, ARE 3434, ARE 3437, ARE 4438,

ARE 4462, ECON/MAST 2467, GEOG 3320W, MAST/POLS 3832, NRE 3000, NRE 3201, NRE 3245, POLS/EVST 3412, or SOCI 3407/W

**F. Economics & Business:**

ARE 2235, ARE 4305, ARE 4438, ARE 4444, ARE 4462, ECON/MAST 2467, ECON 3466, or ECON 3473/W

The minor is offered jointly by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/) and the [College of Agriculture, Health and Natural Resources](http://www.cag.uconn.edu/CANR/index.html).

# Justification

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

The Sustainable Environmental Systems minor is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the minor.

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

The minor requires students to enroll in at least one course from five of the six knowledge competencies established for the Environmental Sciences Sustainable Systems concentration major. Students are required to take courses in the physical and biological sciences as well as the social sciences. Courses are required from the following knowledge competencies: Resource Management, Ecological Systems, Ethics, Values, and Culture. In addition, students are required to take an additional 6 credits from 2 of the following 3 knowledge competencies: Built Systems, Governance and Policy, Economics and Business.

1. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

The minor is interdisciplinary. The Environmental Sciences program is offered in two colleges (CAHNR and CLAS). The 2 environmental minors reflect the diversity of the program.

4. Dates approved by

    Department Curriculum Committee: 11/8/16

    Department Faculty:11/8/16

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

Jason Vokoun

860-486-2840

jason.vokoun@uconn.edu

# Plan of Study

Attach a "Minor Plan of Study" form to your submission email as a separate document. This form will be used like the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

               Minor Advisor

## Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peoplesoft # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Plan of Study**

**Sustainable Environmental Systems – Minor**

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

9 credits cannot be used towards both the students major and the minor. Students cannot receive the minor within the same Environmental Sciences degree concentration.

**I. Core Courses** (9 credits).

All minors must take 1 course from areas A, B, and C. Additional core courses in a single category can be applied to the additional minor requirements beyond the core requirements.

The same course cannot be used to fulfill more than one area.

**A. Resource Management**

\_\_\_\_\_ **EEB 2208, GEOG 3340, MARN 3030**, **NRE 2010, NRE 2215**, **NRE 2345**, **NRE 3105, NRE 3125,**

**NRE 3155, NRE 3305, NRE 3335**, **NRE 3345/3345W, NRE 3500**, **NRE 3535, NRE 4335**, or **NRE 4575**

**B. Ecological Systems**

\_\_\_\_\_ **EEB 2244/2244W**, **EEB 3247**, **EEB 4230W**, **EEB 3230/MARN 3014, NRE 2455**, **NRE 3205, or** **NRE 4340**

**C. Ethics, Values, & Culture**

\_\_\_\_\_ **ANTH 3339, ENGL 3240, ENGL 3715**, **GEOG 3410, HIST 3542, JOUR 3046, PHIL 3216/3216W**,

**SOCI 2701**, **SOCI 2705**, **SOCI 2709W, or** **SOCI 3407/3407W**

**II. 6 Additional Credits from the following areas:** Choose at least 3 credits each from two of the three areas; D-F. Courses cannot be used to fulfill more than one area.

**D. Built Systems**

\_\_\_\_\_ **AH 3175**, **GEOG 2400, LAND 3230W**, or **NRE 3265**

**E. Governance & Policy**

\_\_\_\_\_ **AH 3174, ARE 2235, ARE 3434, ARE 3437, ARE 4438, ARE 4462, ECON/MAST 2467, GEOG 3320W,**

**MAST/POLS 3832, NRE 3000**, **NRE 3201, NRE 3245**, **POLS/EVST 3412, or** **SOCI 3407/3407W**

**F. Economics & Business**

\_\_\_\_\_ **ARE 2235, ARE 4305, ARE 4438, ARE 4444, ARE 4462, ECON/MAST 2467, ECON 3466**, or

**ECON 3473/3473W**

I approve the above program:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

ENVS Advisor Department Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Program Director Department Date

*Last revised 1/11/2018*

## 2018-39 EEB Add Joint BS/MS in Biodiversity



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 20 October 2017

2. Department or Program: EEB

3. Title of Major: Joint B.S./M.S. in Biodiversity and Conservation Biology

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Change in degree requirements

# Existing Catalog Description of Major

*The graduate catalog presently has no program descriptions. This text (typos corrected) is from the 2011-2012 Graduate Catalog*

The Master of Science degree in Biodiversity and Conservation Biology is administered by the Department of Ecology and Evolutionary Biology. The Biodiversity and Conservation Biology M.S. is a Plan B degree, based primarily on coursework. Students are required to participate in a vocational internship and a research project as part of their plan of study, but no research thesis is required. The M.S. is designed to be earned jointly with the EEB B.S. degree, with M.S. level classes integrated into a student’s plan of study during their final two years. students who have already completed an equivalent B.S. degree may confine their study to the M.S. portion of the degree program. Coursework combines education in ecology, evolution, systematics, and natural history, with relevant training in public policy, economics, and ethics. Students are prepared for a diversity of career tracks ranging from conservation planning to endangered species management, environmental education to museum curation, ecological consultancy to environmental law. Potential employers include non-governmental organizations, state and federal agencies, and environmental industries. More detailed information about the program is available at the EEB department’s web site http://hydrodictyon.eeb. uconn.edu/department/BsMs/ .

# Proposed Catalog Description of Major

The MS in Biodiversity and Conservation Biology is the graduate portion of an integrated undergraduate and graduate degree program, the Joint BS-MS in Biodiversity and Conservation Biology. The MS portion is a non-thesis, course based (Plan B) masters; it requires a minimum of 30 credits, comprising at least 14 credits of core course work, at least 6 credits of related area courses, at least 4 credits of research, and 1 to 9 credits of internship. No more than 6 credits of undergraduate coursework may be counted towards the degree.

Core Courses

* EEB 5301 (Population and Community Ecology)
* EEB 5310 (Conservation Biology)
* EEB 5369 (Current Topics in Biodiversity)
* EEB 5370 (Current Topics in Conservation Biology)
* EEB 5348 (Population Genetics) or EEB 5449 (Evolution)
* EEB 5347 (Principles and Methods of Systematic Biology) or one of the following taxonomic diversity courses:

EEB 3266 Field Herpetology

EEB 4250 General Entomology

EEB 4252 Field Entomology

EEB 4260 & EEB 4261 Ornithology & Ornithology lab

EEB 4272 The Summer Flora

EEB 4274 Introduction to Animal Parasitology

EEB 4275 Invertebrate Zoology

EEB 5200 Biology of Fishes

EEB 5204 Aquatic Plant Biology

EEB 5220 Evolution of Green Plants

EEB 5240 Biology of Bryophytes and Lichens

EEB 5250 Biology of the Algae

EEB 5254 Mammalogy

EEB 5265 Herpetology

EEB 5271 Systematic Botany

EEB 5477 Insect Phylogeny

Related Areas

Students must complete a course from any two of the following related areas: Environmental Policy, Ethics and Management; Environmental Economics, and Environmental Analysis. Advisory committees may approve alternative courses within these three related areas.

**Environmental Policy, Ethics, and Management**

ARE 3434 (Environmental and Resource Policy); EVST/POLS 3412 (Global Environmental Politics); GEOG 4210 (Urban and Regional Planning); NRE 3155 (Water Quality Management); NRE 3245 (Environmental Law); NRE 4165 (Soil and Water Management and Engineering); NRE 4335 (Fisheries Management); NRE 5200 (Sustainable Natural Resources Management); NRE 5345 (Advanced Fisheries Management); PHIL 3216 (Environmental Ethics); SOCI 3407 (Energy, Environment, and Society)

**Environmental Economics**

ARE 4438 (Valuing the Environment); ARE 4462 (Environmental and Resource Economics); ARE 5464 (Benefit-Cost Analysis and Resource Management).

**Environmental Analysis**

ARE 3464 (Program Evaluation & Benefit-Cost Analysis); GEOG 3505 Remote Sensing of Marine Geography; GEOG 5500 (Fundamentals of Geographic Information Systems); GEOG 5510 (Applications Issues in Geographic Information Systems); NRE 3535 (Remote Sensing of the Environment); NRE 4535 (Remote Sensing Image Processing); NRE 4665 (Natural Resources Modeling); NRE 5205 (Decision Methods in Natural Resources); NRE 5215 (Geospatial Techniques for Environmental Management); NRE 5575 (Natural Resource Applications of Geographic Information Systems); NRE 5585 (Geospatial Data Processing Techniques).

Research and Internship Credits

Research credits are earned by completing one or more sessions of EEB 5889 (Independent Study). Internship credits are earned by completing one or more sessions of EEB 5891 (Internship in Ecology, Conservation, or Evolutionary Biology), possibly in conjunction with sessions of EEB 5881 (Internship in Ecology, Conservation, or Evolutionary Biology).

# Justification

1. Reasons for changing the major: We propose only changes to the MS portion of this Joint BS-MS degree program. There are three reasons for the proposed change. 1) The MS portion of degree program is not in compliance. We need to add credits so that the credit total is at least 30 credits as per Graduate School requirements. 2) Course offerings have changed, increasing the list of courses suitable for the core requirements and the Environmental Economics related area. 3) We wish to expand the subject coverage of two of our related areas: Environmental Policy and Ethics to include Management, and Geographic Information Systems expanded to include other methods of environmental analysis.

2. Effects on students: Addition of requirement for internship credits means that students must register for more credits. Expansion of courses in multiple categories permits more flexibility and more opportunity to shape curriculum according to student interests.

3. Effects on other departments: Changes to the related areas would slightly increase enrollment in Agriculture and Natural Resources, Natural Resources and Environment, Political Science, and Sociology departments. Roughly five students are enrolled in the program at any one time.

4. Effects on regional campuses: None. No students in the program are in residence at regional campuses

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: 11/15/2017

    Department Faculty: 12/6/2017

6. Name, Phone Number, and e-mail address of principal contact person: Eric Schultz, 860 486-4692, eric.schultz@uconn.edu

# Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

**EEB Joint B.S./M.S. Program**

**Master of Science (M.S.) Requirements**

# Coursework

1. **Core Courses (14-15 credits).**

Complete EACH:

EEB 5301 Population & Community Ecology (3 cr, odd S) \_\_\_\_\_\_

EEB 5310 Conservation Biology (3 cr, even S) \_\_\_\_\_\_

EEB 5369 Current Topics in Biodiversity (1 credit, F) \_\_\_\_\_\_

EEB 5370 Current Topics in Conservation Biology (1 credit, S) \_\_\_\_\_\_

Complete one:

EEB 5348 Population Genetics (3 cr, odd S) \_\_\_\_\_\_

EEB 5449 Evolution (3 cr, even F) \_\_\_\_\_\_

Complete EEB 5347 Systematic Bio (4 cr, odd F) \_\_\_\_\_\_\_ OR one of\*:

EEB 3266 Field Herpetology (3 cr, Su) \_\_\_\_\_\_\_ EEB 4250 Gen Entomology (4 cr, F) \_\_\_\_\_\_\_

EEB 4252 Field Entomology (4 cr, Su) \_\_\_\_\_\_\_ EEB 4260 & 4261 Ornithology (4 cr, S) \_\_\_\_\_\_\_

EEB 4272 Summer Flora (3 cr, Su) \_\_\_\_\_\_\_ EEB 4274 Parasitology (4 cr, odd F) \_\_\_\_\_\_\_

EEB 4275 Invert Biol (4 cr, odd F) \_\_\_\_\_\_\_ EEB 5200 Biol of Fishes (4 cr, odd S) \_\_\_\_\_\_\_

EEB 5204 Aquatic Plant Biology (4 cr, odd F) \_\_\_\_\_\_\_ EEB 5220 Evol Green Plants (4 cr, even S) \_\_\_\_\_\_\_

EEB 5240 Bryophytes & Lichens (4 cr, odd S) \_\_\_\_\_\_\_ EEB 5250 Biol Of Algae (4 cr, even F) \_\_\_\_\_\_\_

EEB 5254 Mammalogy (4 cr, odd F) \_\_\_\_\_\_\_ EEB 5265 Herpetology (4 cr, odd S) \_\_\_\_\_\_\_

EEB 5271 Systematic Bot (4 cr, odd S) \_\_\_\_\_\_\_ EEB 5477 Insect Phylogeny (3 cr, irreg) \_\_\_\_\_\_\_

**B. Related Area (6-7 credits):** At least one course from two of following three areas. If students have already taken a course from one area as part of their B.S., they are encouraged to take their M.S. courses from the other two areas. Advisory committees may approve alternative courses within these three related areas.

Related area 1 Environmental Policy, Ethics and Management

ARE 3434 Envt & Resource Policy (3 cr, F & S) \_\_\_\_\_\_\_ EVST/POLS 3412 Glob Envt Politics (3 cr, F & S) \_\_\_\_\_\_\_

GEOG 4210 Urban & Regional Plan (3 cr, S) \_\_\_\_\_\_\_ NRE 3155 Water Quality Manage (3 cr, even S) \_\_\_\_\_\_\_

NRE 3245 Environmental Law (3 cr, F) \_\_\_\_\_\_\_ NRE 4165 Soil & Water Manage Eng (3 cr, odd S) \_\_\_\_\_\_\_

NRE 4335 Fisheries Manage (3 cr, F) \_\_\_\_\_\_\_ NRE 5200 Sust Nat Res Manage (3 cr, F) \_\_\_\_\_\_\_

NRE 5345 Adv Fish Manage (3 cr, irreg) \_\_\_\_\_\_\_ PHIL 3216 Environmental Ethics (3 cr, F) \_\_\_\_\_\_\_

SOCI 3407 Energy Envt & Society (3 cr, irreg) \_\_\_\_\_\_\_

Related area 2 Environmental Economics

ARE 4438 Valuing the Environment (3 cr, F) \_\_\_\_\_\_\_ ARE 4462 Envt & Resource Econ (3 cr, S) \_\_\_\_\_\_\_

ARE 5464 Benefit-Cost Analysis (3 cr, S) \_\_\_\_\_\_\_

Related area 3 Environmental Analysis

ARE 3464 Prog Eval & Ben-Cost Anal (3 cr, F & S) \_\_\_\_\_\_\_ GEOG 3505 Remote Sens Mar Geog (3 cr, F) \_\_\_\_\_\_\_

GEOG 5500 Fundamentals of GIS (3 cr, F & S) \_\_\_\_\_\_\_ GEOG 5510 Appl Issues GIS (3 cr, F & S) \_\_\_\_\_\_\_

NRE 3535 Remote Sensing Envt (3 cr, F) \_\_\_\_\_\_\_ NRE 4535 Remote Sens Image Processing (3 cr, S) \_\_\_\_\_\_\_

NRE 4665 Natural Resources Modeling (3 cr, S) \_\_\_\_\_\_\_ NRE 5205 Decision Meth Nat Res (3 cr, S) \_\_\_\_\_\_\_

NRE 5215 Geospat Tech Envt Man (3 cr, irreg) \_\_\_\_\_\_\_ NRE 5575 Natural Resource Appl of GIS (4 cr, F) \_\_\_\_\_\_\_

NRE 5585 Geospat Data Proc Tech (3 cr, F) \_\_\_\_\_\_\_

1. **Research (4 credits or more).** Complete at least 4 credits of EEB 5889 Independent Study \_\_\_\_\_\_\_
2. **Internship (up to 9 credits)**. Complete at least one of at least two months duration. Each credit entails at least 42 hours. Requirement is met by taking EEB 5891, possibly in combination with EEB 5881.

EEB 5881 Internship in Ecology, Conservation, or Evolutionary Biology (0 cr) \_\_\_\_\_\_\_

EEB 5891 Internship in Ecology, Conservation, or Evolutionary Biology (1–9 cr) \_\_\_\_\_\_\_

Notes: a maximum of six credits of undergraduate 3000-4000 level coursework may be used to fulfill graduate requirements; course schedules are subject to change; a minimum of 30 credits are needed for MS.

## 2018-40 AMST/MUSI 1002 Revise Course (guest: Chris Vials) (G) (S)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3781 |
| **Request Proposer** | Vials |
| **Course Title** | Sing and Shout! The History of America in Song |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Music > Return > Music > American Studies > School of Fine Arts > Return > Music > American Studies > School of Fine Arts > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | MUSI |
| **School / College** | School of Fine Arts |
| **Department** | Music |
| **Course Subject Area #2** | AMST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | American Studies |
| **Reason for Cross Listing** | In consultation with Music, American Studies is seeking to cross-list this course because of its essentially American Studies nature: it looks at cultural production (music, in particular) as a window into US culture and US history, and sees musical forms as distillations and expressions of the many cultures of the United States. Readings ask students to reflect on history and social structures as they relate to music, which they both analyze and perform. |
| **Course Title** | Sing and Shout! The History of America in Song |
| **Course Number** | 1002 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Convenience. |

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| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area A: Arts |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, discussion, in-class dance and musical performance. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty to teach this course are only at Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MUSI 1002. Sing and Shout! The History of America in Song Three credits. Lecture with discussion groups. Develop an understanding of American people, history and culture through the study and singing of American folk songs. CA 1. CA 4. |
| **Provide proposed title and complete course catalog copy** | MUSI / AMST 1002. Sing and Shout! The History of America in Song Three credits. Lecture with discussion groups. Develop an understanding of American people, history and culture through the study and singing of American folk songs. CA 1. CA 4. |
| **Reason for the course action** | In consultation with Music, American Studies is seeking to cross-list this course because of its essentially American Studies nature: it looks at cultural production (music, in particular) as a window into US culture and US history, and sees musical forms as distillations and expressions of the many cultures of the United States. Readings ask students to reflect on history and social structures as they relate to music, which they both analyze and perform. |
| **Specify effect on other departments and overlap with existing courses** | As this revision is merely a cross-listing of an existing course, it should have no effect on courses in other departments. |
| **Please provide a brief description of course goals and learning objectives** | GOALS Students will: 1. articulate in some measurable manner, with respect to race, ethnicity, gender, political system or religious tradition, the varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity including those of their own indigenous cultural viewpoint. 2. acquire a deeper understanding of self, a sense of community with peers and a broader awareness and understanding of the cultural, spiritual and musical traditions of other cultures. OBJECTIVES Students will: 1. compare and contrast varieties of human experiences, modes of thinking, values, and/or modes of creativity. 2. analyze problems or issues showing an understanding of cultural diversity, including his/her own cultural perspective. 3. create folk songs that reflect an understanding of both traditional styles and contemporary culture, society and/or politics 4. recreate the songs of varied cultures to develop a deeper understanding of the people and their circumstances, why they sang the songs, and why they continue to do so. 5. reflect on the experiences that are a part of the course. |
| **Describe course assessments** | Course assessments vary per instructor, but they currently include quizzes, exams, musical compositions, and musical performances (to the best of the students' ability). Students frequently create new folksongs and analyze particular songs as group projects. |
| **General Education Goals** | Acquire consciousness of the diversity of human culture and experience: Drawing on the widely held notion that folk music is best understood when experienced , singing the music we talk about in class will be an integral part of the course. By actively participating in the musical experience, students will develop a deeper understanding of the historical and cultural contexts of songs, the people who sang them, how they sang them and why. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Students will be introduced to a broad array of resources to enhance their American folk music research, including listening , performance and analysis. In some sections, particular attention will be given to the Sam and Ann Charter Archives in the Thomas J. Dodd Research Center and the Smithsonian Folkways Recordings that are now available online. |
| **Content Area: Arts and Humanities** | Investigations and historical/critical analyses of human experience: Folk music is a music of the people, and, as such, gives voice to those who may not otherwise be heard and is a reflection of their status and circumstances . This includes women and children, as well as under-represented or repressed populations such as African Americans, Native Americans, Irish Americans and others. |
| **Content Area: Diversity and Multiculturalism (non-International)** | Folk music in the United States reflects the history and composition of American society and stands as a testament to the diverse cultures of millions of immigrants. The course shows how each ethnic group has tried to maintain its culture and traditions in new environments. Over time, however, as these groups mixed and adapted, their traditions were modified to meet these new circumstances. And, as these interactions evolved, so too, did the richness in the tapestry of America’s folk music tradition. As the course will show, this process continues. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MUSI, AMST 1002.Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/85962) | MUSI, AMST 1002.Syllabus.docx | Syllabus | | [MUSI,AMST1002.Syllabus, revised.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/104963) | MUSI,AMST1002.Syllabus, revised.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 06/25/2017 - 09:24 | Submit |  | I am now sending this course revision to C&C reps Matt McKenzie (American Studies) and Thomas Meacham (Music) for approval. | | Music | Cheryl D Galli | 10/13/2017 - 13:55 | Return | 10/13/2017 | New department approver added. Sending CAR back to proposer for resubmission to reset workflow. Please just submit form again (no changes needed) and it will be sent to the department approvers. | | Return | Christopher R Vials | 10/13/2017 - 14:36 | Resubmit |  | Re-submitting with no changes, as recommended by Cheryl Galli. | | Music | Peter M Kaminsky | 10/16/2017 - 10:55 | Approve | 10/11/2017 | We endorse cross-listing this course. | | American Studies | Matthew G McKenzie | 10/16/2017 - 11:52 | Approve | 10/16/2017 | An important addition the AMST | | School of Fine Arts | Thomas Meacham | 11/10/2017 - 10:54 | Return |  | The SFA C&C Committee has asked that the syllabus be revised to clarify attendance issues and to be more aligned with university policies. | | Return | Christopher R Vials | 11/20/2017 - 12:49 | Resubmit |  | Added a revised syllabus, as requested by SFA C&C. | | Music | Jesus A Ramos-Kittrell | 11/20/2017 - 16:00 | Approve | 11/20/2017 | The revised syllabus has been read and approved by the SFA CC&C Committee. | | American Studies | Matthew G McKenzie | 11/20/2017 - 16:14 | Approve | 11/20/2017 | Remain supportive of this cross listing as it enhances American Studies presence within the University and more fully engages across disciplines. | | School of Fine Arts | Thomas Meacham | 11/30/2017 - 14:27 | Approve | 11/30/2017 | The proposal was successfully approved via an anonymous SFA faculty vote. | |

*Note: This syllabus was taught in Spring 2017 as MUSI 1002*

MUSI/AMST 1002 SING AND SHOUT! *A History of America in Song*

**Discussion Groups:** DG 1=TH 11:00-11:50 MUSI 109 DG 2=TH 12:00-12:50 MUSI 109

**CONTACT INFORMATION**

Instructor: Dr. M.E. Junda Grad. Assistant: Mr. Brian Stevens

Office: MUSI 202 Office: MUSI 123

Email: [mary.junda@uconn.edu](mailto:mary.junda@uconn.edu) Email: [Brian.M.Stevens@uconn.edu](mailto:Brian.M.Stevens@uconn.edu)

Office Hours: T 10:00-11:00 Office Hours: T 10:00-11:00

by appointment by appointment

All email correspondence *must be professional* in nature (i.e., business standards apply) or will not be answered. Do not use e-mail for clarification of subject matter covered in class. Please see your graduate assistant or Dr. Junda for such help. Dr. Junda and Mr. Stevens are not expected to answer emails on Saturdays and Sundays.

# COURSE DESCRIPTION

This course addresses the study of American people, history and culture through the singing of American folk songs. Drawing on the widely held notion that folk music is best understood when experienced, singing the music we talk about in class is an integral part of the course. The goal is to develop a deeper understanding of the historical and cultural contexts of the songs, the people who sang the songs, where and when they sang the songs, how they sang them and why. We will discuss music as a force for social change, an expression of spirituality and means to build community in the lives of underrepresented populations from throughout America. *Please note that approximately half of the course assessments are based on collaborative work.*

This course fulfills General Education Content Area:

Group 1 Arts and Humanities

Group 4 Diversity and Multiculturalism

MATERIALS

1) All readings and listening assignments are available either on-line or on HuskyCT

with the exception of *one video that must be purchased for viewing from Amazon*

2) Laptop computer or tablets *are required for examinations* and may be used *appropriately*

in class. Contact Mr. Stevens *immediately* if you need to borrow a computer for

examinations.

3) Flash Drive to transfer files

# COURSE GOALS

Students will:

1. articulate in some measurable manner, with respect to race, ethnicity, gender, political system or religious tradition, the varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity including those of their own indigenous cultural viewpoint.

2. *acquire* a deeper understanding of self, a sense of community with peers and a

broader awareness and understanding of the cultural, spiritual and musical traditions

of other cultures.

### OBJECTIVES

Students will

1. *compare and contrast* varieties of human experiences, modes of thinking, values,

and/or modes of creativity.

2. *analyze* problems or issues showing an understanding of cultural diversity, including

his/her own cultural perspective.

3. *create* folk songs that reflect an understanding of both traditional styles and

contemporary culture, society and/or politics

4. *recreate* the songs of varied cultures to develop a deeper understanding of the people

and their circumstances, why they sang the songs, and why they continue to do so.

5. *reflect* on the experiences that are a part of the course.

**CONTENT**

Anglo-American Music : Ballads, Religious Songs, Singing Games, Play Parties

Counter-Culture: Labor Unions, Politics, Broadside Ballads

Civil Rights Movement and Vietnam War: Freedom Songs, Composed songs

African American: Ring Plays, Ring Shout, Spirituals

Trinidad and Tobago: Calypso, Soca

# ATTENDANCE POLICY

You are expected to attend all classes. There are no excused absences. If you miss a class, you must arrange to turn in any assignments *before* class.

NOTE: This class has a substantial amount of group work that takes place during discussion groups and lecture classes. *If you are not present for these classes, your grade will be reduced accordingly.*

**PARTICIPATION**

Active music making will be a critical part of each class and students are expected to “fully participate.” This means 1) singing to the best of one’s ability, 2) moving in culturally appropriate ways *which may require touching another person*, and 3) putting forth effort and energy. Also, Dr. Junda or Mr. Stephens may touch students during these activities without asking permission from each student. We fully understand that these experiences may be new and that people may be shy or slightly intimidated. However, we sequence instruction in small steps and strive to make all feel comfortable and able. Those students who are disengaged or uninterested will be spoken to immediately. If this behavior persists, grades will be affected accordingly at the discretion of the instructor.

*If touching another student is against your personal, religious or cultural beliefs please make an appointment to meet with Dr. Junda to discuss alternate strategies.*

*Group Participation:* The *full class* has the potential to earn 1 pt. extra credit during the lecture class for *exceptional* singing and participation. It is the *student’s responsibility* to ensure that his/her extra credit is documented on HuskyCT *within the following week*.

*Group Projects*: Working together takes time, coordination, communication, patience, understanding and effort. Though some time in class will be designated for projects, groups will have to engage outside of class both electronically and in-person. Two of the group projects are *creative efforts* that require both inspiration and hard work. We will arrange groups so that there is a broad skill set among the members. *You should reserve the time on Thursday either before or after the discussion group for group project work.*

*Please note-if you do not enjoy working on creative group projects or have a demanding schedule with little free time, this may not be the best class for you.*

**Student Athletes, Cheerleaders, Pep Band, Marching Band, etc.**

All students in this course are expected to abide by the same policies. Student athletes (and associates) will not be given any special consideration due to schedule conflicts. The exact dates for the projects, assignments, quizzes and examinations are listed on this syllabus.

The rationale for this policy is the view that student athletes merely have some responsibilities that other students might not have. Similarly, other students will have responsibilities that student athletes do not have (e.g., raising families; working 1 or 2 outside jobs; etc.). All people enrolled in the course are students *first;* therefore, all academic activities take priority over non-academic activities. This applies to *all* students.

# ACADEMIC MISCONDUCT

Academic misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes, but is not limited to:

1. copying or sharing answers on tests or assignments;
2. plagiarism-copying from another source without proper citations;
3. having someone else do your academic work.

Depending on the act, a student could receive an F grade on the test/assignment, an F grade for the course and could be suspended or expelled from the University. Please see the student code at <http://www.dosa.uconn.edu/code2.html>for more details and a full explanation of the academic misconduct policies.

**ELECTRONIC DEVICES**

Laptops and tablets are permitted in class for conducting research, listening to specific songs and note-taking purposes only. Any student found using a laptop or tablet for personal use during class time will have *4 points taken from his/her FINAL grade for the first offence and will not be permitted to have a laptop or tablet in class for the remainder of the semester.*

Laptops and tablets *are required* for class examinations. Please see Mr. Stevens *immediately* if you will need to borrow a laptop for examinations. Examinations cannot be taken on cell phones. *Those without tablets or computers will not take the exam*.

The only time a phone may be used in class is for a surprise quiz if a computer or tablet is not available. Otherwise, phones are not permitted in class and should be shut off completely. Anyone using a phone will subject to the same consequence as listed above.

A recording device is allowed, but only after you have *obtained Dr. Junda’s permission* to use it and she examines the device. *Only audio recording is permitted*. Photography and video recording are not allowed.

IMPORTANT: Violating the above rules a *second time* constitutes disruptive behavior and will be handled as a *violation of The Student Code*. Violators will be reported to the Office of Community Standards for formal disciplinary action.

# SPECIAL NEEDS

Please contact Dr. Junda during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu). Any student without a documented disability but with special needs that may need to be accommodated should contact Dr. Junda.

**GRADE DETERMINATION**

Assignments:

All assignments will be listed on the **Unit** **Course Schedules** posted on HuskyCT. Assignments are due on the date indicated and are to be submitted either in hard copy or electronically as indicated on the schedule or assignment sheet.

#### Groups Projects: 39 pts.

Students will participate in three group projects; two are to create folksongs based on traditional styles and one is a historical/cultural song analysis.

1. Variant Project: Create a variant of a traditional singing game or play party that represents popular culture.
2. Song Analysis: Analyze a 20tth century broadside ballad from a musical, cultural and historical perspective.
3. Broadside Ballad: Create a contemporary broadside based on a current event or issue with substantiating research on the topic.

## Students will write individual *reflections* linking their group projects to the course content. These reflections provide a means for students to share “what was learned.” Reflections will be graded according to the *depth* of these connections and the *details p*rovided. Reflections about “feelings” with no connection to course content will be graded accordingly.

*Students must participate in and successfully complete all group projects to pass the course.*

Quizzes, Tests and Examination: 61 pts.

Quizzes: Reading quizzes: 4-8 pts.

There may be up to four “surprise” multiple-choice quizzes on Husky-CT that are associated with readings for that week.

Tests: 45-49 pts.

There are a variety of test formats during the semester- some will be open book and scheduled during the weekend, others will be held in class. Most tests will be comprised of multiple-choice items and essays questions. Please note that open book tests are timed and are not necessarily easier.

Test 1 Anglo American (open book at home)

Test 2 African American: Gullah, Spirituals (in class)

Test 3 Counter-Culture (open book at home)

Test 4 Civil Rights & Vietnam War (in class)

Test 5 Trinidad and Tobago music and culture( in class)

*Examinations are NOT administered late. Please plan accordingly.*

Final Examination**:** 8 points

Students MUST be present for the Final Examination. The exam includes both course content and group singing on the day/time indicated

Extra Credit:

See Group Participation. Other extra credit assignments may be offered at the discretion of the professor.

**ASSESSMENT**

Exams, quizzes, tests projects and course grades *will not be curved*. The final course grade will be based on the following point scale:

**Grading criteria: A = 93+**

**A- = 90-92.99**

**B+= 86.5-89.99**

**B = 83-86.49**

**B- = 80-82.99**

***Etc.***

Please note: *Final grades are not rounded-off or rounded-up. No exceptions.*

**Rubrics** are posted for each group project. The projects are graded according to how well a group fulfills all of the requirements *and* demonstrates creativity and originality. For a group to earn *full* credit for a project in this class requires consistent and satisfactory attention to all requirements **plus** a substantial demonstration of creativity and originality. For a group to earn slightly less than full credit for a project requires consistent and satisfactory attention to all requirements and some indication of creativity and originality. For a group to earn an average grade for a project requires either 1) consistent and satisfactory attention to all requirements, but no creativity and originality, or 2) some creativity and originality but an inconsistent attention to the details. Lower grades for a project would indicate a lack creativity and originality and miss several of the requirements.

**Grade Verification.** Grades are posted on our HuskyCT site, generally within one week of the due date of the assignment or test, often sooner than that. *It is essential that you check your grade within two weeks of when the grades are posted****.*** If you have any questions about your grade, or if your grade is missing, *you must resolve the problem within that time period.* *Failure to do so will result in your having to live with whatever grade you receive, even if it is a “0” for a missing exam that you claim you had taken.*

**LECTURE COPYRIGHT NOTICE**XIX. LECTURE COPYRIGHT NOTICE

Dr. Junda’s lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are her own original expression and have been recorded prior to or during the lecture in order to ensure copyright protection. Students are authorized to take notes in class; however, this authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record Dr. Junda’s lectures. If you are given permission, you may not copy this recording or any other material, provide copies of either to

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| **Week** | **Date** | **TOPIC/ASSSIGNMENTS** |
| **1** | **8/30** | **Introduction** |
|  | **9/1** | **Discussion Groups**  Read:**All** readings this week are in UNIT 1 folder  *“*Music in Multicultural America” E. Barkley  “What is Social Justice?”  “Cultivating Social Consciousness”  **Assignment Due:**  1) Complete Student Surveys on HuskyCT  2) Define Assimilation, Acculturation, Race, Ethnicity,  Social Consciousness and Social Justice with examples for each term.  Be able to discuss similarities and differences between race and  ethnicity, social consciousness and social justice, and assimilation  and acculturation. |
| **2** | **9/6** | **Anglo American Tradition: Religious Music, Traditional Ballads**  Read: “The British Tradition” Bruno Nettl, *Library Resources*  Religious Transformation (Unit 1, week 2 folder)  Second Great Awakening (Unit 1, week 2 folder)  <http://www.ushistory.org/us/22c.asp>  <http://avhs-apush.wikispaces.com/Second+Great+Awakening,+The>  Listen: *Down to the River to Pray* (Unit 1, Week 2 Folder)  *At the River* (Unit 1 Folder)  *Wayfaring Stranger* (Unit 1, Week 2) Folder |
|  | **9/8** | **Discussion Groups**  **Assignment Due:**  Discussion Essay: *Rough Draft Due*  Describe the Second Great Awakening and its impact on religious practice, customs,  beliefs and music. |
| **3** | **9/13** | **The Anglo/American Tradition: Ballads, cont.**  **Assignment Due:**  View: Madison County Project  [**http://www.folkstreams.net/film,120**](http://www.folkstreams.net/film,120)  1) Listening: (Library Resources)  Know ballad story, song form and singers  “Barbara Allen” – three variants, Pete Seeger, Jean Ritchie, Emmylou  Harris  “The Golden Vanity” Pete Seeger  "Farmer's Curst Wife" Horton Barker  “Gypsy Davy” Woody Guthrie |
|  | **9/15** | **Discussion Groups: Ballad changes, Analysis of Lyrics**  Essay: ***Rough drafts due***  ***Describe*** two characteristics of traditional ballads that have been preserved over time and why  these characteristics have been preserved.  Describe two characteristics of traditional ballads that have changed over *time and distance* and  *why* those changes have occurred.  *Provide* ***four reasons*** *why* the *culture* in Sodom, Madison County NC. Helped to sustain the ballad  singing tradition. Provide evidence from the film to support your reasons. |
|  |  | **Test 1 Test on HuskyCT**  **Open from Thursday, 9/17 1:00 to Sunday, 9/18 12:00 Noon** |
| 4 | **9/20** | **Children’s Songs and Play Parties**  Those students who miss class **will** earn lower grade on first group project.  **Read**: Library Resources  Sturgeon, A.L. (2005) *Waltz the Hall. The American Play Party.*  Part 1: *Introduction, An overview of the Traditional Play Party Gathering and Play Parties in the African American Community* p.5-10, 11-28  **In Class:**  Singing Games: “Little Sally Water”  “ A Tisket a Tasket”  “Farmer in the Dell”  “ London Bridge”  Play Parties: “Where O Where is Pretty Little Susie?” (“Paw-Paw Patch”)  “Jingle at the Window”  “Riding in a Buggy”  “Skip to My Lou”  “Jolly Miller” |
|  | **9/22** | Review of play parties and children’s singing games. Those students who miss class participation  will earn lower grade on first group project. |
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anyone else, upload them on the Internet or distribute them in any electronic form, or make a commercial use of them.

Students using Livescribe Smartpens or similar devices may not distribute their notes and/or corresponding audio files created by such devices.

Individuals who violate this copyright notice will be subject to legal action in addition to violation of the Student Code.

**CHANGES**

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| **Week** | **Date** | **TOPIC/ASSSIGNMENTS** |
| 5 | **9/27** | **The Gullah: History and Culture** African American Ring Plays, Children’s Songs Read: In Unit 2 folder  1) Jones, B. & Hawes, B.L. (1972*). Step It Down Games, Plays, Songs and Stories from the African-American Heritage*.  Introduction p. xi-xvii, Ring Plays 87-94, Little Sally Walker 107-11  2) “Welcome Home” in *Gullah Culture in America* ( Unit 2 Folder: Gullah Reading)  **Group Project Assigned: Variant**  Group Project: *Class attendance is required. Those who miss class* ***will*** *be graded lower on the group project.*    1. Review assignment and grading rubrics  2. Organize meeting times  3. Choose song    **Variant Project DUE: 10/6** |
|  | **9/29** | **Discussion Groups**  **Group Project: Variant**  Discussion:  1) Define, compare and contrast: play parties, singing games, ring plays  2) How to fulfill expectations for project    *Some class time MAY dedicated to working on group project. Students who are absent* ***will earn a lower grade on the project.*** |
| 6 | **10/4** | **The Gullah**   * + - 1. Read: The Gullah @ <http://glc.yale.edu/gullah-rice-slavery-and-sierra-leone-american-connection>       2. CONTENTS: Introduction through Conclusions      * + - 1. Listen: *Daniel (aka Walk Daniel), Georgia Sea Island Singers*   *Adam in the Garden, Geechee Gullah Ring Shouters* |
|  | **10/6** | **Discussion Groups**  **Assignment Due:**  **Variant Projects due in class.**  Essay notes: *Describe* two aspects of Gullah culture that provide examples of the blending of African and American traditions. Include *why* and *how* the traditions were blended and the results  of these adaptations. |
|  | **10/9** | **Variant Reflections DUE Sunday, October 9 by 12:00 NOON** |
| 7 | **10/11** | **Spirituals**  Read: <http://spiritualsproject.org/sweetchariot/>  *History*-**all sections**  *Survival and Resilience****-*all sections**  *Freedom and equality*  **Read***:* Chapter 1and 2, “Way over in Beulah Land”, André Thomas  Listen:  *Ev’ry Time I Feel the Spirit*  *Ain’t Dat Good News*  *Ezekiel Saw the Wheel*  Sing*: Go Down Moses*  *All God’s Children Got Shoes*  *Wade in the Water\**  *Swing Low Sweet Chariot\**  In class: lyric analysis of spirituals (preparation for essay on examination)  Essay: Describe the evolution of the spiritual from the oral tradition to notation. |
|  | **10/13** | **In Class Test: Gullah, Spirituals**  **Students must have a computer or tablet to take the test. Phones will not be permitted.** |
|  |  | ***Any student who is having difficulty with the course should meet with***  ***Dr. Junda as soon as possible.*** |

Dr. Junda has the right to modify this syllabus during the semester as needed.

*You are responsible for all of the information contained in this syllabus and for any changes and announcements made by Dr. Junda or Mr. Stevens at the beginning of each class.*

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| **UNIT 3** | | |
| 8 | **10/18** | **Counter Culture: Protest Music, Early 20th C**  **Assignment Due: All found in Counter Culture Folder/Unit 3**  **Read:** *Broadside Magazine and Records 1962-1988; Birth of a Broadside*  [*http://media.smithsonianfolkways.org/liner\_notes/smithsonian\_folkways/SFW40130.pdf*](http://media.smithsonianfolkways.org/liner_notes/smithsonian_folkways/SFW40130.pdf)  **Read:** *Protest Music before the Folk Revival of the Sixties*, Dick Weissman pp. 36-47  Review the life and songs of Joe Hill at[**http://www.joehill.org**](http://www.joehill.org)and  <http://www.folkarchive.de/hill.html>  and Aunt Molly Jackson at <http://xroads.virginia.edu/~MA05/luckey/amj/media.htm>  ECR **Listen:** *“*Hungry Ragged Blues” Aunt Molly Jackson  “Joe Hill,” Joan Baez  Be prepared to:  1) Discuss the similarities and differences between the ways that Joe Hill and Aunt Molly Jackson sought to eliminate social injustice. Which approach impacted you more and why?  2) Choose a song from the five options from ***Best of Broadside*** for your group project (see Announcement)  **Ballad Analysis Project assigned**. **Due 3/24** |
|  | **10/20** | **Counter Culture**  Discussion Question: Communism, radicalism, and labor unions are some of the main forces that helped to influence protest music. Which of these did you find the most compelling regarding the evolution of protest music and why? Please cite at least three examples from Dick Weissman’s text.  *Some class time MAY dedicated to working on group project. Students who do not attend* ***will*** *earn a lower grade on the project.* |
| 9 | **10/25** | **Counter Culture: Protest Music, Mid. 20th C.**  **Assignment Due: Readings and Song in Counter Culture Folder/Unit 3**  **Read:** *Protest Music before the Folk Revival of the Sixties*, Dick Weissman, pp. 48-64.  **Listen:** “This Land is Your Land,” Woody Guthrie  “If I Had a Hammer”, Pete Seeger, (Peter Paul and Mary)  “Tom Dooley”, The Kingston Trio  “The Times They Are A-Changin’ Bob Dylan  “Turn, Turn, Turn”, Pete Seeger  “Where have All the Flowers Gone”, Pete Seeger |
|  | **10/27** | **Broadside Analysis Due w/ Presentations: 12 pts.** |
|  |  | **Test 3: Counterculture available Thursday, 10/28 1:00 to Sunday, 10/31 at NOON** |
| 10 | **11/1** | **Civil Rights Movement**  **View Video:** “Let Freedom Sing, The Music of the Civil Rights Movement”  via **Amazon** (End at: The Staple Sisters-“I’ll Take you There”)  DOWNLOAD WORKSHEET: Civil Rights Songs to use while viewing videos  “Civil Right Songs”  **Broadside Ballad Project Assigned** |
|  | **11/3** | **Civil Rights Movement, cont.**  Review of Songs, Composers, Performers, Dates, etc**.** |
| 11 | **11/8** | **Music of the Vietnam Era**  Reading: The Sixties and Protest Music  <https://www.gilderlehrman.org/history-by-era/sixties/essays/protest-music-1960s>    Summary of Vietnam War http://thevietnamwar.info/vietnam-war-summary/  Worksheet: Songs of the Vietnam War (Unit 3 Folder)  Listen: You Tube videos in “Songs of the Vietnam Era” |
|  | **11/10** | **Music of the Vietnam Era**  Review of Songs, Composers, Performers, Dates, etc**.**  **Broadside Ballad Project: Research Due** |
| 12 | **11/15** | **Test 4 on Civil Rights & Vietnam (closed book. Multiple choice only)** |
|  | **11/17** | **Broadside Ballad Project Due** |
|  | **11/19** | **Broadside Ballad Reflection Due by 11:00 AM** |
| 13 |  | **Thanksgiving Break** |

**MUSI/AMST 1002 Sing and Shout! A History of America in Song**

**Course Schedule: Unit 1**

**MUSI 1002 Sing and Shout! A History of America in Song**

**Course Schedule: Unit 2**

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| **14** | **11/29** | |  | | --- | | **Caribbean Music: Trinidad & Tobago**  Read: *Trinidad, Calypso and Carnival*, pgs. 216-240  (pdf file in Unit 4 folder on HuskyCT)  Listen: | |
|  | **12/1** | |  | | --- | | **Discussion Groups:**  Discussion: Compare and contrast soca and calypso using the songs Hot1Hot1 Hot! and  Calypso Music as examples. Include  1) Development (historical context and period)  2) Function  3) Music style (instrumentation, form, melody & harmony)  4) Lyrics  5) Notable performers | |
|  | **12/3** | **Music of Trinidad and Tobago; von der Mehden Recital Hall 8:00 PM (1 pt)**  **Optional reflection questions (2 pts):**  1) Did you personally connect with the music?  If so, what effect did the music/performance have upon you and the audience?  If not, what obstacles got in your way?  2) What did you learn from watching this performance vs. reading a chapter or watching a  video?  3) Given the opportunity, what 2 songs would you add to the program? Provide information to support your choices. |
| **15** | **12/6** | **Trinidad and Tobago**  Read: *Trinidad, Calypso and Carnival* pgs. 240-245  *The Steelband Movement and Music* pgs. 29-44 ( HuskyCT Unit 4)  Listen:  Discussion Question: Trace the evolution and development of Steel Pan |
|  | **12/8** | **In-class examination:** **Trinidad and Tobago 12 pts. (closed book)**  *Essay questions for final examination will be distributed hard copy only* |
| **16** |  | **Final Examination** **8 points**  Group Singing, Cumulative  Song Identification  *Submit* ***hard copies*** *of essay question only* |
|  |  |  |

**MUSI 1002 Sing and Shout! A History of America in Song**

**Unit 3 Course Schedule**

**MUSI 1002 Sing and Shout!**

**Unit 4 Schedule 2016**

## 2018-41 AFRA/AMST/HDFS/WGSS 3042 Revise Course (guest: Chris Vials)

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4696 |
| **Request Proposer** | Vials |
| **Course Title** | Baseball and Society: Politics, Economics, Race and Gender |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Development and Family Studies > Africana Studies Institute > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Subject Area #2** | AFRA |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Africana Studies Institute |
| **Course Subject Area #3** | WGSS |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | American Studies is seeking to cross-list course because of its interdisciplinary nature and because of its undeniable American Studies content. |
| **Course Title** | Baseball and Society: Politics, Economics, Race and Gender |
| **Course Number** | 3042 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The only change sought here is the cross-listing with AMST. |

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| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 60 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to juniors or higher |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Staff to teach this course are not available at all campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HDFS 3042. Baseball and Society: Politics, Economics, Race and Gender (Also offered as AFRA 3042 and WGSS 3042.) Three credits. Prerequisite: Open to juniors or higher. Baseball in historical, political, sociological, and economic contexts. Topics may include: impact on individuals and families; racial discrimination and integration; labor relations; urbanization; roles of women; treatment of gay athletes; and implications of performance-enhancing drugs. |
| **Provide proposed title and complete course catalog copy** | HDFS 3042. Baseball and Society: Politics, Economics, Race and Gender (Also offered as AFRA 3042, AMST 3042 and WGSS 3042.) Three credits. Prerequisite: Open to juniors or higher. Baseball in historical, political, sociological, and economic contexts. Topics may include: impact on individuals and families; racial discrimination and integration; labor relations; urbanization; roles of women; treatment of gay athletes; and implications of performance-enhancing drugs. |
| **Reason for the course action** | American Studies is seeking to cross-list course because of its interdisciplinary nature and because of its undeniable American Studies content. Courses in the history of American sports are common in American Studies programs. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The course is driven by five major learning objectives. 1. To employ baseball as a vehicle for understanding the impact of sports on individuals and families, as well its role in defining gender roles, race, and class. 2. To analyze issues of diversity and economic and social justice in terms of access to sports and other opportunities in American society as a whole, both as participants and as fans. Are we all competing on a level playing field? Are we all in the game? 3. To use baseball as a reference point for evaluating contemporary social conflicts, including controversies over gambling, drug use, collusion, anti-trust policies, unions, collective bargaining, free agency, corporate flight, eminent domain, and others. 4. To study the extent to which baseball has succeeded or failed in addressing the ugly persistence of racism and sexism in American culture. What needs to be done? 5. To serve as a stimulating intellectual intersection for students from diverse backgrounds and academic disciplines who can meet on a diamond of common ground where fear and ignorance are benched, but curiosity and wisdom play every inning of every game. |
| **Describe course assessments** | As currently taught, course assessments include short quizzes, exams, and a class portfolio. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS, AFRA, AMST, WGSS 3042 syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/102053) | HDFS, AFRA, AMST, WGSS 3042 syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 10/10/2017 - 11:44 | Submit |  | After showing the draft of this CAR to Steve Wisendale, I am now submitting this CAR to HDFS, AMST, AFRA, and WGSS for approval. | | Human Development and Family Studies | Kari L Adamsons | 10/19/2017 - 09:05 | Approve | 10/19/2017 | Previously discussed and ok with HDFS | | Africana Studies Institute | Melina A Pappademos | 11/16/2017 - 13:47 | Approve | 11/16/2017 | This course has Africana content. | | Women's Gender and Sexuality Studies | Sherry L Zane | 11/28/2017 - 08:18 | Approve | 11/27/2017 | Approved by Department Head on 11/27/2017 | |

**Baseball and Society: Politics, Economics, Race and Gender**

**HDFS/AFRA/AMST/WGSS 3042**

Steven Wisensale, Ph.D. Family Studies Building - Room 121

e-mail: [steven.wisensale@uconn](mailto:steven.wisensale@uconn). Office hrs: Tu.-Thur:12:30-1:30 Web: <http://familystudies.uconn.edu/steven-wisensale/> Phone: 486-4576

<http://m.mlb.com/cutfour/2017/03/24/220299612/can-you-answer-these-mlb-trivia-questions>

Baseball trivia quiz – see link above

**The Ultimate Baseball Road Trip** - <http://www.sportsonearth.com/article/219296626/ultimate-baseball-road-trip-30-stadiums-2017?partnerId=ed-11242292-658620023>

**Ten ways to say “Baseball”** <http://m.mlb.com/cutfour/2017/03/14/219173856/quiz-baseball-in-foreign-languages>

Women’s Baseball – Bloomer Girls Book review by John Thorne (good images) - <https://ourgame.mlblogs.com/womens-baseball-causes-an-international-incident-ad38cc17067a#.h4ahn7y5w>

**Ten Best Minor League Baseball Towns**

<https://www.thestreet.com/story/13310808/1/the-10-best-towns-for-minor-league-baseball-in-2015.html?utm_source=Outbrain&utm_medium=cpc&utm_campaign=tstoutbrain&cm_ven=outbrain&utm_term=40401>

**Lost LA – Story of Chavez Ravine (see other films on menu on right) -** <https://www.youtube.com/watch?v=NAtoyOI5VZg>

**Virtual tour of classic ballparks** - <https://www.youtube.com/watch?v=ozI27kKXyaw> (insert this in browser)

**A Must Read – How Technology Ruined Baseball? (long article, lots of graphs)** - <http://www.theatlantic.com/entertainment/archive/2014/09/baseball-offensive-drought-and-camera-technology/379443/>

**Los Angeles: Home of the Cubs? (great photos of years gone by)**

<http://www.nytimes.com/2016/10/19/sports/baseball/cubs-los-angeles-catalina-island-dodgers.html>

**Cubs’ World Series Tickets Focal Point of Divorce Case:** <http://nypost.com/2016/10/29/divorcing-couple-heads-to-court-over-cubs-world-series-tickets/>

**MLB documentary on Cuban baseball players coming to the U.S**. - <http://m.mlb.com/video/v1215147283/mlb-networks-presents-cuba-island-of-baseball>

Article from Hall of Fame weekly message – this one on religion on baseball and insights into Christy Mathewson - <http://baseballhall.org/discover/short-stops/faith-based-artifacts-at-hof>

“Whoever wants to know the heart and mind of America had better learn baseball,” Jacques Barzun

“Baseball seems to have been invented solely for the purpose of explaining all other things in life” Roger Angell.

**Course Description:**

This is a rigorous course designed for the intellectually curious. Baseball serves as the vehicle for studying society within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of sports on individuals and families, labor relations, assimilation and integration, multiculturalism, gender relations, urban development, public finance, women in baseball, http://www.nytimes.com/2015/07/22/sports/baseball/an-up-and-down-season-at-yankee-stadium-at-least-for-the-flag-crew.html?emc=edit\_th\_20150722&nl=todaysheadlines&nlid=6139793gays in sports, baseball in court and in politics, and the globalization of the game.

As many scholars have come to recognize, baseball is not merely a convenient diversion or opiate for the masses, but rather it serves as a mirror of American culture over time, reflecting the nation’s strengths and weaknesses, its accomplishments and failures. Or, in the words of Hall of Fame broadcaster Ernie Harwell, “Baseball is just a game, as simple as a ball and a bat, yet as complex as the American spirit it symbolizes. It is a sport, a business and sometimes a religion.” Within this context the course is offered to those who believe that work and fun can become one and promise to do their best to make it happen in this class.

**Course Objectives:** The course is driven by five major learning objectives.

1. To employ baseball as a vehicle for understanding the impact of sports on individuals and families, as well its role in defining gender roles, race, and class.
2. To analyze issues of diversity and economic and social justice in terms of access to sports and other opportunities in American society as a whole, both as participants and as fans. Are we all competing on a level playing field? Are we all in the game?
3. To use baseball as a reference point for evaluating contemporary social conflicts, including controversies over gambling, drug use, collusion, anti-trust policies, unions, collective bargaining, free agency, corporate flight, eminent domain, and others.
4. To study the extent to which baseball has succeeded or failed in addressing the ugly persistence of racism and sexism in American culture. What needs to be done?
5. To serve as a stimulating intellectual intersection for students from diverse

backgrounds and academic disciplines who can meet on a diamond of common ground where fear and ignorance are benched, but curiosity and wisdom play every inning of every game.

**Course Requirements and Expectations: Key dates are typed in red in the syllabus.**

Required for this course will be two exams, a series of quizzes, and the completion of a portfolio. Grading will be weighted as follows: **See page 17 for key dates for the course.**

Mid-term exam = 25%

Final exam = 25%

Short quizzes/class participation = 25% (5 quizzes -lowest quiz grade dropped – no make-ups)

Portfolio = 25%

The exams will not be cumulative. Most of the quizzes (not all) will be announced in advance and some (not all) will include an open-notes (paper only, no electronic devices) format.

Class participation includes active engagement in the course, which can be best demonstrated by thoughtful comments and stimulating questions during class and through regular attendance.

Specific guidelines for completing the course portfolio will be provided early in the term. However, the portfolio assignment will offer some flexibility and, ultimately, will most likely be the most fun.

**Required Readings:**

Three books are required for this course. Additional reading assignments and selected videos are required and will be accessible via the internet or through the University library. Perhaps some reading materials will also be distributed in class or e-mailed.

***Baseball: A History of America’s Game***, by Benjamin G. Rader. Publisher: University of Illinois Press (3rd edition-2008) – paperback – ISBN: 978-0252-07550-6.

***Stolen Bases: Why American Girls Don’t Play Baseball,*** byJennifer Ring. Publisher: University of Illinois (2009) – paperback – ISBN: 978-0-252-07915-3.

***When Baseball Isn’t White, Straight, and Male: The Media and Difference in the National Pastime,*** by Lisa Doris Alexander. Publisher: McFarland (2013) – paperback – ISBN: 978-0-7864-7113-3.

**NOTE:** Statements concerning university policies and classroom protocol are presented on the last two pages of this syllabus (pp.18-19). Please review each of these but pay particularly close attention to “A Climate for Teaching and Learning,” “Laptops and Electronic Devices in the Classroom” and “A Statement Concerning Severe Weather Conditions.” Please note that I have a one-hour commute to campus and on very rare occasions I may have to cancel class.

**Class Schedule – Reading and Viewing Assignments**

**A note regarding viewing assignments:** There are 3 categories of viewing assignments: First, there are “Required videos.” Most of these are short, only 5-10 minutes in length, and can be accessed via the links on this syllabus.

Second, there are “Recommended Videos.” Almost all of these are from the excellent 10-part baseball documentary by Ken Burns. These are not required videos. The general call number for the Burns’ series is Level 1(GV863.A1 B374 2010 ) or check at the reserve desk.

And the third category is “Optional Film but Strongly Recommended.” These are 5 excellent videos that are not required but they should be viewed if you can block out an hour or two. Videos in the 2nd and 3rd categories can be loaned from Babbidge library or at some cost through various internet subscriptions you may have.

**Here is your course syllabus.**

**Week 1 – January 19th and 21st - The Impact of sports on Individuals & Families: The Case of Baseball Inning 1 Course portfolio is due Friday, the 22rd.**

What impact, if any, do sports have on individual development and family relations? How do parents encourage or discourage their children from participating in sports? What role do gender, race or class play in decisions to participate in particular sports? How did your personal experience with sports come about – either as a participant or in becoming a fan of a particular sport or team? Who in your life influenced you most regarding this?

**Required readings and viewings:**

**Carly Simon**: “Take Me Out to the Ballgame <https://www.youtube.com/watch?v=L3d0Nv0T7NA>

A quick story behind *Take me Out to the Ballgame:* <http://www.baseball-almanac.com/poetry/po_stmo.shtml>

George Carlin on how baseball differs from football (5 minute video) <http://www.youtube.com/watch?v=qmXacL0Uny0>

**Baseball and American Life – A C-SPAN Panel -** <http://www.c-span.org/video/?319666-1/baseball-american-life>

While viewing the C-SPAN video note the 7 topics covered: 1. How did you come to love baseball? 2. Who’s your baseball hero or heroes and why? 3. Your favorite team. 4. Your views on cheating in baseball. 5. Instant replay? 6. Speed of the game? 7. Baseball and civil discourse. Be prepared to discuss each of these.

**Week 2** **– Jan. 26th & 28th - Origins of the Game – Sorting Myths from Facts Note: Inning 2 of course portfolio is due Wednesday, January 27th**

Is baseball really America’s game or was it invented by English school girls? How is this debate similar (or not) to the debate over creationism and evolution? Why isn’t the Hall of Fame located in Hoboken, NJ, or Pittsfield, MA instead of Cooperstown? Who were Doubleday, Cartwright, Chadwick, and Spalding and why should we care ?

**Required readings and viewing assignments:**

Rader, pp. 1-29 Ring, pp. 1-30

Refer to the National Baseball Museum Timeline (1845-1879) <http://www.thenationalpastimemuseum.com/exhibition>

How it came to be in Cooperstown: A story here, an old ball there, and a New York hamlet becomes the birthplace of baseball – by John Thorn, MLB’s Historian.

<http://m.mlb.com/news/article/79079370/how-cooperstown-became-home-to-baseball>

The Krank - Baseball’s rarest book (on John Thorn site) - <http://ourgame.mlblogs.com/2015/08/10/the-krank-baseballs-rarest-book/>

After reading about “The Krank” and looking at the excerpts, be sure to explore John Thorn’s website and look for something interesting. Then feel free to share it with the class.

A New “Father of Baseball?” – Doc Adams’ documents - <http://www.cbsnews.com/news/laws-of-baseball-magna-carta-sells-3-million-doc-adams/>

A Game of Bace by John Thorne - <https://ourgame.mlblogs.com/a-game-of-bace-d422ddcf651#.3y9t4p80s>

Prior to completing Inning 2 of your course portfolio, be sure to read this article on SABR:

SABR’s Clout Continues to Impact Game: <http://www.usatoday.com/story/sports/mlb/2013/08/01/sabrs-clout-continues-to-impact-game/2610983/>

**Required Video:**  Base Ball Discovered – An MLB production (1 hour) <http://m.mlb.com/video/topic/7823662/v7145607/mlbcom-presents-base-ball-discovered>

**Ken Burns on Baseball**: <http://www.youtube.com/watch?v=zOgtw_nNQDw&feature=related> Be sure to view this short, 4 minute interview with Ken Burns. He produced and directed his excellent 10-part documentary film on the history of baseball. Must viewing for all baseball fans.

**Recommended Video:** Ken Burns’ Documentary – *Baseball*, *Inning One* (“Our Game -1840-1900”)-115 minutes. Available at Homer Babbidge Library or via Netflix etc.

**Week 3** **– February 2nd & 4th - Baseball as a Business: Professional Leagues, and the Brotherhood War** - **Note: Quiz #1 is scheduled for Thurs, February 4th**

Was Albert Spalding’s World Tour about baseball or was it American imperialism? How did the National Association of Baseball Players resemble our nation’s early years – such as the Articles of Confederation? What was the 1903 Major League Agreement? Why does it matter? Was the reserve clause necessary for professional baseball to survive in the early years?

**Required readings and viewing assignments:**

Assigned Readings: Rader, B., pp. 30-77 and Ring, pp. 31-58.

Refer to the National Baseball Museum Timeline (1860-1899) <http://www.thenationalpastimemuseum.com/exhibition>

**Required Video:** A Brief History of Baseball (10 minutes) - <https://www.youtube.com/watch?v=uHVS3GGEaW4>

**Recommended Video:** Ken Burns Documentary – *Baseball, Inning 2*, “Something Like a War-1900-1910” (106 minutes). Available at Babbidge Library or via Netflix etc.

**Week 4** – **Feb. 9th and 11th -** **The Deadball Era: Owners and Players amidst Labor Conflicts and War Note: Inning 3 of portfolio is due on Monday, Feb.8th and Quiz #2 is scheduled for Thursday, Feb. 11th.**

What role for baseball during wartime? What traditions were created early on and why? What was the Federal League? How did its demise mirror the struggles of labor unions? Who was Ty Cobb and what was “small ball?” What was the “Big Fix” and why was it a major turning point in the history of baseball?

**Required Readings and Viewing Assignments:**

Rader, B., pp. 78-122

Refer to the National Baseball Museum Timeline (1900-1919) <http://www.thenationalpastimemuseum.com/exhibition>

**Photos and Rare Videos of the Deadball Era and the 1919 Black Sox Scandal:**

Deadball Era footage (10 minutes) - <https://www.youtube.com/watch?v=fZord0btVkc>

Three dominant personalities of the Deadball Era were Christy Mathewson, Ty Cobb and Shoeless Joe Jackson. In terms of character, Mathewson, a pitcher for the Giants, was the “Derek Jeter” of his age. The link below will take you to an interview with a Christy Mathewson impersonator.

Christy Mathewson interview - <https://www.youtube.com/watch?v=lMEczIqle6w>

History in Five: The Real Ty Cobb - <https://www.youtube.com/watch?v=MNt3DAd1xv0>

Shoeless Joe Jackson - <https://www.youtube.com/watch?v=NJmxxjCNoZQ>

Clip on Shoeless Joe Jackson from the film, *Eight Men Out* - <https://www.youtube.com/watch?v=6STHXBlPV00>

Black Sox Scandal (short video/slide show – amateurish but ok with one error)– Alaina Moritz - <https://www.youtube.com/watch?v=4LWGRsU9300>

Rare footage and photos from the Black Sox Scandal - <http://www.dailymail.co.uk/news/article-2619316/Rare-video-footage-Black-Sox-World-Series-1919-buried-dirt-ice-swimming-pool-Canada.html>

The Death of Ray Chapman in 1920 and the End of the Deadball Era – (two very short videos) <https://www.youtube.com/watch?v=jJz1VmPiRNk> and also view ….

<https://www.youtube.com/watch?v=jFcFtU1Q2zY>

A modern day Ray Chapman? Adam Greenberg of Guilford, Connecticut - <https://www.youtube.com/watch?v=jdaFYAZy_bY>

And then there is John Grisham’s book, *Calico Joe -* [*http://www.jgrisham.com/calico-joe/*](http://www.jgrisham.com/calico-joe/)

**Recommended Video:** Ken Burns’ *Baseball Inning 3*, “The Faith of 50 Million-1910-1920” (120 minutes). Avaialble at Babbidge Library or via Netflix etc.

**Optional film but strongly recommended!**

**Eight Men Out** -  On reserve at Babbidge Library -**PN1997.S29 E34** – See link for trailer.

<http://www.amazon.com/Eight-Men-Out-John-Cusack/dp/B001CMMRYW/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1449697494&sr=1-1&keywords=eight+men+out>

**Week 5** – **February 16th and 18th**  - **From Deadball to Longball: Babe Ruth, Judge Landis, and a Monopoly** **Note: Inning 4 of portfolio is due on Friday, Feb. 19th** .

How does Babe Ruth and the homerun save the game from its worst scandal? Who was Judge Landis and how did he both help and hurt the game? How does baseball fare during the Great Depression? How did radio and night games change the game and affect owners’ profits?

**Required readings and viewing assignments:**

Rader, B. pp. 123-154

Refer to the National Baseball Museum Timeline (1920-1939) <http://www.thenationalpastimemuseum.com/exhibition>

Presidents Who Knew the Babe <http://www.nytimes.com/2015/04/11/upshot/presidents-who-knew-the-babe.html>

**Required Video:**

A 1-hour HBO documentary on Babe Ruth and a short video on him. HBO video- <https://www.youtube.com/watch?v=CGThVd9sInU>

Short video – Babe Ruth: From the Red Sox to the Yankees -<https://www.youtube.com/watch?v=bXLzWVdtLns>

**Recommended Video**: Ken Burns’ Baseball, Inning 4: “A National Heirloom – 1920-1930” (2 ½ hrs) Available at Homer Babbidge Library or via Netflix subscription etc.

**Week 6 – February 23rd and 25th - A Parallel Universe: Racism, Jim Crow Laws, and the Negro Leagues Note: Quiz 3 is scheduled for Thursday, Feb. 25th**

How was segregated baseball a reflection of America’s attitudes toward race? How was the economy of Negro League baseball similar to, or different from, MLB? What were the consequences for African-American fans after integration occurred? What role did off-season barnstorming play in integrating baseball and society?

**Required readings and viewing assignments:**

Rader, pp. 155- 177

Refer to the National Baseball Museum Timeline for “A Separate Game” <http://www.thenationalpastimemuseum.com/exhibition/separate_game_1>

Visit this website on Negro League Baseball and explore it at will. Find something interesting and bring it to class to share with others - <http://www.negroleaguebaseball.com/>

**Required Videos:**

Extra Innings: Preserving the History of the Negro Leagues – Go to the first link on the pape of hits – labeled “Extra Innings. “ It is 19 minutes long.

<http://nortonsafe.search.ask.com/search?geo=en_US&prt=&o=APN11910&chn=&ver=&q=Negro+League+Baseball&tpr=10&ctype=videos>

Two dominant personalities during the era of the Negro Leagues were Satchel Paige and Josh Gibson.

Satchel Paige: <https://www.youtube.com/watch?v=TA3TLzWAOE0> and <https://www.youtube.com/watch?v=nqY5MICOrA4>

Josh Gibson: <https://www.youtube.com/watch?v=NJL-2akceR8>

**Recommended Video:**

Ken Burns’ Baseball, Inning 5- “Shadow Ball.” Available at Babbidge Library etc.

**Week 7 – March 1st and March 3rd – Baseball Goes to War and The Great Experiment at Home** **Note: Inning 5 of portfolio is due Wed. March 2nd.**

Why was 1941 considered to be one of baseball’s most “magical years?” What is baseball’s role during World War II? What has been the relationship between baseball and the military since then? Why did the Women’s Professional Baseball League begin and why did it end? Why did Jackie Robinson matter in 1947 and what is his legacy today? What other barriers were being broken during this time period?

**Required readings and viewing assignments:**

Alexander, chapters 1 (pp. 5-30), 4 (pp. 70-83) and 7 (pp. 139-157).

Refer to the National Baseball Museum Timeline (1940-1952) <http://www.thenationalpastimemuseum.com/exhibition>

The Report of the Major League Steering Committee, also known as the” McPhail Report,” was submitted to the Office of the Commissioner of Baseball (Happy Chandler) on August 27, 1946. I will cover the key details of this report in class but as you read this short article (see link below) which summarizes the Report, focus on “Race” in particular. I will cover this in greater detail in class. Then read the next article.

<http://roadsidephotos.sabr.org/baseball/MACPHAILREPT.htm>

How Major League Owners Justified Opposition to Integration <http://seamheads.com/2014/09/09/how-major-league-owners-justified-opposition-to-integration-in-1946/>

**Jackie Robinson v. Malcolm X** https://theundefeated.com/features/jackie-robinson-vs-malcolm-x/

Baseball Has Yet to Deliver the Greatest Tribute to Robinson <http://www.nytimes.com/2016/04/17/sports/baseball/baseball-has-yet-to-deliver-greatest-tribute-to-jackie-robinson.html>

**Required Videos:**

Three baseball giants in the 1930s and 1940s were Ted Williams, Joe DiMaggio and Hank Greenberg. Here are three excellent documentaries on each of these players.

Ted Williams - <https://www.youtube.com/watch?v=MsDYEQl1Sy0>

Joe DiMaggio – PBS American Experience - <https://www.youtube.com/watch?v=rjZzt8_6rHw>

Hank Greenberg – “The Life and Times of Hank Greenberg” <https://www.youtube.com/watch?v=cbvGwxNf9_s>

Baseball in World War II - <https://www.youtube.com/watch?v=FU3H8eAr-Hs>

Back Home: Women’s Professional Baseball - <https://www.youtube.com/watch?v=QyTJ-UVclLY>

**Optional Film but Strongly Recommended**:

“42Jackie Robinson Story” (Full length feature film - 2013) – here is the official trailer - <https://www.youtube.com/watch?v=I9RHqdZDCF0> Available through Netflix etc.

**Recommended Videos:**

Ken Burns’ Baseball, Inning 6, “The National Pastime” (2 ½ hours)- Available at Babbidge Library or though various subscriptions.

“Jackie Robinson Story” (1950 version) starring Jackie as himself. Both can be accessed via our own Homer Babbidge Library or via Netflix etc. Compare this film to the 2013 version.

**Week 8 – March 8th and 10th - Follow the Money: Expansion and Relocation (1950s and 1960s) Mid-term exam is scheduled for March 10th.**

Why was New York considered the “Capital of Baseball” in the 1950s and 60s? Why then did New York see two of its teams move west during this period? Was baseball a leader in “white flight” or merely adapting to social change? What can be said about owners’ motives and fan loyalty? If this was baseball’s “Golden Age,” why was Congress investigating it so much?

**Required readings and viewing assignments:**

Rader, B., pp. 171-203

Refer to PBS Baseball Timeline (1950-1960) <http://www.pbs.org/kenburns/baseball/timeline/page7.html>

Chavez Ravine: New Home of the Brooklyn Dodgers (view video below too but after you view the three videos on Ebbets Field). <http://www.pbs.org/independentlens/chavezravine/cr.html>

**Required Videos:**

There was a time when New York City had three major league teams. By viewing films of the stadiums in which they played we can learn much about the game and the heartbeat of a city.

New York: The Capital of Baseball? A CUNY Production (28 minutes) <http://www.cuny.tv/show/cunytvspecial/PR2004274>

Brooklyn Dodgers: Ghosts of Flatbush - <https://www.youtube.com/watch?v=i_Al28IM9QU>

Ebbets Field - <https://www.youtube.com/watch?v=FJMCa-8Teb4>

Saying Goodbye to Ebbets Field - <https://www.youtube.com/watch?v=BUTCySLDJD0>

Chavez Ravine: The New Home of the Dodgers – How Dodger Stadium Came to Be: <https://www.youtube.com/watch?v=hd7YJ1FVZK0>

A New York Story: The Polo Grounds <https://www.youtube.com/watch?v=EAzEMRo9lZo>

Yankee Stadium Tribute - <https://www.youtube.com/watch?v=k4NeYRN0jxo>

**Recommended videos:**

Old Yankee Stadium – 1923-1973 - <https://www.youtube.com/watch?v=CeHas85Hh98>

Ken Burns’ Baseball, Inning 7- “The Capital of Baseball” (2 ¼ hours). Available at Babbidge Library or via Netflix etc.

Ken Burns’ Baseball, Inning 8 – “A Whole New Ballgame” (2 hours).

**Week 9 – March 15th and 17th – Spring Break! No Class!** (7th inning stretch)

Planning your spring training trip? Visit the following sites:

Spring Training Yearbook Online: <http://springtrainingonline.com/>

Spring Training Travel & Tours:

<http://www.sportstravelandtours.com/main_springtraining.php>

Spring Training in Florida: <http://www.ehow.com/how_2138996_attend-mlb-spring-training-florida.html>

**Week 10 – March 22nd and 24th - Labor Wars, the DH, Collective Bargaining, & the Rise of Free Agency**

Why was there so much conflict between players and owners during the 70s and 80s? Why was the Designated Hitter adopted by one league but not the other? Who were Marvin Miller and Curt Flood and how did they change baseball forever? Has free agency been good or bad for baseball? For players? Owners? Fans?

**Required readings and viewing assignments**

Rader, pp. 204-237 Alexander, chapter 3 (pp. 50-69)

Refer to PBS Baseball Timeline (1960-1970) <http://www.pbs.org/kenburns/baseball/timeline/page8.html>

How Did Baseball Get an Antitrust Exemption? <http://www.slate.com/articles/news_and_politics/history_lesson/2002/07/baseballs_con_game.2.html>

Failed Union Helped Pave Way for Success: <http://www.nytimes.com/2012/12/02/sports/baseball/failed-baseball-union-helped-pave-way-for-success.html?_r=0>

A Brief History of Baseball’s Reserve Clause - <http://www.sportsmogul.com/content/labor_history.html>

Baseball’s Eight Work Stoppages – <http://www.stevetheump.com/baseball_stoppages.htm>

**Required Videos:**

Curt Flood Interview - <http://www.youtube.com/watch?v=es5CUZYCdZ0&feature=related>

Marvin Miller interview - <http://www.youtube.com/watch?v=emxA1MN16ew&feature=related>

**Recommended Video:**

Ken Burns’ Baseball, Part 9, “Home” (2 ½ hours). As was the case with the other videos by Ken Burns, This video is available at Homer Babbidge Library or via Netflix etc.

**Week 11 – March 29th & March 31st - Baseball in the ‘90s and Post 9-11 – New Ballparks, Steroids, Homeruns, Sabermetrics, and Money Ball**  **Note: Inning 6 of your portfolio is due Wednesday, March 30th .**

How was baseball in the ‘90s and post 9-11 era a reflection of the U.S. economy? Do new ballparks really help to rebuild inner cities? Who should pay for them? Has MLB’s response to performance enhancing drugs been adequate? Are sabermetrics and “moneyball” good examples of successful innovations or not? How has cable TV and other money-making ventures affected baseball and its fans?

**Required readings and viewing assignments:**

Rader, B., pp. 238-281 Alexander, chapters 5 & 6 (pp. 84-138)

Refer to PBS Baseball Timeline (1972-2010)- <http://www.pbs.org/kenburns/baseball/timeline/page9.html>

Take a tour of baseball parks then and now. Find something interesting and share it with your classmates. <http://www.ballparksofbaseball.com/>

Grumbling About Socialism, The Yankees Profit from It <http://www.nytimes.com/2016/04/17/sports/baseball/grumbling-about-socialism-the-yankees-profit-from-it.html>

Sports Illustrated: To Cheat or Not to Cheat: Steroids in Baseball -<http://www.ironmagazineforums.com/threads/165373-To-Cheat-Or-Not-To-Cheat-Sports-Illustrated-article>

Whiff of Suspicion Keeps Hall of Fame Away – NY Times- 11-22-2015 [http://www.bendbulletin.com/sports/3723936-151/whiff-of-suspicion-keeps-hall-of-fame- away#](http://www.bendbulletin.com/sports/3723936-151/whiff-of-suspicion-keeps-hall-of-fame-%20away)

And speaking of cheating, what about the St. Louis Cardinals hacking the Houston Astros? <https://nakedsecurity.sophos.com/2016/01/12/ex-cardinals-exec-yes-i-hacked-rival-astros-database/>

A Guide to Sabermetrics - <http://sabr.org/sabermetrics/statistics>

**Required Video:**

History Channel 1-hour documentary on Ballparks - <https://www.youtube.com/watch?v=reuaBFw8KKo>

**Optional Film but Strongly Recommended**:

Moneyball - PN1997 .M6473 2012 (Homer Babbidge Library) <http://www.sonypictures.com/movies/moneyball/>

**Recommended Video:**

Ken Burns Ken Burns’ Baseball “10th Inning” and Extra Innings (two parts of about 2 hours each). This Inning 10 takes baseball up to and through the steroid era.

**Week 12** – **April 5th and 7th -** **Women and Baseball**

**Note: Quiz #4 is scheduled for Thursday, April 7th**

What is the history of women in baseball and how does it mirror women’s history? Who were some of the major pioneers in women’s baseball? Why do women play softball instead of baseball today? Is softball a “Jim Crow” sport? Who are some female role models today for young women seeking careers in baseball?

**Required readings and Viewing Assignments:**

Ring, pp. 59-182

Four Women in Baseball History Everyone Should Know About - <http://m.mlb.com/cutfour/2015/07/22/136471052/four-great-women-from-baseball-history>

Gender in Baseball: How Baseball Has Been Male Dominated for 100 Years <http://www.baseball-fever.com/showthread.php?53177-How-the-Sport-of-Baseball-has-Remained-Male-Dominated-for-over-100-years> (View some of the comments posted).

Baseball for All – <http://www.baseballforall.com/>

Gender Divisions in Participation in Baseball and Softball - <http://www.hardballtimes.com/gender-division-in-high-school-baseball-participation-rates/>

**Female WWII Pilots Barred from Arlington National Cemetery** <http://www.huffingtonpost.com/entry/female-wwii-pilots-arlington_us_5686e6b8e4b06fa688827ba1>

**Congress moves to bury female WW II Pilots in Arlington** <http://www.nytimes.com/2016/02/28/us/politics/female-pilot-unit-gains-support-in-congress-for-right-to-arlington-burials.html?_r=0s>

2015 Will Be Remembered As A Historic Year For Women In Baseball - <http://www.huffingtonpost.com/entry/justine-siegal-major-league-baseball_56549120e4b0879a5b0c7c25>

Women’s National Team-USA Baseball <http://web.usabaseball.com/womens_national_team.jsp>

Girl in France first female in MLB? “Trying to Blaze a Trail Across an Ocean.” NY Times: <http://www.nytimes.com/2015/07/05/sports/baseball/trying-to-blaze-a-trail-across-an-ocean.html?_r=0>

Girls Win Baseball Tournament of All Boys - <http://m.mlb.com/cutfour/2014/05/29/77338956/a-team-of-their-own-girls-team-takes-down-baseball-tournament-full-of-boys>

Mo’ne Davis - <http://m.mlb.com/cutfour/2014/12/29/105121926/mone-davis-wins-ap-female-athlete-of-the-year>

Girl Pitcher Gets Baseball Scholarship at Louisiana College: <http://m.mlb.com/cutfour/2015/02/04/108325754/louisiana-college-awards-baseball-scholarship-to-female-pitcher>

**Required video:**

Justine Siegal’s Ted Talk on women and baseball <http://www.youtube.com/watch?v=VEfVZ-Lz0UU>

**Optional Film but strongly recommended -** A League of Their Own - PN1997 .L397 2004. View trailer here: <https://www.youtube.com/watch?v=WcN392H2jx0>

**Week 13 – April 12th and 14th - The Closet in the Locker room: The Gay Athlete in a Macho World**

**Note: Inning 7 of the portfolio is due Monday, April 11th Quiz #5 is scheduled for Thursday, April 14th**

Why does the gay athlete feel particularly vulnerable and reluctant to come out? Is baseball ready for a gay Jackie Robinson? Are the fans? Should the Commissioner and the Player’s Union be more proactive in supporting the gay ballplayer?

**Required readings and viewing assignments:**

Alexander, chapter 2 (pp. 31-49)

The American Gay Rights Movement: A Timeline <http://www.infoplease.com/ipa/A0761909.html#axzz0y2k0LN3Z>

Gay Athletes in US Sports: A Timeline <http://www.washingtonblade.com/2013/08/30/a-timeline-of-progress-in-us-sports-lgbt-sports-issue/>

Sean Salisbury “Macho Culture*” ESPN The Magazine*. Oct. 30, 2002 <http://espn.go.com/magazine/vol5no23tuaoloside.html>

Homophobia in Baseball up Close and Personal – The examples of Roger McDowell, John Rocker and Carl Pavano - Read/view items a, b, and c, below.

1. Gloria Allred’s press conference re homophobic slurs by Braves’ coach (video). <https://www.youtube.com/watch?v=eMoGUvcSXgs>
2. John Rocker <http://www.outsports.com/2011/9/25/4051888/moment-8-john-rocker-spews-homophobia-to-sports-illustrated>
3. The Strange Case of Carl Pavano - <http://www.towleroad.com/2012/03/man-allegedly-extorted-twins-player-carl-pavano-over-high-school-relationship.html>

Is Baseball ready for a gay Jackie Robinson? <http://www.inthesetimes.com/article/611/is_baseball_ready_for_a_gay_jackie_robinson/>

MLB’s New Inclusion Policy: The Case of Billy Bean and Curtis Pride - <http://www.sportsnet.ca/baseball/mlb/mlb-becomes-more-inclusive-promotes-billy-bean-adds-ambassador/>

**Required video:**

Interview with Billy Bean (not the GM of the A’s) about gays in baseball in general and David Denson in particular - <http://sports.yahoo.com/news/milwaukee-brewers-minor-league-baseball-player-comes-gay-150202321--mlb.html>

**Week 14 – April 19th & 21st - Baseball and Globalization – Part I – Asia**

**Note: Innings 8 and 9 of the portfolio are due on Friday, April 22nd .**

How are cultural similarities and differences between Japan and the U.S. reflected in baseball – with respect to how it is organized and played in each country? With respect to baseball in particular, is globalization merely imperialism in disguise? Will Asian leagues experience a fate similar to the Negro Leagues? Are the challenges facing Japanese baseball similar to those confronting the U.S.? Why is the U.S. introducing baseball to the Chinese?

**Required readings and viewing assignments:**

A Brief History of Baseball in Japan - <http://www.baseball-reference.com/bullpen/History_of_baseball_in_Japan>

Differences between Japanese and American Baseball - <http://www.umich.edu/~wewantas/brooke/differences.html>

“The Concept of Wa” - <http://www.pbs.org/pov/kokoyakyu/special_wa.php>

Baseball in Korea – article and slide show - <http://www.nytimes.com/2015/09/18/sports/baseball/where-the-dugout-is-a-stage-and-baseball-is-a-reason-to-sing.html?em_pos=medium&emc=edit_sp_20150917&nl=sports&nlid=6139793&ref=headline>

**Required Videos:**

Baseball in Japan: The Global Game <http://www.youtube.com/watch?v=990hTidTzDs&feature=related>

American Game, Japanese Rules - <https://www.youtube.com/watch?v=32APQ38j3f4>

The Zen of Bobby V trailer

A documentary of manager Bobby Valentine’s years in Japan. Play film trailer here at <http://www.youtube.com/watch?v=ttyZ40dOSx0> Note: I have a personal copy of this video that I can share with anyone who may be interested in viewing it. It is very interesting.

**Optional Film but strongly recommended** :

Kokoyakyu High School Baseball: An American Game, a Japanese Discipline. This is a one-hour documentary on the annual high school tournament in Japan. Available at Homer Babbidge Library or via Netflix or other subscriptions. Here is a good trailer –

<https://www.youtube.com/watch?v=XLSMhUXEh9c>

Then watch Ichiro Suzuki as a high school player - <https://www.youtube.com/watch?v=PEHjjSNNVB0>

**Week 15 – April 26th and April 28th - Baseball & Globalization II – Latin America**

How does the history of baseball in Latin America differ from the game’s history in Asia? Are baseball academies in Latin America examples of modern day colonialism? In terms of globalization, is American baseball’s connection to Latin America just another example of a rich nation exploiting the resources of poor nations? Why are Latin players not included in the amateur draft but viewed instead as free agents? Who benefits from this arrangement?

**Required Readings and Viewings:**

Latino Players Blurred MLB's Color Line Before Robinson's Debut – audio NPR radio.  
 <http://onlyagame.wbur.org/2015/07/11/latino-baseball-history>

Clemente - The Double Outside(Michael Beschloss, NY Times: <http://www.nytimes.com/2015/06/20/upshot/clemente-the-double-outsider.html?_r=0&abt=0002&abg=1>

Is Major League Baseball Too Hispanic? <http://espn.go.com/espn/commentary/story/_/id/7058357/are-there-too-many-hispanics-major-league-baseball>

The Lure of Baseball in the Dominican Republic - <http://www.nytimes.com/2015/11/01/travel/dominican-republic-baseball.html>

Inside Major League Baseball's Dominican Sweatshop System <http://www.motherjones.com/politics/2013/03/baseball-dominican-system-yewri-guillen>

First Pick – Carlos Correa – Puerto Rico’s Savior? <http://bats.blogs.nytimes.com/2012/06/09/keeping-score-hope-that-puerto-rico-can-end-its-major-league-slump/>

U.S. and Cuba in Trade Talks, for Ballplayers to be Named Later <http://www.nytimes.com/2015/11/01/us/us-and-cuba-in-trade-talks-for-ballplayers-to-be-named-later.html>

A Pitch Framed by Diplomacy: U.S., Cuba, and Baseball <http://www.nytimes.com/2015/11/29/sports/baseball/a-pitch-is-framed-by-diplomacy-in-cuba.html?smtyp=cur&_r=0>

**Required Videos:**

A short bio on Clemente: <https://www.youtube.com/watch?v=p2TUiyj3VC0>

ESPN Biography of Clemente –<https://www.youtube.com/watch?v=GMnvizAoDUI>

**Rob Ruc**k Interview – based on his book**, *Raceball: How the Major Leagues Colonized the Black and Latin Game*** – <http://www.youtube.com/watch?v=ARldSPbnWQs>

**End of the Course! End of the season!**

**We’re in the playoffs!**

**Key Dates for This Course**

**Friday, January 22nd – Inning 1 of course portfolio is due**

**Wednesday, January 27th – Inning 2 of portfolio is due**

**Thursday, February 4th – Quiz 1**

**Monday, February 8th – Inning 3 of course portfolio**

**Thursday, February 11th – Quiz 2**

**Friday, February 19th – Inning 4 of course portfolio due**

**Thursday, February 25th – Quiz 3**

**Wednesday, March 2nd – Inning 5 of course portfolio**

**Thursday, March 10th – Mid-term exam.**

**Wednesay, March 30th – Inning 6 of course portfolio is due**

**Thursday, April 7th – Quiz 4**

**Monday, April 11th – Inning 7 of portfolio is due**

**Thursday, April 14th – Quiz 5**

**Friday, April 22nd – Innings 8 and 9 of portfolio are due**

**Final exam is scheduled for the week of May 2nd – 7th**

**Instructor’s Bio**

Steven K. Wisensale is a professor of public policy in the Department of Human Development and Family Studies at the University of Connecticut. His primary teaching responsibilities and research interests are in family policy and aging issues. He has received three university-wide teaching awards and one departmental reward. He also holds a research award from the Northeastern Gerontological Society.

Wisensale is the author of more than 75 journal articles, book chapters, and policy briefs and has published three books, including *Family Leave Policy: The Political Economy of Work and Family in America*. He has received two Fulbright Fellowships – one in Germany, the other in the Czech Republic – and is a former Research Fellow of the Gerontological Society of America. In 1999-2000 he was a consultant to the United Nations on world population aging. Over the years, he has served on seven state task forces in Connecticut that addressed various social issues and made recommendations to key policymakers.

Professor Wisensale is a Senior Scholar at the Council on Contemporary Families and is a Fellow of the National Council on Family Relations. He also served as a member of the Public Policy Committee of the Gerontological Society of America. He has published opinion pieces in the *Baltimore Sun,* *Hartford Courant,* and *The Atlantic Journal Constitution*, and has been interviewed by the *New York Times, Wall Street Journal*, *Los Angeles Times, Washington Post, Boston Globe,* National Public Radio, MSNBC television, and various other media outlets. He received his Ph.D. in Social Welfare Policy from the Heller School at Brandeis University where he focused on aging and long-term care policy.

In his “other life,” Wisensale recently coached baseball at the middle school and high school levels and also served as a scout/consultant for the Danbury Westerners of the New England Collegiate Baseball League. He is a member of the Society of American Baseball Research, the National Baseball Hall of Fame, the Negro Leagues Baseball Museum and he has published two articles on the politics of Jackie Robinson and the integration of major league baseball. He resides in Essex, Connecticut with his wife Nan and their two dogs, Rainbow and Song – both of whom can run down deep fly balls with the best of them without pulling a hamstring.

**University Policy Statements and Classroom Protocol**

**Statement on the Climate for Teaching and Learning:** Please refer to <http://www.familystudies.uconn.edu/undergraduate/climate.html>. This represents the official statement prepared by the HDFS faculty in consultation with students. Boiled down, the statement can be summed up in two words: “mutual respect.”

**Note: A statement concerning cheating:** Cheating of any kind will not be tolerated in this course. Consequences of being caught may range from getting a failing grade on an exam or quiz, receiving an F for a final grade in the course, or being suspended or expelled from the university. Refer to the Student Code at <http://community.uconn.edu/the-student-code-preamble/> and focus on the section labeled “Academic Integrity in Undergraduate Education and Research” (Appendix A).

**Regarding laptops and electronic devices in the classroom** - Such devices are to be used for taking notes only, not for surfing the web, fooling around on Face Book, e-mailing or texting. Pay attention or you could be hit by a foul ball!

A Statement Concerning Severe Weather:

Please note that I drive one hour to get to campus. During periods of severe weather conditions I may not be able to make it to class. Be sure to check your HuskyCT early to see about the status of class. No message by 12:00 noon means the class will meet

**Attention Students re Final Exam – From the Office of the Dean of Students –**

Final exam week for spring 2015 begins on May 4th. Students are required to be available for their exam during the stated time. If you have a conflict with this time you must visit the Dean of Students (<http://dos.uconn.edu/>) to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule the exam, please contact the Dean of Students.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**  
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at [http://policy.uconn.edu/?p=2884](https://exchange.uconn.edu/owa/redir.aspx?C=cy78HmwivkGsqhk6oy2h0jHpyMvIB9IIDjQflikHXpDm44riwyqB4YP2xBGjwPxG9nwkRzbRLYQ.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).   
   
**Sexual Assault Reporting Policy**  
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](https://exchange.uconn.edu/owa/redir.aspx?C=cy78HmwivkGsqhk6oy2h0jHpyMvIB9IIDjQflikHXpDm44riwyqB4YP2xBGjwPxG9nwkRzbRLYQ.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=cy78HmwivkGsqhk6oy2h0jHpyMvIB9IIDjQflikHXpDm44riwyqB4YP2xBGjwPxG9nwkRzbRLYQ.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
  
More information is available at [http://sexualviolence.uconn.edu/](https://exchange.uconn.edu/owa/redir.aspx?C=cy78HmwivkGsqhk6oy2h0jHpyMvIB9IIDjQflikHXpDm44riwyqB4YP2xBGjwPxG9nwkRzbRLYQ.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f).

## 2018-42 AMST Revise Major (guest: Chris Vials)



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: December 27, 2017

2. Department or Program: American Studies

3. Title of Major: American Studies

4. Effective Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Dramatic revision of the requirements

# Existing Catalog Description of Major

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field is now understood as comprising the study of issues and subjects from throughout the Western Hemisphere.

Among the goals of the American Studies curriculum is to promote an awareness of complex cultural, political, and economic structures at the root of the social organizations that have existed throughout the history of what has come to be known as the “New World.” Other areas of concentration may include, for example, the ways in which literary, musical, and visual artists have articulated cultural concerns, our changing understandings of the geography and ecology of the Western Hemisphere, or issues of cultural and ethnic diversity.

### **Prerequisite**

[AMST 1201](https://catalog.uconn.edu/AMST/#1201)

### **Core Courses**

15 credits (One course from 1, 2, 3, 4, and 5 below.):

1. One course from the following: [AFRA/HIST 3564](https://catalog.uconn.edu/HIST/#3564); [AFRA/HIST/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST 3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3516](https://catalog.uconn.edu/HIST/#3516); [HIST/WGSS 3561](https://catalog.uconn.edu/WGSS/#3561), [3562](https://catalog.uconn.edu/WGSS/#3562).
2. [ENGL 2201](https://catalog.uconn.edu/ENGL/#2201) or [2203](https://catalog.uconn.edu/ENGL/#2203)
3. [POLS 2607](https://catalog.uconn.edu/POLS/#2607) or [3602](https://catalog.uconn.edu/POLS/#3602) or [3802](https://catalog.uconn.edu/POLS/#3802) or [3817](https://catalog.uconn.edu/POLS/#3817) or [ECON 2102](https://catalog.uconn.edu/ECON/#2102)
4. One 2000-level or above course that deals with Latin America, Canada, or the Caribbean.
5. [AMST/ENGL 3265W](https://catalog.uconn.edu/ENGL/#3265W): Seminar in American Studies: 3 Credits (W). This seminar will provide an in-depth study of a historical period, event, or cultural movement from an interdisciplinary perspective. Students will produce a substantial essay on a topic approved by the instructor.

### **Track Requirement (Nine credits)**

Students must choose a “Track” from the four American Studies tracks. They must take three 2000-level or above courses from within this track.

#### **Track I: History, Culture, and Society**

[AFRA/ANTH 3152](https://catalog.uconn.edu/ANTH/#3152); [AFRA/HDFS/WGSS 3042](https://catalog.uconn.edu/WGSS/#3042); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027), [3902](https://catalog.uconn.edu/ANTH/#3902), [3904](https://catalog.uconn.edu/ANTH/#3904); [ANTH 3041](https://catalog.uconn.edu/ANTH/#3041)/[LLAS 3241](https://catalog.uconn.edu/LLAS/#3241); [AASI 3578](https://catalog.uconn.edu/AASI/#3578)/[HIST 3530](https://catalog.uconn.edu/HIST/#3530); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [HDFS 3442](https://catalog.uconn.edu/HDFS/#3442)/[LLAS 3250](https://catalog.uconn.edu/LLAS/#3250); [HDFS 3240](https://catalog.uconn.edu/HDFS/#3240)/[SOCI 3459](https://catalog.uconn.edu/SOCI/#3459); [HIST 3101W](https://catalog.uconn.edu/HIST/#3101W), [3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3540](https://catalog.uconn.edu/HIST/#3540), [3542](https://catalog.uconn.edu/HIST/#3542), [3551](https://catalog.uconn.edu/HIST/#3551), [3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555); [3570](https://catalog.uconn.edu/HIST/#3570); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST/WGSS 3561](https://catalog.uconn.edu/WGSS/#3561), [3562](https://catalog.uconn.edu/WGSS/#3562); [SOCI 2651](https://catalog.uconn.edu/SOCI/#2651), [3221](https://catalog.uconn.edu/SOCI/#3221), [3501](https://catalog.uconn.edu/SOCI/#3501), [3601](https://catalog.uconn.edu/SOCI/#3601), [3825](https://catalog.uconn.edu/SOCI/#3825); [WGSS 2267](https://catalog.uconn.edu/WGSS/#2267), [3264](https://catalog.uconn.edu/WGSS/#3264), [3268](https://catalog.uconn.edu/WGSS/#3268)

#### **Track II: Literature and the Arts**

[AFRA/DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [ARTH 3440](https://catalog.uconn.edu/ARTH/#3440), [3450](https://catalog.uconn.edu/ARTH/#3450); [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); [ENGL 2201](https://catalog.uconn.edu/ENGL/#2201), [2203](https://catalog.uconn.edu/ENGL/#2203), [2214](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3218](https://catalog.uconn.edu/ENGL/#3218), [3240](https://catalog.uconn.edu/ENGL/#3240), [3801W](https://catalog.uconn.edu/ENGL/#3801W), [3803W](https://catalog.uconn.edu/ENGL/#3803W)

#### **Track III: Political Science, Economics, and the Law**

[BLAW 3175](https://catalog.uconn.edu/BLAW/#3175); [COMM 3400](https://catalog.uconn.edu/COMM/#3400); [ECON 2102](https://catalog.uconn.edu/ECON/#2102), [2126](https://catalog.uconn.edu/ECON/#2126), [3468](https://catalog.uconn.edu/ECON/#3468); [HDFS 3530](https://catalog.uconn.edu/HDFS/#3530); [HIST 3516](https://catalog.uconn.edu/HIST/#3516), [3550](https://catalog.uconn.edu/HIST/#3550), [3551](https://catalog.uconn.edu/HIST/#3551), [3555](https://catalog.uconn.edu/HIST/#3555); [JOUR 3020](https://catalog.uconn.edu/JOUR/#3020); [NRE 3245](https://catalog.uconn.edu/NRE/#3245); [PHIL 3226](https://catalog.uconn.edu/PHIL/#3226); [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3032](https://catalog.uconn.edu/POLS/#3032), [3414](https://catalog.uconn.edu/POLS/#3414), [3432](https://catalog.uconn.edu/POLS/#3432), [3437](https://catalog.uconn.edu/POLS/#3437), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3602](https://catalog.uconn.edu/POLS/#3602), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3642](https://catalog.uconn.edu/POLS/#3642), [3662](https://catalog.uconn.edu/POLS/#3662), [3802](https://catalog.uconn.edu/POLS/#3802), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3827](https://catalog.uconn.edu/POLS/#3827), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847); [SOCI 2841](https://catalog.uconn.edu/SOCI/#2841)

#### **Track IV: The Americas**

[ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042); [ARTH 3630](https://catalog.uconn.edu/ARTH/#3630), [3645](https://catalog.uconn.edu/ARTH/#3645); [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710); [HIST 3607](https://catalog.uconn.edu/HIST/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/HIST/#3609), [3610](https://catalog.uconn.edu/HIST/#3610), [3620](https://catalog.uconn.edu/HIST/#3620), [3635](https://catalog.uconn.edu/HIST/#3635), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575), [4994W](https://catalog.uconn.edu/LLAS/#4994W); [POLS 3235](https://catalog.uconn.edu/POLS/#3235); [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3265](https://catalog.uconn.edu/SPAN/#3265), [3266](https://catalog.uconn.edu/SPAN/#3266)

A number of these courses are cross-listed in the catalog, but in most cases they appear on this list only once. Many are offered as “W” courses, and some may have departmental prerequisites. Other courses, such as “Special Topics” courses, may be used to fulfill American Studies requirements with the approval of the Director of American Studies. (If possible, students should seek such permission before taking the course.) All courses must be taken for three credits.

The Core Courses may not be used to fulfill the 9-credit track requirement. A second core course from the same group, however, may be so used.

[AMST/ENGL 3265W](https://catalog.uconn.edu/ENGL/#3265W) satisfies the Information Literacy Competency and Writing in the Major requirements.

### **Related Courses**

12 Credits. Students will take four related courses. The approval of these courses as germane to the American Studies major will be left to the discretion of the advisor.

A minor in American Studies is described in the “[Minors](https://catalog.uconn.edu/minors/american-studies/)” section.

# Proposed Catalog Description of Major

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, ~~the field is now understood as comprising the study of issues and subjects from throughout the Western Hemisphere~~ the the field also studies the United States in a global context by examining how other cultures have shaped this country and how this country has influenced the world.

~~Among the goals of the American Studies curriculum is to promote an awareness of complex cultural, political, and economic structures at the root of the social organizations that have existed throughout the history of what has come to be known as the “New World.” Other areas of concentration may include, for example, the ways in which literary, musical, and visual artists have articulated cultural concerns, our changing understandings of the geography and ecology of the Western Hemisphere, or issues of cultural and ethnic diversity.~~

### **~~Prerequisite~~**

[~~AMST 1201~~](https://catalog.uconn.edu/AMST/#1201)

### **~~Core Courses~~**

~~15 credits (One course from 1, 2, 3, 4, and 5 below.):~~

1. ~~One course from the following:~~[~~AFRA/HIST 3564~~](https://catalog.uconn.edu/HIST/#3564)~~;~~[~~AFRA/HIST/HRTS 3563~~](https://catalog.uconn.edu/HRTS/#3563)~~;~~[~~HIST 3502~~](https://catalog.uconn.edu/HIST/#3502)~~,~~[~~3504~~](https://catalog.uconn.edu/HIST/#3504)~~,~~[~~3510~~](https://catalog.uconn.edu/HIST/#3510)~~,~~[~~3516~~](https://catalog.uconn.edu/HIST/#3516)~~;~~[~~HIST/WGSS 3561~~](https://catalog.uconn.edu/WGSS/#3561)~~,~~[~~3562~~](https://catalog.uconn.edu/WGSS/#3562)~~.~~
2. [~~ENGL 2201~~](https://catalog.uconn.edu/ENGL/#2201)~~or~~[~~2203~~](https://catalog.uconn.edu/ENGL/#2203)
3. [~~POLS 2607~~](https://catalog.uconn.edu/POLS/#2607)~~or~~[~~3602~~](https://catalog.uconn.edu/POLS/#3602)~~or~~[~~3802~~](https://catalog.uconn.edu/POLS/#3802)~~or~~[~~3817~~](https://catalog.uconn.edu/POLS/#3817)~~or~~[~~ECON 2102~~](https://catalog.uconn.edu/ECON/#2102)
4. ~~One 2000-level or above course that deals with Latin America, Canada, or the Caribbean.~~
5. [~~AMST/ENGL 3265W~~](https://catalog.uconn.edu/ENGL/#3265W)~~: Seminar in American Studies: 3 Credits (W). This seminar will provide an in-depth study of a historical period, event, or cultural movement from an interdisciplinary perspective. Students will produce a substantial essay on a topic approved by the instructor.~~

### **~~Track Requirement (Nine credits)~~**

~~Students must choose a “Track” from the four American Studies tracks. They must take three 2000-level or above courses from within this track.~~

#### **~~Track I: History, Culture, and Society~~**

[~~AFRA/ANTH 3152~~](https://catalog.uconn.edu/ANTH/#3152)~~;~~[~~AFRA/HDFS/WGSS 3042~~](https://catalog.uconn.edu/WGSS/#3042)~~;~~[~~ANTH 3026~~](https://catalog.uconn.edu/ANTH/#3026)~~,~~[~~3027~~](https://catalog.uconn.edu/ANTH/#3027)~~,~~[~~3902~~](https://catalog.uconn.edu/ANTH/#3902)~~,~~[~~3904~~](https://catalog.uconn.edu/ANTH/#3904)~~;~~[~~ANTH 3041~~](https://catalog.uconn.edu/ANTH/#3041)~~/~~[~~LLAS 3241~~](https://catalog.uconn.edu/LLAS/#3241)~~;~~[~~AASI 3578~~](https://catalog.uconn.edu/AASI/#3578)~~/~~[~~HIST 3530~~](https://catalog.uconn.edu/HIST/#3530)~~;~~[~~HDFS 2001~~](https://catalog.uconn.edu/HDFS/#2001)~~,~~[~~HDFS 3442~~](https://catalog.uconn.edu/HDFS/#3442)~~/~~[~~LLAS 3250~~](https://catalog.uconn.edu/LLAS/#3250)~~;~~[~~HDFS 3240~~](https://catalog.uconn.edu/HDFS/#3240)~~/~~[~~SOCI 3459~~](https://catalog.uconn.edu/SOCI/#3459)~~;~~[~~HIST 3101W~~](https://catalog.uconn.edu/HIST/#3101W)~~,~~[~~3502~~](https://catalog.uconn.edu/HIST/#3502)~~,~~[~~3504~~](https://catalog.uconn.edu/HIST/#3504)~~,~~[~~3510~~](https://catalog.uconn.edu/HIST/#3510)~~,~~[~~3520~~](https://catalog.uconn.edu/HIST/#3520)~~,~~[~~3522~~](https://catalog.uconn.edu/HIST/#3522)~~,~~[~~3540~~](https://catalog.uconn.edu/HIST/#3540)~~,~~[~~3542~~](https://catalog.uconn.edu/HIST/#3542)~~,~~[~~3551~~](https://catalog.uconn.edu/HIST/#3551)~~,~~[~~3554~~](https://catalog.uconn.edu/HIST/#3554)~~,~~[~~3555~~](https://catalog.uconn.edu/HIST/#3555)~~;~~[~~3570~~](https://catalog.uconn.edu/HIST/#3570)~~;~~[~~HIST/AFRA 3564~~](https://catalog.uconn.edu/AFRA/#3564)~~;~~[~~HIST/AFRA/HRTS 3563~~](https://catalog.uconn.edu/HRTS/#3563)~~;~~[~~HIST/LLAS 3660W~~](https://catalog.uconn.edu/LLAS/#3660W)~~;~~[~~HIST/URBN 3541~~](https://catalog.uconn.edu/URBN/#3541)~~;~~[~~HIST/WGSS 3561~~](https://catalog.uconn.edu/WGSS/#3561)~~,~~[~~3562~~](https://catalog.uconn.edu/WGSS/#3562)~~;~~[~~SOCI 2651~~](https://catalog.uconn.edu/SOCI/#2651)~~,~~[~~3221~~](https://catalog.uconn.edu/SOCI/#3221)~~,~~[~~3501~~](https://catalog.uconn.edu/SOCI/#3501)~~,~~[~~3601~~](https://catalog.uconn.edu/SOCI/#3601)~~,~~[~~3825~~](https://catalog.uconn.edu/SOCI/#3825)~~;~~[~~WGSS 2267~~](https://catalog.uconn.edu/WGSS/#2267)~~,~~[~~3264~~](https://catalog.uconn.edu/WGSS/#3264)~~,~~[~~3268~~](https://catalog.uconn.edu/WGSS/#3268)

#### **~~Track II: Literature and the Arts~~**

[~~AFRA/DRAM 3131~~](https://catalog.uconn.edu/DRAM/#3131)~~;~~[~~ARTH 3440~~](https://catalog.uconn.edu/ARTH/#3440)~~,~~[~~3450~~](https://catalog.uconn.edu/ARTH/#3450)~~;~~[~~DRAM 4151~~](https://catalog.uconn.edu/DRAM/#4151)~~;~~[~~ENGL 2201~~](https://catalog.uconn.edu/ENGL/#2201)~~,~~[~~2203~~](https://catalog.uconn.edu/ENGL/#2203)~~,~~[~~2214~~](https://catalog.uconn.edu/ENGL/#2214)~~,~~[~~3207/W~~](https://catalog.uconn.edu/ENGL/#3207)~~,~~[~~3210~~](https://catalog.uconn.edu/ENGL/#3210)~~,~~[~~3212~~](https://catalog.uconn.edu/ENGL/#3212)~~,~~[~~3218~~](https://catalog.uconn.edu/ENGL/#3218)~~,~~[~~3240~~](https://catalog.uconn.edu/ENGL/#3240)~~,~~[~~3801W~~](https://catalog.uconn.edu/ENGL/#3801W)~~,~~[~~3803W~~](https://catalog.uconn.edu/ENGL/#3803W)

#### **~~Track III: Political Science, Economics, and the Law~~**

[~~BLAW 3175~~](https://catalog.uconn.edu/BLAW/#3175)~~;~~[~~COMM 3400~~](https://catalog.uconn.edu/COMM/#3400)~~;~~[~~ECON 2102~~](https://catalog.uconn.edu/ECON/#2102)~~,~~[~~2126~~](https://catalog.uconn.edu/ECON/#2126)~~,~~[~~3468~~](https://catalog.uconn.edu/ECON/#3468)~~;~~[~~HDFS 3530~~](https://catalog.uconn.edu/HDFS/#3530)~~;~~[~~HIST 3516~~](https://catalog.uconn.edu/HIST/#3516)~~,~~[~~3550~~](https://catalog.uconn.edu/HIST/#3550)~~,~~[~~3551~~](https://catalog.uconn.edu/HIST/#3551)~~,~~[~~3555~~](https://catalog.uconn.edu/HIST/#3555)~~;~~[~~JOUR 3020~~](https://catalog.uconn.edu/JOUR/#3020)~~;~~[~~NRE 3245~~](https://catalog.uconn.edu/NRE/#3245)~~;~~[~~PHIL 3226~~](https://catalog.uconn.edu/PHIL/#3226)~~;~~[~~POLS 2607~~](https://catalog.uconn.edu/POLS/#2607)~~,~~[~~2622~~](https://catalog.uconn.edu/POLS/#2622)~~,~~[~~3032~~](https://catalog.uconn.edu/POLS/#3032)~~,~~[~~3414~~](https://catalog.uconn.edu/POLS/#3414)~~,~~[~~3432~~](https://catalog.uconn.edu/POLS/#3432)~~,~~[~~3437~~](https://catalog.uconn.edu/POLS/#3437)~~,~~[~~3442~~](https://catalog.uconn.edu/POLS/#3442)~~,~~[~~3447~~](https://catalog.uconn.edu/POLS/#3447)~~,~~[~~3602~~](https://catalog.uconn.edu/POLS/#3602)~~,~~[~~3625~~](https://catalog.uconn.edu/POLS/#3625)~~,~~[~~3627~~](https://catalog.uconn.edu/POLS/#3627)~~,~~[~~3642~~](https://catalog.uconn.edu/POLS/#3642)~~,~~[~~3662~~](https://catalog.uconn.edu/POLS/#3662)~~,~~[~~3802~~](https://catalog.uconn.edu/POLS/#3802)~~,~~[~~3812~~](https://catalog.uconn.edu/POLS/#3812)~~,~~[~~3817~~](https://catalog.uconn.edu/POLS/#3817)~~,~~[~~3827~~](https://catalog.uconn.edu/POLS/#3827)~~,~~[~~3842~~](https://catalog.uconn.edu/POLS/#3842)~~,~~[~~3847~~](https://catalog.uconn.edu/POLS/#3847)~~;~~[~~SOCI 2841~~](https://catalog.uconn.edu/SOCI/#2841)

#### **~~Track IV: The Americas~~**

[~~ANTH 3021~~](https://catalog.uconn.edu/ANTH/#3021)~~,~~[~~3029~~](https://catalog.uconn.edu/ANTH/#3029)~~,~~[~~3042~~](https://catalog.uconn.edu/ANTH/#3042)~~;~~[~~ARTH 3630~~](https://catalog.uconn.edu/ARTH/#3630)~~,~~[~~3645~~](https://catalog.uconn.edu/ARTH/#3645)~~;~~[~~GEOG 4710~~](https://catalog.uconn.edu/GEOG/#4710)~~;~~[~~HIST 3607~~](https://catalog.uconn.edu/HIST/#3607)~~,~~[~~3608W~~](https://catalog.uconn.edu/HIST/#3608W)~~,~~[~~3609~~](https://catalog.uconn.edu/HIST/#3609)~~,~~[~~3610~~](https://catalog.uconn.edu/HIST/#3610)~~,~~[~~3620~~](https://catalog.uconn.edu/HIST/#3620)~~,~~[~~3635~~](https://catalog.uconn.edu/HIST/#3635)~~,~~[~~3640~~](https://catalog.uconn.edu/HIST/#3640)~~,~~[~~3643~~](https://catalog.uconn.edu/HIST/#3643)~~;~~[~~LLAS 3575~~](https://catalog.uconn.edu/LLAS/#3575)~~,~~[~~4994W~~](https://catalog.uconn.edu/LLAS/#4994W)~~;~~[~~POLS 3235~~](https://catalog.uconn.edu/POLS/#3235)~~;~~[~~SPAN 3201~~](https://catalog.uconn.edu/SPAN/#3201)~~,~~[~~3204~~](https://catalog.uconn.edu/SPAN/#3204)~~,~~[~~3233~~](https://catalog.uconn.edu/SPAN/#3233)~~,~~[~~3234~~](https://catalog.uconn.edu/SPAN/#3234)~~,~~[~~3260~~](https://catalog.uconn.edu/SPAN/#3260)~~,~~[~~3265~~](https://catalog.uconn.edu/SPAN/#3265)~~,~~[~~3266~~](https://catalog.uconn.edu/SPAN/#3266)

~~A number of these courses are cross-listed in the catalog, but in most cases they appear on this list only once. Many are offered as “W” courses, and some may have departmental prerequisites. Other courses, such as “Special Topics” courses, may be used to fulfill American Studies requirements with the approval of the Director of American Studies. (If possible, students should seek such permission before taking the course.) All courses must be taken for three credits.~~

~~The Core Courses may not be used to fulfill the 9-credit track requirement. A second core course from the same group, however, may be so used.~~

[~~AMST/ENGL 3265W~~](https://catalog.uconn.edu/ENGL/#3265W)~~satisfies the Information Literacy Competency and Writing in the Major requirements.~~

### **~~Related Courses~~**

~~12 Credits. Students will take four related courses. The approval of these courses as germane to the American Studies major will be left to the discretion of the advisor.~~

~~A minor in American Studies is described in the “~~[~~Minors~~](https://catalog.uconn.edu/minors/american-studies/)~~” section.~~

**GENERAL REQUIREMENTS:**

1. **Total Credits for the Major: 27 (9 courses, not including ‘Related Coursework’)** In fulfilling the Course Requirements below, a single course can be ‘double-dipped’ to fulfill 2 areas at once (but not triple-dipped). NOTE: Students who double-dip must reach their 27 credits for the major by taking any of the classes listed in the Course Requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take 4 AMST-designated courses (AMST 1201 and AMST 3265 count toward this total)
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in 3 different departments, not including AMST. Courses cross-listed with AMST may count for this requirement, however (For example, AMST/ARTH 3440 counts as an Art History course).

**COURSE REQUIREMENTS:**

*With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.*

1. **Intro Course:** AMST 1201

1. **American Studies Methods Requirement:** AMST 3265W
2. **Space, Place, Land, and Landscape** (one of the following): AMST/ARTH 3440; AMST/ENGL/HIST 2207; AMST/ENGL 2276W; AMST/HIST 3502; AMST/HIST 3542; AMST/LLAS 3721/POLS 3824; AMST/URBN 2400; ANTH 3904; ENGL 3240; HIST 3520; HIST 3522; HIST 3540; HIST 3541/W; HIST 3542; HIST 3875/AASI 3874/LLAS 3875;
3. **The United States and the World** (one of the following): AMST/ENGL/HIST 2207;

AMST/AASI 3201; AMST/POLS 3824/LLAS 3271; HIST 3504; HIST 3516; HIST/AFRA 3206; HIST/LLAS/AFRA 3618; HIST/MAST 2210; HIST/AFRA/LLAS 3208; HIST/AASI/LLAS 3875; HRTS/SOCI 3831

1. **Popular Culture and the Cultural Imagination** (one of the following): AMST/ARTH 3440; AMST/ARTH 3570; AMST/ENGL 2276/W; AMST/HDFS 3042 Baseball and Society: Politics, Economics, Race and Gender; AMST/HIST 3568; AMST/MUSI 1002; AMST/POLS 3822;  AMST/URBN 2400; ARTH 3715; DRAM 3131; DRAM 4151; ENGL 2201/W; ENGL 2203/W; ENGL 3207/W; ENGL 3210; ENGL 3212; ENGL 2214/W; ENGL/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218; ENGL 3220/W; ENGL 3240; ENGL/WGSS 3613; HIST 3569
2. **Intersectionalities** (one of the following): AMST/AASI 2276/W; AMST/ENGL 2274W; AMST/HIST 3502; AMST/HIST 3568; AMST/POLS 3082; AMST/POLS 3834/LLAS 3271; AASI/HIST 3531; AFRA/ANTH 3152; ANTH 3026; ANTH 3027; AFRA/HRTS/SOCI 3505; ARTH 3715; DRAM 3131; ENGL 2214/W; ENGL 3210; ENGL 3212; ENGL 3213/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218 ENGL 3605; ENGL/WGSS 3613; HDFS 3240/SOCI 3459; HIST 3554; HIST 3555; HIST 3560; HIST 3561; HIST 3562; HIST 3563; HIST/AFRA 3569; HIST 3564; HIST 3570; HIST/LLAS/AFRA 3618; HIST 3674; POLS 3218; POLS 3642; SOCI 3501
3. **Politics, Social Movements, and Everyday Life** (one of the following): ASMT/AASI 3201; AMST/HIST 3568; AMST/LLAS 3271/POLS 3824; AMST/POLS 3082; AMST/POLS 3807; AMST/POLS 3822; HIST 3504; HIST 3510; HIST 3550; HIST 3555; POLS 2607; POLS 3218; POLS 3602; POLS/AFRA/WGSS 3652; POLS 3802; POLS 3817; SOCI/AFRA/HRTS 3825; SOCI 3821
4. **The Americas** (one of the following): AMST/LLAS 3271/POLS 3824; ANTH/LLAS 3021; ANTH 3026; ANTH 3027; ANTH/LLAS 3029; ANTH 3042; ANTH 3531/HIST 3209/MAST 3531; ANTH 3902; ENGL 3605; HIST/AFRA 3206; HIST/LLAS 3607; HIST/LLAS 3609; HIST 3610; HIST/LLAS/AFRA 3618; HIST 3621; HIST/LLAS 3622; HIST 3650; HIST 3875/AASI 3875/LLAS 3875; POLS 3235; SPAN 3234; SPAN 3265

**(9) Electives.** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

**Related Coursework:**

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies Course Requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

# Justification

1. Reasons for changing the major:

The old major largely pieced together classes from existing disciplines and exposed students to very little in the way of interdisciplinary, American Studies content in the space of one class. The new major, while continuing to draw on courses from departmentalized units, requires much more interdisciplinary content by mandating the AMST designation for a larger number of classes. To this end, a range of courses with the AMST designations have been added to the catalog: whereas before we only offered 2 undergraduate courses, we will soon be able to offer 18. Our new course requirements – grouped around particular themes rather than existing disciplines – reflect contemporary topics in the field while also encouraging students to think in terms of the interdiscipline of American Studies itself. On this note, the new major accommodates the transnational turn in the field.

All in all, the proposed changes bring American Studies instruction in line with American Studies research nationally and internationally while also making the major more distinctive and appealing to students.

2. Effects on students: Students will have a more intellectually rigorous major that better captures the diversity of the American experience and the global dimensions of U.S. politics and culture. Also, the new major will be even closer to a self-designed course of study than the old plan of study. Otherwise, it should have no other effects, particularly since the credit hours required within the major (27) will remain the same.

3. Effects on other departments: None

4. Effects on regional campuses:

Historically, the majority of American Studies majors have been enrolled at the regional campuses. While we have been more actively recruiting in Storrs, we have every intention of continuing to serve students at the regional campuses. To this end, this proposal has been shared with American Studies representatives at each of the regional campuses where we currently have majors (Avery Point, Hartford, Waterbury) to ensure that students at the regional campuses can still complete the major. We altered both our course lists and our requirements so that the major could still be completed at the regional campuses.

5. Dates approved by

    Department Curriculum Committee: April 2, 2017

    Department Faculty: April 2, 2017 (American Studies Executive Committee)

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

Chris Vials

[christopher.vials@uconn.edu](mailto:christopher.vials@uconn.edu)

(413)-695-9252

# Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

**AMERICAN STUDIES MAJOR: PLAN OF STUDY**

***Effective Fall 2018***

**GENERAL REQUIREMENTS:**

1. **Total Credits for the Major: 27 (9 courses, not including ‘Related Coursework’)** In fulfilling the Course Requirements below, a single course can be ‘double-dipped’ to fulfill 2 areas at once (but not triple-dipped). NOTE: Students who double-dip must reach their 27 credits for the major by taking any of the classes listed in the Course Requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take 4 AMST-designated courses (AMST 1201 and AMST 3265 count toward this total)
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in 3 different departments, not including AMST. Courses cross-listed with AMST may count for this requirement, however (For example, AMST/ARTH 3440 counts as an Art History course).

**COURSE REQUIREMENTS:**

*With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.*

1. **Intro Course:** AMST 1201

1. **American Studies Methods Requirement:** AMST 3265W
2. **Space, Place, Land, and Landscape** (one of the following): AMST/ARTH 3440; AMST/ENGL/HIST 2207; AMST/ENGL 2276W; AMST/HIST 3502; AMST/HIST 3542; AMST/LLAS 3721/POLS 3824; AMST/URBN 2400; ANTH 3904; ENGL 3240; HIST 3520; HIST 3522; HIST 3540; HIST 3541/W; HIST 3542; HIST 3875/AASI 3874/LLAS 3875;
3. **The United States and the World** (one of the following): AMST/ENGL/HIST 2207;

AMST/AASI 3201; AMST/POLS 3824/LLAS 3271; HIST 3504; HIST 3516; HIST/AFRA 3206; HIST/LLAS/AFRA 3618; HIST/MAST 2210; HIST/AFRA/LLAS 3208; HIST/AASI/LLAS 3875; HRTS/SOCI 3831

1. **Popular Culture and the Cultural Imagination** (one of the following): AMST/ARTH 3440; AMST/ARTH 3570; AMST/ENGL 2276/W; AMST/HDFS 3042 Baseball and Society: Politics, Economics, Race and Gender; AMST/HIST 3568; AMST/MUSI 1002; AMST/POLS 3822;  AMST/URBN 2400; ARTH 3715; DRAM 3131; DRAM 4151; ENGL 2201/W; ENGL 2203/W; ENGL 3207/W; ENGL 3210; ENGL 3212; ENGL 2214/W; ENGL/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218; ENGL 3220/W; ENGL 3240; ENGL/WGSS 3613; HIST 3569
2. **Intersectionalities** (one of the following): AMST/AASI 2276/W; AMST/ENGL 2274W; AMST/HIST 3502; AMST/HIST 3568; AMST/POLS 3082; AMST/POLS 3834/LLAS 3271; AASI/HIST 3531; AFRA/ANTH 3152; ANTH 3026; ANTH 3027; AFRA/HRTS/SOCI 3505; ARTH 3715; DRAM 3131; ENGL 2214/W; ENGL 3210; ENGL 3212; ENGL 3213/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218 ENGL 3605; ENGL/WGSS 3613; HDFS 3240/SOCI 3459; HIST 3554; HIST 3555; HIST 3560; HIST 3561; HIST 3562; HIST 3563; HIST/AFRA 3569; HIST 3564; HIST 3570; HIST/LLAS/AFRA 3618; HIST 3674; POLS 3218; POLS 3642; SOCI 3501
3. **Politics, Social Movements, and Everyday Life** (one of the following): ASMT/AASI 3201; AMST/HIST 3568; AMST/LLAS 3271/POLS 3824; AMST/POLS 3082; AMST/POLS 3807; AMST/POLS 3822; HIST 3504; HIST 3510; HIST 3550; HIST 3555; POLS 2607; POLS 3218; POLS 3602; POLS/AFRA/WGSS 3652; POLS 3802; POLS 3817; SOCI/AFRA/HRTS 3825; SOCI 3821
4. **The Americas** (one of the following): AMST/LLAS 3271/POLS 3824; ANTH/LLAS 3021; ANTH 3026; ANTH 3027; ANTH/LLAS 3029; ANTH 3042; ANTH 3531/HIST 3209/MAST 3531; ANTH 3902; ENGL 3605; HIST/AFRA 3206; HIST/LLAS 3607; HIST/LLAS 3609; HIST 3610; HIST/LLAS/AFRA 3618; HIST 3621; HIST/LLAS 3622; HIST 3650; HIST 3875/AASI 3875/LLAS 3875; POLS 3235; SPAN 3234; SPAN 3265

**(9) Electives.** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

**Related Coursework:**

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies Course Requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

**AMERICAN STUDIES MAJOR: PLAN OF STUDY**

***Effective Fall 2018***

**GENERAL REQUIREMENTS**

1. **Total Credits for the Major: 27 (9 courses, not including ‘Related Coursework’).** In fulfilling the Course Requirements below, a single course can be ‘double-dipped’ to fulfill 2 areas at once (but not triple-dipped). NOTE: Students who double-dip must reach their 27 credits for the major by taking any of the classes listed in the Course Requirements below.

Courses: (1) \_\_\_\_\_\_\_\_\_\_\_\_ (2) \_\_\_\_\_\_\_\_\_\_\_\_ (3) \_\_\_\_\_\_\_\_\_\_\_\_ (4) \_\_\_\_\_\_\_\_\_\_\_\_

(5) \_\_\_\_\_\_\_\_\_\_\_\_ (6) \_\_\_\_\_\_\_\_\_\_\_\_ (7) \_\_\_\_\_\_\_\_\_\_\_\_ (8) \_\_\_\_\_\_\_\_\_\_\_\_

(9) \_\_\_\_\_\_\_\_\_\_\_\_

1. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take 4 AMST-designated courses (AMST 1201 and AMST 3265 count toward this total)

Courses: (1) \_\_\_\_\_\_\_\_\_\_\_\_ (2) \_\_\_\_\_\_\_\_\_\_\_\_ (3) \_\_\_\_\_\_\_\_\_\_\_\_ (4) \_\_\_\_\_\_\_\_\_\_\_\_

1. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in 3 different departments, not including AMST. Courses cross-listed with AMST may count for this requirement, however (For example, AMST/ARTH 3440 counts as an Art History course).

List courses from 3 different departments: (1) \_\_\_\_\_\_\_\_\_ (2) \_\_\_\_\_\_\_\_\_ (3) \_\_\_\_\_\_\_\_\_\_\_\_

**COURSE REQUIREMENTS**

*Please circle which course taken and list the semester in which you completed or intend to complete the following required course requirements.* With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.

1. **Intro Course:** AMST 1201 Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **American Studies Methods Requirement:** AMST 3265W Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Space, Place, Land, and Landscape** (circle one of the following) Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AMST/ARTH 3440; AMST/ENGL/HIST 2207; AMST/ENGL 2276W; AMST/HIST 3502;

AMST/HIST 3542; AMST/LLAS 3721/POLS 3824; AMST/URBN 2400; ANTH 3904; ENGL 3240;

HIST 3520; HIST 3522; HIST 3540; HIST 3541/W; HIST 3542; HIST 3875/AASI 3874/LLAS 3875

1. **The United States and the World** (circle one of the following) Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AMST/ENGL/HIST 2207; AMST/AASI 3201; AMST/POLS 3824/LLAS 3271; HIST 3504; HIST 3516; HIST/AFRA 3206; HIST/LLAS/AFRA 3618; HIST/MAST 2210; HIST/AFRA/LLAS 3208; HIST/AASI/LLAS 3875; HRTS/SOCI 3831

1. **Popular Culture and the Cultural Imagination** (circle one) Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AMST/ARTH 3440; AMST/ARTH 3570; AMST/ENGL 2276/W; AMST/HDFS 3042; AMST/HIST 3568; AMST/MUSI 1002; AMST/POLS 3822;  AMST/URBN 2400; ARTH 3715; DRAM 3131; DRAM 4151; ENGL 2201/W; ENGL 2203/W; ENGL 3207/W; ENGL 3210; ENGL 3212; ENGL 2214/W; ENGL/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218; ENGL 3220/W; ENGL 3240; ENGL/WGSS 3613; HIST 3569

1. **Intersectionalities** (circle one of the following): Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AMST/AASI 2276/W; AMST/ENGL 2274W; AMST/HIST 3502; AMST/HIST 3568; AMST/POLS 3082; AMST/POLS 3834/LLAS 3271; AASI/HIST 3531; AFRA/ANTH 3152; ANTH 3026; ANTH 3027; AFRA/HRTS/SOCI 3505; ARTH 3715; DRAM 3131; ENGL 2214/W; ENGL 3210; ENGL 3212; ENGL 3213/AFRA 3213; ENGL 3215; ENGL 3217/AFRA 3217/W; ENGL 3218 ENGL 3605; ENGL/WGSS 3613; HDFS 3240/SOCI 3459; HIST 3554; HIST 3555; HIST 3560; HIST 3561; HIST 3562; HIST 3563; HIST/AFRA 3569; HIST 3564; HIST 3570; HIST/LLAS/AFRA 3618; HIST 3674; POLS 3218; POLS 3642; SOCI 3501

1. **Politics, Social Movements, and Everyday Life** (circle one) Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AMST/AASI 3201; AMST/HIST 3568; AMST/LLAS 3271/POLS 3824; AMST/POLS 3082; AMST/POLS 3807; AMST/POLS 3822; HIST 3504; HIST 3510; HIST 3550; HIST 3555; POLS 2607; POLS 3218; POLS 3602; POLS/AFRA/WGSS 3652; POLS 3802; POLS 3817; SOCI/AFRA/HRTS 3825; SOCI 3821

1. **The Americas** (circle one of the following) Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AMST/LLAS 3271/POLS 3824; ANTH/LLAS 3021; ANTH 3026; ANTH 3027; ANTH/LLAS 3029; ANTH 3042; ANTH 3531/HIST 3209/MAST 3531; ANTH 3902; ENGL 3605; HIST/AFRA 3206; HIST/LLAS 3607; HIST/LLAS 3609; HIST 3610; HIST/LLAS/AFRA 3618; HIST 3621; HIST/LLAS 3622; HIST 3650; HIST 3875/AASI 3875/LLAS 3875; POLS 3235; SPAN 3234; SPAN 3265

1. **Electives.** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RELATED COURSES**

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies Course Requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

Courses: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 2018-43 AMST Revise Minor (guest: Chris Vials)



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: December 31, 2017

2. Department or Program: American Studies

3. Title of Minor: American Studies Minor

4. Effective Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: An adjustment of terminology so that the minor reflects the new major. Also, a more brief overview of the minor.

# Existing Catalog Description of Minor

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the root of the societies of the Western Hemisphere. Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns. Students must complete fifteen credits, including:

* [AMST 1201](https://catalog.uconn.edu/AMST/#1201);
* An additional three credits of AMST coursework;
* Nine credits taken from any of the tracks listed in the American Studies major and/or courses approved by the director of American Studies.

Courses used to fulfill the student’s major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their track and course choices.

# Proposed Catalog Description of Minor

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures of the United States and its place in the world. ~~Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns.~~

Students must complete fifteen credits, including:

* [AMST 1201](https://catalog.uconn.edu/AMST/#1201);
* An additional three credits of AMST coursework;
* ~~Nine credits taken from any of the tracks listed in the American Studies major and/or courses approved by the director of American Studies.~~
* Nine credits taken from any of the courses listed under “Course Requirements” in the American Studies major and/or courses approved by the director of American Studies.

Courses used to fulfill the student’s major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their course choices.

# Justification

1. Reasons for changing the minor: The main substantive shift here is the changing of the word “tracks” to “courses” in the third bullet point. The old major was based around a system of three tracks which will be jettisoned in the new major in favor of a series of themed course requirements.

2. Effects on students: The change will eliminate confusion among students and advisors over the word “tracks.” Otherwise, the basic structure of the minor is unchanged in the sense that 9 of its 15 credits can be satisfied through a very expansive list of courses.

3. Effects on other departments: None

4. Effects on regional campuses: None

5. Dates approved by

    Department Curriculum Committee: January 2, 2018

    Department Faculty: January 2, 2018

6. Name, Phone Number, and e-mail address of principal contact person: Chris Vials, [Christopher.vials@uconn.edu](mailto:Christopher.vials@uconn.edu); (413)-695-9252

# Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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

B. At the bottom of the form:

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

I approve the above program for the Minor in <insert name>

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

**AMERICAN STUDIES MINOR, PLAN OF STUDY**

***Effective Fall 2018***

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

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the roots of the United States and the Americas.

**Students must complete fifteen credits, including:**

* AMST 1201 Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* An additional three credits of AMST coursework

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Nine credits taken from any of the courses listed in the American Studies major “Course Requirements” list and/or courses approved by the director of American Studies.

Courses: (a) \_\_\_\_\_\_\_\_\_\_\_\_\_ (b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Courses used to fulfill the student’s major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their course choices.

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

I approve the above program for the Minor in American Studies

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director of American Studies

1. Hartman, Chester W, and Gregory D Squires. 2006. There Is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina: Taylor & Francis. [↑](#footnote-ref-1)
2. Online readings, whether required or recommended, will be integrated throughout the course schedule; links are provided below. [↑](#footnote-ref-2)
3. <http://community.uconn.edu/academic-integrity-undergraduate-faq/> [↑](#footnote-ref-3)
4. <http://titleix.uconn.edu/title-ix-at-uconn/about-title-ix-uconn/> [↑](#footnote-ref-4)
5. <http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/> [↑](#footnote-ref-5)
6. <http://writingcenter.uconn.edu/w-course-information-2/> [↑](#footnote-ref-6)
7. <http://writingcenter.uconn.edu/w-course-information-2/> [↑](#footnote-ref-7)
8. Readings for each date should be completed prior to coming to class. For example, the readings for September 5 should be completed prior to our meeting on September 5. [↑](#footnote-ref-8)