CLAS C&C

Agenda

Chair: Pamela Bedore

11.27.2018

**A. Announcements**

The Double Major policy implementation is on hold until Fall 2020. The provost will announce a taskforce to make sure the policy is implemented effectively.

**B. Approvals by the Chair**

2018-295 LLAS 2293 Add Factotum Course (S)

**C. Old Business**

2018-293 PHIL 5325 Add Course (guest: Lewis Gordon)

**D. New Business**

2018-296 COGS Revise Grad Certificate (guest: Letty Naigles)

2018-297 AAAS Revise Subject Code

2018-298 AASI/HIST 3554 Revise Course (G) (S)

2018-299 AASI/HIST 3822 Revise Course (G) (S)

2018-300 COMM 4300 Revise Course

2018-301 COMM 4300W Revise Course (G) (S)

2018-302 ENGL 2635E Revise Course (G) (S)

2018-303 ENGL 3240E Revise Course (G) (S)

2018-304 ENGL 3715E Revise Course (G) (S)

2018-305 ENGL 3122W Add Course (G) (S)

2018-306 HDFS 3425 Add Course

2018-307 PP 4346 Add Course

2018-308 PP 5346 Add Course

2018-309 PP 4365 Add Course

2018-310 PP 5360 Add Course

2018-311 WGSS 2250 Revise Course (S)

2018-312 HIST 1801 Revise Course (G) (S)

**CATALOG COPY:**

**2018-293 PHIL 5325 Add Course (guest: Lewis Gordon)**

*Proposed Copy:*

PHIL 5325. Topics in Africana Philosophy

Three credits. Open only to Philosophy graduate students, others by permission. May be repeated with a change of topic for a maximum of nine credits.

Philosophical problems from across African American philosophy, Afro-Caribbean philosophy, and African philosophy, examined using resources from Africana analytical, dialectical, existential, feminist, phenomenological, and pragmatist thought. May include a historical focus on ideas from ancient African philosophy or the period of the emergence of Euromodern philosophy.

**2018-296 COGS Revise Grad Certificate (guest: Letty Naigles)**

*Current Copy:*

Electives:

Three courses from the list below, including courses from at least two academic departments or divisions. Students are encouraged to have at least two courses from outside their home department/division. (NOTE: None of the courses below are offered by the Cognitive Science Program. For further information about a course or permission to enroll, please contact the offering department.) Students who are candidates for both the Cog Sci Grad Certificate and the IGERT program may use at most one IGERT course to satisfy the Cog Sci Grad Certificate requirements.

**Anthropology (ANTH)**  
5306. Human Behavioral Ecology  
5332. Cognitive Anthropology  
5335. Psychological Anthropology

**Communication Science (COMS)**  
5500. Nonverbal Communication  
5501. Seminar in Nonverbal Communication and Persuasion

**Computer Science and Engineering (CSE)**  
5705. Advanced Artificial Intelligence  
5709. Natural Language Processing

**Educational Psychology (EPSY)**  
6550. Situated Cognition

**Linguistics (LING)**  
5000. Introduction to Computational Linguistics  
5110. The Acquisition of Syntax  
5120. Readings and Research in Acquisition  
5310. Phonology I  
5320. Phonology II  
5410. Semantics I  
5420. Semantics II  
5510. Syntax I  
5520. Syntax II  
6210. Morphology

**Philosophy (PHIL)**  
5317. Seminar in Philosophy of Psychology  
5331. Seminar in Philosophy of Mind  
5342. Seminar in Philosophy of Language  
5344. Seminar in Philosophical Logic

**Psychology (PSYC)**  
5140. Foundations in Neuropsychology  
5251. Neural Foundations of Learning and Memory  
5285. Neurobiology of Aging Changes in Cognitive Processes  
5302. Adult Psychopathology  
5303. Child Psychopathology  
5410. Advanced Developmental Psychology  
5420. Cognitive Development  
5440. Development of Language  
5450. Infancy and the Effects of Early Experience  
5470. Current Topics in Developmental Psychology (when the topic is appropriate)  
5512. Ecology of Language and Cognition  
5513. Memory  
5514. The Mental Lexicon  
5515. Connectionist Models  
5541. Reading Acquisition and Reading Disorders  
5553. Introduction to Nonlinear Dynamics  
5554. Advanced Nonlinear Dynamics for the Behavioral Sciences  
5564. Dynamics of Language and Cognition  
5567. Cognition  
5568. Psychology of Language  
5569. The Neuropsychology of Language  
5570. Current Topics in Cognitive Science  
5571. Sensation and Perception I  
5572. Sensation and Perception II  
5574. Control and Coordination of Action  
5575. Introduction to Cognitive Systems  
5583. Sentence and Discourse Processing  
5616. Human Judgment and Decision Processes  
6733. Social Cognition

**Speech, Language, and Hearing Sciences (SLHS)**  
5342. Aphasia  
5343. Cognitive-Communicative Disorders  
5348. Language Disorders I: Birth to 5 Years  
5349. Language Disorders II: School Age Population  
5376. Language Impairments and Literacy  
6370. Seminar in Psycholinguistics

*Proposed Copy:*

Electives:

Three courses from the list below, including courses from at least two academic departments or divisions. Students are encouraged to have at least two courses from outside their home department/division. (NOTE: None of the courses below are offered by the Cognitive Science Program. For further information about a course or permission to enroll, please contact the offering department.) Students who are candidates for both the Cog Sci Grad Certificate and the IGERT program may use at most one IGERT course to satisfy the Cog Sci Grad Certificate requirements.

**Anthropology (ANTH)**  
5306. Human Behavioral Ecology  
5332. Cognitive Anthropology  
~~5335. Psychological Anthropology~~

**Communication Science (COMS)**  
5500. Nonverbal Communication  
5501. Seminar in Nonverbal Communication and Persuasion

**Computer Science and Engineering (CSE)**  
5705. Advanced Artificial Intelligence  
5709. Natural Language Processing

**Educational Psychology (EPSY)**  
6550. Situated Cognition

**Linguistics (LING)**  
5000. Introduction to Computational Linguistics  
5110. The Acquisition of Syntax  
5120. Readings and Research in Acquisition  
5310. Phonology I  
5320. Phonology II  
5410. Semantics I  
5420. Semantics II  
5510. Syntax I  
5520. Syntax II  
6210. Morphology

**Philosophy (PHIL)**  
5317. Seminar in Philosophy of Psychology  
5331. Seminar in Philosophy of Mind  
5342. Seminar in Philosophy of Language  
5344. Seminar in Philosophical Logic

**Psychology (PSYC)**  
5140. Foundations in Neuropsychology  
5251. Neural Foundations of Learning and Memory  
5285. Neurobiology of Aging Changes in Cognitive Processes  
5302. Adult Psychopathology  
5303. Child Psychopathology  
5410. Advanced Developmental Psychology  
5420. Cognitive Development  
5440. Development of Language  
5450. Infancy and the Effects of Early Experience  
5470. Current Topics in Developmental Psychology (when the topic is appropriate)  
5512. Ecology of Language and Cognition  
5513. Memory  
5514. The Mental Lexicon  
5515. Connectionist Models  
5541. Reading Acquisition and Reading Disorders  
5553. Introduction to Nonlinear Dynamics  
5554. Advanced Nonlinear Dynamics for the Behavioral Sciences  
5564. Dynamics of Language and Cognition  
5567. Cognition  
5568. Psychology of Language  
5569. The Neuropsychology of Language  
5570. Current Topics in Cognitive Science  
5571. Sensation and Perception I  
5572. Sensation and Perception II  
5574. Control and Coordination of Action  
5575. Introduction to Cognitive Systems  
5583. Sentence and Discourse Processing  
5616. Human Judgment and Decision Processes  
6733. Social Cognition

**Speech, Language, and Hearing Sciences (SLHS)**  
5342. Aphasia  
5343. Cognitive-Communicative Disorders  
5348. Language Disorders I: Birth to 5 Years  
5349. Language Disorders II: School Age Population  
5372. Central Auditory Disorders

5376. Language Impairments and Literacy  
6123. Bilingualism in Typical and Atypical Populations

6370. Seminar in Psycholinguistics

**2018-297 AAAS Revise Subject Code**

*Current Subject Code and Title:*

AASI. Asian American Studies Institute

*Proposed Subject Code and Title:*

AAAS. Asian and Asian American Studies

**2018-298 AASI/HIST 3554 Revise Course (G) (S)**

*Current Copy:*

HIST 3554. Immigrants and the Shaping of American History

(Also offered as AASI 3554.) Three credits. Recommended preparation: one course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

*Proposed Copy:*

HIST 3554. Immigrants and the Shaping of American History

(Also offered as AASI 3554.) Three credits. Recommended preparation: one course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” CA1 (C). CA4-INT.

**2018-299 AASI/HIST 3822 Revise Course (G) (S)**

*Current Copy:*

HIST 3822. Modern China

(Also offered as AASI 3822.) Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

*Proposed Copy:*

HIST 3822. Modern China

(Also offered as AASI 3822.) Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. CA1 (C and E). CA4-INT.

**2018-300 COMM 4300 Revise Course**

*Current Copy:*

COMM 4035. Advanced Media Effects

Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

*Proposed Copy:*

COMM 4300. Advanced Media Effects

Three credits. Prerequisite: COMM 1000, 1300, 3000; COMM 3000Q or STAT 1100Q; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

**2018-301 COMM 4300W Revise Course (G) (S)**

*Current Copy:*

COMM 4035W. Advanced Media Effects

Three credits. Prerequisite: COMM 1000 and 1300; ENGL 1010, 1011, or 2011; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

*Proposed Copy:*

COMM 4300W. Advanced Media Effects

Three credits. Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q; ENGL1010 or 1011 or 2011; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

**2018-302 ENGL 2635E Revise Course (G) (S)**

*Current Copy:*

ENGL 3635. Literature and the Environment

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors and higher, others by consent.

Ecocritical approaches to literary treatment of global environmental issues.

*Proposed Copy:*

ENGL 2635E. Literature and the Environment

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Ecocritical approaches to literary treatment of global environmental issues. CA-1(B)

**2018-303 ENGL 3240E Revise Course (G) (S)**

*Current Copy:*

ENGL 3240. American Nature Writing

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity’s relation to the natural environment.

*Proposed Copy:*

ENGL 3240E. American Nature Writing

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity’s relation to the natural environment.

**2018-304 ENGL 3715E Revise Course (G) (S)**

*Current Copy:*

ENGL 3715. Nature Writing Workshop

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher; open only with consent of instructor. Recommended preparation: ENGL 1701.

For student writers of proved ability who wish training in techniques of nature writing. Emphasis on nonfiction or poetry.

*Proposed Copy:*

ENGL 3715E. Nature Writing Workshop

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher; open only with consent of instructor. Recommended preparation: ENGL 1701.

For student writers of proven ability who desire training in techniques of nature writing. Emphasis on nonfiction or poetry.

**2018-305 ENGL 3122W Add Course (G) (S)**

*Proposed Copy:*

ENGL 3122W. Irish Literature in English since 1939

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Fiction, drama, and poetry by such writers as Beckett, O’Brien, Friel, Heaney, Doyle, Carr, McCabe, Tόibin, and McDonagh. CA 4-INT.

**2018-306 HDFS 3425 Add Course**

*Proposed Copy:*

HDFS 3425. Food and the American Family

Three credits. Recommended Preparation: HDFS 2004W, PSYC 2100WQ, or equivalent Research Methods course. Open to juniors or higher.

Comprehensive and critical examination of how individual characteristics, family factors, community environments, food industry actions, and government food policies work together to influence what Americans eat throughout the lifespan.

**2018-307 PP 4346 Add Course**

*Proposed Copy:*

PP 4346. Child and Family Policy.

Three credits.

Theory and practice of child and family policy. A variety of topics will be covered, including marriage and divorce, fertility, employment, and human capital.

**2018-308 PP 5346 Add Course**

*Proposed Copy:*

PP 5346. Child and Family Policy.

Three credits. Not open for credit to students who have passed PP 4346.

Theory and practice of child and family policy. A variety of topics will be covered, including marriage and divorce, fertility, employment, and human capital.

**2018-309 PP 4365 Add Course**

*Proposed Copy:*

PP 4365. Human Resource Management.

Three credits.

The structures, processes, and principles of human resource management in the public service and examination of contemporary human resource policies and challenges.

**2018-310 PP 5360 Add Course**

*Proposed Copy:*

PP 5360. Public Service Executive Leadership.

Three credits.

Theory and application of tactics and techniques used to enhance effective leadership and strategic management.

**2018-311 WGSS 2250 Revise Course (S)**

*Current Copy:*

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

(Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: WGSS 1105; open to sophomores or higher.

Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline.

*Proposed Copy:*

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

(Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher.

Theories, practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline.

**2018-312 HIST 1801 Revise Course (G) (S)**

*Current Copy:*

HIST 1801. History of Asia in the World to 1500

Three credits.

Development and spread of the Indic and Sinitic civilizations, to 1500, with attention to cross-cultural contacts.

*Proposed Copy:*

HIST 1801. History of Asia in the World to 1500

Three credits.

Development and spread of the Indic and Sinitic civilizations, to 1500, with attention to cross-cultural contacts and sources of historical knowledge. CA1-C, CA4-INT.

**ADDITIONAL MATERIALS:**

**2018-295 LLAS 2293 Add Factotum Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9563 |
| **Request Proposer** | Gebelein |
| **Course Title** | LLAS Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Latino and Latin American Studies > 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** | LLAS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Latino and Latin American Studies |
| **Course Title** | LLAS Foreign Study |
| **Course Number** | 2293 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Anne Gebelein |
| **Initiator Department** | El Instituto Lat Amer Studies |
| **Initiator NetId** | acg10006 |
| **Initiator Email** | [anne.gebelein@uconn.edu](mailto:anne.gebelein@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** | Winter Intersession |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Spanish, Portuguese, English |
| **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** | 1-6 |
| **Instructional Pattern** | Variable. LLAS 2293 would be for students studying abroad in any semester who want to take a mid-level course in English, Spanish or Portuguese at a foreign educational institution. It might be lecture, discussion, service learning, etc. |

|  |  |
| --- | --- |
| **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?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **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 |

|  |  |
| --- | --- |
| **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?** |  |
| **If not generally available at all campuses, please explain why** | This is for foreign study credit |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Any education abroad program in Latin America or the Caribbean, or on the US Mexico border (US side or MX side) |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | LLAS 2293. Credits and hours by arrangement. May be repeated for credit (to a maximum of 12). Prerequisite: Consent of the LLAS major advisor required before departure. Course work undertaken within approved Education Abroad programs, usually focusing on the history, culture, and society of a particular Latin American or Caribbean country or countries. |
| **Reason for the course action** | We currently offer LLAS 1193 and 3293, but have no way of recognizing mid-level courses abroad. |
| **Specify effect on other departments and overlap with existing courses** | The only overlap could potentially be with students in LCL studying Spanish courses in Latin America; although almost all go to Spain. |
| **Please provide a brief description of course goals and learning objectives** | Variable @ foreign study course |
| **Describe course assessments** | Variable @ foreign study course |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Add-Factotum-Course LLAS 2293.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140003&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1fd5fb0d6ae7422f516908d64ffc9072%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784343504726637&sdata=OniEN%2BIVWjCrCZAS7HYj8vpnUyvya7oXsZCUFkIdiEY%3D&reserved=0) | Add-Factotum-Course LLAS 2293.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Anne Gebelein | 11/20/2018 - 11:38 | Submit |  | This is a factotum course, but as it is 2000-level, needs to go through the Senate | | Latino and Latin American Studies | Anne Gebelein | 11/21/2018 - 10:53 | Approve | 11/21/2018 | LLAS approves this 2000-level foreign study factotum course | |

**2018-293 PHIL 5325 Add Course (guest: Lewis Gordon)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8987 |
| **Request Proposer** | Gordon |
| **Course Title** | TOPICS IN AFRICANA PHILOSOPHY |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Philosophy > 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** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | TOPICS IN AFRICANA PHILOSOPHY |
| **Course Number** | 5325 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Lewis Gordon |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | leg12007 |
| **Initiator Email** | [lewis.gordon@uconn.edu](mailto:lewis.gordon@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** | 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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | SEMINAR |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open only to Philosophy graduate students, others by permission. |
| **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?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | 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?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Graduate courses are primarily taught at the Storrs campus. I have included Hartford to make it available to working professionals in the area and also because there are graduate students living in the greater Hartford area for which offering the course there would be convenient. |
| **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** | PHIL 5325. Topics in Africana Philosophy Three credits. Open only to Philosophy graduate students, others by permission. May be repeated with a change of topic for a maximum of nine credits. Philosophical problems from across African American philosophy, Afro-Caribbean philosophy, and African philosophy, examined using resources from Africana analytical, dialectical, existential, feminist, phenomenological, and pragmatist thought. May include a historical focus on ideas from ancient African philosophy or the period of the emergence of Euromodern philosophy. |
| **Reason for the course action** | UCONN is ranked among the top places to study Africana philosophy. It will be important for students pursuing study in the area to have it represented on the books and also to have access to studying various topics in that field. |
| **Specify effect on other departments and overlap with existing courses** | NONE |
| **Please provide a brief description of course goals and learning objectives** | Africana philosophy is also called African diasporic philosophy. It is a modern form of philosophy addressing problems of what could be called the “underside of Western philosophy,” problems often avoided in Western philosophy and thus paradoxically become more central in significance than many Western philosophers may realize. This course will give students a grounding in this unique critical philosophy. |
| **Describe course assessments** | Students are required to produce a weekly journal of reflections on the readings. They should be emailed any day each week to: [lewis.gordon@uconn.edu](mailto:lewis.gordon@uconn.edu). These reflections will be graded pass (submitted) or fail (not submitted). They will be worth 50 % of your grade. Class participation will be 10 %. The remaining 40 % of your grade will be based on your final paper. That paper should be between a critical discussion of any philosophical topic of this course in the form of 10 and 15 single-spaced pages, notes and bibliography included, and emailed to [lewis.gordon@uconn.edu](mailto:lewis.gordon@uconn.edu) by attachment in MS Word. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Topics in Africana Philosopy.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137978&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caa916078ad614456b6d708d64668a476%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636773812579244935&sdata=w5XTFIQDwIQTonnT6%2FGC2wgy6B0OaB6n2e7OoJXXc2A%3D&reserved=0) | Topics in Africana Philosopy.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Lewis Gordon | 10/23/2018 - 23:18 | Submit |  | Thank you for considering this proposed course. | | Philosophy | Gustavus A McLeod | 10/24/2018 - 07:01 | Approve | 10/22/2018 | PHIL Graduate Committee approved, 10/22/2018. | |

Phil 5325 Africana Philosophy

(Sample syllabus of a survey version of the course. Other semester may involve focus on a major figure such as Du Bois, Firmin, Fanon, Mudimbe; or on a subfield such as Prophetic Pragmatism or Africana existential Phenomenology)

Africana philosophy is also called African diasporic philosophy. It is a modern form of philosophy addressing problems of what could be called the “underside of Western philosophy,” problems often avoided in Western philosophy and thus paradoxically become more central in significance than many Western philosophers may realize. We will examine these problems, across African American philosophy, Afro-Caribbean philosophy, and African philosophy, through three guiding questions: (1) What does it mean to be human in a world that challenges one’s humanity? (2) What is freedom in a world governed by enslavement? And (3) is reason legitimate in a world that uses it to rationalize injustice and misrepresentations of reality? These questions will also be examined through resources from Africana analytical, dialectical, existential, feminist, phenomenological, and pragmatist thought.

*Readings:*

The readings are listed in links at the assigned sessions and those followed by the word “packet” in parentheses will be available in HuskyCT.

*Requirements and assessments:*

Students are required to produce a weekly journal of reflections on the readings. They should be emailed any day each week to: [lewis.gordon@uconn.edu](mailto:lewis.gordon@uconn.edu). These reflections will be graded pass (submitted) or fail (not submitted). They will be worth 50 % of your grade. Class participation will be 10 %. The remaining 40 % of your grade will be based on your final paper. That paper should be between a critical discussion of any philosophical topic of this course in the form of 10 and 15 single-spaced pages, notes and bibliography included, and emailed to [lewis.gordon@uconn.edu](mailto:lewis.gordon@uconn.edu) by attachment in MS Word.

**Weeks Sessions**

1 Introduction: Discussion of syllabus and requirements. Thematic introduction: What is Africana philosophy and what is philosophy? Reading: Introduction of *Introduction to Africana Philosophy*.

What is Africa and its debates on its interpellation? *Readings:*  “Introduction” to *An Introduction to Africana Philosophy* and Charles Finch, III: Debates on the word *Africa*: <http://gerald-massey.org.uk/massey/cmc_nile_genesis.htm> and <http://www.nature.com/scitable/forums/science-in-africa/af-rui-ka-21720626>

2 Why is Africana philosophy a modern philosophy? *Readings*: Introduction to *An Introduction to Africana Philosophy* and Chapter 1

Afro-Modernity in Euro-modernity: Contextual considerations. *Readings:* C.L.R. James, *Black Jacobins*: <http://ouleft.org/wp-content/uploads/CLR_James_The_Black_Jacobins.pdf>

3 Classic Afro-Modern responses. *Readings*: *An Introduction to Africana Philosophy*, chapter 2; Ottobah Cugoano, *Thoughts and sentiments on the evil and wicked traffic of the slavery: and commerce of the human species, humbly submitted to the inhabitants of Great-Britain*: <http://quod.lib.umich.edu/e/eccodemo/K046227.0001.001/1:5?rgn=div1;view=fulltext>

4 Walter Rodney, *How Europe Underdeveloped Africa*: <http://abahlali.org/files/3295358-walter-rodney.pdf>

5 Critical discussion on temporal schemas and Ancient African philosophy through Afro-modern perspectives. *Reading:* Theophile Obenga, “Egypt: Ancient History of African Philosophy,” in *A Companion to African Philosophy.* Ancient African philosophy through Afro-modern perspectives (continued). *Reading:* D.A. Masolo, “African Philosophers in the Greco-Roman Era,” in *A Companion to African Philosophy*: <http://philpapers.org/archive/manmba.pdf>

6 Afro-Arabic philosophical thought. *Reading*: Souleyman Bachir Diagne, “Pre-Colonial African Philosophy in Arabic,” in *A Companion to African Philosophy*

Early Modern Ethiopian philosophy. *Readings*: Claude Sumner, “The Light and the Shadow: Zera Yacob and Walda Heywat” and Teodros Kiros, “Zera Yacob and Traditional Ethiopian Philosophy,” both in *A Companion to African Philosophy*. For the primary sources, see: <https://zelalemkibret.wordpress.com/2013/10/22/a-brief-guide-on-the-hatetas/>

7Afro-Modern interrogation of Euro-modern philosophy. *Readings:* Anton Africanus Wilhelm Amo. *Readings*: William Abrahams, “Anton Wilhelm Amo” and Kwasi Wiredu, “Amo’s Critique of Descartes’ Philosophy of Mind,” in *A Companion to African Philosophy* and (recommended, if you haven’t already read it) R. Descartes, *Meditations on First Philosophy*: <http://selfpace.uconn.edu/class/percep/DescartesMeditations.pdf>

Afro-Modern interrogation of Euro-modern philosophy. *Reading:* Anténor Firmin (excerpt) *Of the Equality of the Human Races*: <https://books.google.com/books?id=X1yATZFcuJwC&pg=PR16&lpg=PR16&dq=Of+the+Equality+of+Human+Races&source=bl&ots=4ZJxm4BJVz&sig=46vPo5NM1ZgwWFLBW1i_m-QF8n8&hl=en&sa=X&ved=0ahUKEwi1qOKrk6XKAhVJVz4KHYNhAR8Q6AEIQjAG#v=onepage&q=Of%20the%20Equality%20of%20Human%20Races&f=false>

8 What does it mean to be a problem? W.E.B. Du Bois, *The Souls of Black Folk:* Du Bois, *Souls of Black Folk*: <http://web.archive.org/web/20081004090243/http://etext.lib.virginia.edu/toc/modeng/public/DubSoul.html> and “Sociology Hesitant” (packet)

African-American Philosophy. *Reading:* Cornel West, “Philosophy and the Afro-American Experience” (packet)

9 Africana existential philosophy. *Reading:* Lewis Gordon, *Existentia Africana;*

and Gordon, *An Introduction to Africana Philosophy*, pp. 132–156

10 Afro-Caribbean philosophy. *Readings:* Paget Henry, *Caliban’s Reason* and *Journeys in Caribbean Thought*; Lewis Gordon, *An Introduction to Africana Philosophy*, chapter 5; and Jane Anna Gordon, “Creolising Political Identity and Social Scientific Method” (packet)\

11Africana philosophy on feminism. *Reading:* Anna Julia Cooper, *A Voice from the South*: <https://archive.org/stream/voicefromsouth00coop#page/n7/mode/2up>

*Reading:* Patricia Hill Collins, *Black Feminist Thought:* <https://uniteyouthdublin.files.wordpress.com/2015/01/black-feminist-though-by-patricia-hill-collins.pdf>

On Intersectionality. *Readings*: Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” *Stanford Law Review* 43 (July 1991): 1241–1299: <http://socialdifference.columbia.edu/files/socialdiff/projects/Article__Mapping_the_Margins_by_Kimblere_Crenshaw.pdf>;“Intersectionality: The Double Bind of Race and Gender”: <http://www.americanbar.org/content/dam/aba/publishing/perspectives_magazine/women_perspectives_Spring2004CrenshawPSP.authcheckdam.pdf> ; “Kimberlé Crenshaw on Intersectionality: ‘I wanted to come up with an everyday metaphor that anyone could use”: <http://www.newstatesman.com/lifestyle/2014/04/kimberl-crenshaw-intersectionality-i-wanted-come-everyday-metaphor-anyone-could>; Patricia Hill Collins, “Some Group Matters” (packet)

12 Black Consciousness. *Readings:* Steve Bantu Biko, *I Write What I Like*: <http://abahlali.org/files/Biko.pdf>

Mabogo P. More, *Looking through Philosophy in Black*

13 Black Aesthetics. *Readings:* Paul Taylor, *Black Is Bautiful* and Lewis Gordon, “Black Aesthetics, Black Value”

*Some relevant associations and societies:*

Alain Locke Society, <http://alainlocke.com/>

Caribbean Philosophical Association, <http://www.caribbeanphilosophicalassociation.org/>

Collegium of Black Women Philosophers, <http://www.cbwp.ktgphd.com/>

International Society for African Philosophy and Studies, <https://isapsonline.wordpress.com/>

Philosophy Born of Struggle Society, <http://pbos.com/>

Society for the Study of Africana Philosophy, <http://africanaphilosophy.weebly.com/>

*Finally, as we live in perilous times, please remember this link:* [*http://alert.uconn.edu/*](http://alert.uconn.edu/)

**2018-296 COGS Revise Grad Certificate (guest: Letty Naigles)**

**Request for New/Modified UConn Academic Degree Program or Name Change**

**General Information**

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Cognitive Science graduate certificate

Name of sponsoring Department(s):

The Cognitive Science program includes Psychological Sciences, Linguistics, Philosophy, Speech Language Hearing Sciences and Anthropology as core departments.

Name of sponsoring School(s) and/or College(s):

CLAS

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

Storrs

Contact person and contact details:

**Letty Naigles,** [**Letitia.naigles@uconn.edu**](mailto:Letitia.naigles@uconn.edu)**, 6-4942**

Type of Proposal (New/Modified/Name Change/Discontinuation):

Modified

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

**Certificate**

Anticipated Initiation Date: 12/2018 Anticipated Date of First Graduation:

CIP Code: DHE Code (if available):

**Submittal Information**

Name of Department Head(s): Letitia Naigles

Department(s): Cognitive Science

Signature of Department Head(s): Date:

Name of Dean:

School/College:

Signature of Dean: Date:

**Background & Description/Reasons for the Proposed Modification**

1. One elective course is being removed from the certificate list because it is no longer taught: ANTH 5335, Psychological Anthropology.
2. Two elective courses are being added, to the certificate list because these are taught regularly and because they enhance the SLHS component of Cognitive Science. These are

SLHS 5372—Central Auditory Disorders

SLHS 6123-- Bilingualism in Typical and Atypical populations: Language & Cognition

**Current Catalog Language:**

Electives:

Three courses from the list below, including courses from at least two academic departments or divisions. Students are encouraged to have at least two courses from outside their home department/division. (NOTE: None of the courses below are offered by the Cognitive Science Program. For further information about a course or permission to enroll, please contact the offering department.) Students who are candidates for both the Cog Sci Grad Certificate and the IGERT program may use at most one IGERT course to satisfy the Cog Sci Grad Certificate requirements.

**Anthropology (ANTH)**  
5306. Human Behavioral Ecology  
5332. Cognitive Anthropology  
5335. Psychological Anthropology

**Communication Science (COMS)**  
5500. Nonverbal Communication  
5501. Seminar in Nonverbal Communication and Persuasion

**Computer Science and Engineering (CSE)**  
5705. Advanced Artificial Intelligence  
5709. Natural Language Processing

**Educational Psychology (EPSY)**  
6550. Situated Cognition

**Linguistics (LING)**  
5000. Introduction to Computational Linguistics  
5110. The Acquisition of Syntax  
5120. Readings and Research in Acquisition  
5310. Phonology I  
5320. Phonology II  
5410. Semantics I  
5420. Semantics II  
5510. Syntax I  
5520. Syntax II  
6210. Morphology

**Philosophy (PHIL)**  
5317. Seminar in Philosophy of Psychology  
5331. Seminar in Philosophy of Mind  
5342. Seminar in Philosophy of Language  
5344. Seminar in Philosophical Logic

**Psychology (PSYC)**  
5140. Foundations in Neuropsychology  
5251. Neural Foundations of Learning and Memory  
5285. Neurobiology of Aging Changes in Cognitive Processes  
5302. Adult Psychopathology  
5303. Child Psychopathology  
5410. Advanced Developmental Psychology  
5420. Cognitive Development  
5440. Development of Language  
5450. Infancy and the Effects of Early Experience  
5470. Current Topics in Developmental Psychology (when the topic is appropriate)  
5512. Ecology of Language and Cognition  
5513. Memory  
5514. The Mental Lexicon  
5515. Connectionist Models  
5541. Reading Acquisition and Reading Disorders  
5553. Introduction to Nonlinear Dynamics  
5554. Advanced Nonlinear Dynamics for the Behavioral Sciences  
5564. Dynamics of Language and Cognition  
5567. Cognition  
5568. Psychology of Language  
5569. The Neuropsychology of Language  
5570. Current Topics in Cognitive Science  
5571. Sensation and Perception I  
5572. Sensation and Perception II  
5574. Control and Coordination of Action  
5575. Introduction to Cognitive Systems  
5583. Sentence and Discourse Processing  
5616. Human Judgment and Decision Processes  
6733. Social Cognition

**Speech, Language, and Hearing Sciences (SLHS)**  
5342. Aphasia  
5343. Cognitive-Communicative Disorders  
5348. Language Disorders I: Birth to 5 Years  
5349. Language Disorders II: School Age Population  
5376. Language Impairments and Literacy  
6370. Seminar in Psycholinguistics

**Proposed New Catalog Language:**

Electives:

Three courses from the list below, including courses from at least two academic departments or divisions. Students are encouraged to have at least two courses from outside their home department/division. (NOTE: None of the courses below are offered by the Cognitive Science Program. For further information about a course or permission to enroll, please contact the offering department.) Students who are candidates for both the Cog Sci Grad Certificate and the IGERT program may use at most one IGERT course to satisfy the Cog Sci Grad Certificate requirements.

**Anthropology (ANTH)**  
5306. Human Behavioral Ecology  
5332. Cognitive Anthropology  
~~5335. Psychological Anthropology~~

**Communication Science (COMS)**  
5500. Nonverbal Communication  
5501. Seminar in Nonverbal Communication and Persuasion

**Computer Science and Engineering (CSE)**  
5705. Advanced Artificial Intelligence  
5709. Natural Language Processing

**Educational Psychology (EPSY)**  
6550. Situated Cognition

**Linguistics (LING)**  
5000. Introduction to Computational Linguistics  
5110. The Acquisition of Syntax  
5120. Readings and Research in Acquisition  
5310. Phonology I  
5320. Phonology II  
5410. Semantics I  
5420. Semantics II  
5510. Syntax I  
5520. Syntax II  
6210. Morphology

**Philosophy (PHIL)**  
5317. Seminar in Philosophy of Psychology  
5331. Seminar in Philosophy of Mind  
5342. Seminar in Philosophy of Language  
5344. Seminar in Philosophical Logic

**Psychology (PSYC)**  
5140. Foundations in Neuropsychology  
5251. Neural Foundations of Learning and Memory  
5285. Neurobiology of Aging Changes in Cognitive Processes  
5302. Adult Psychopathology  
5303. Child Psychopathology  
5410. Advanced Developmental Psychology  
5420. Cognitive Development  
5440. Development of Language  
5450. Infancy and the Effects of Early Experience  
5470. Current Topics in Developmental Psychology (when the topic is appropriate)  
5512. Ecology of Language and Cognition  
5513. Memory  
5514. The Mental Lexicon  
5515. Connectionist Models  
5541. Reading Acquisition and Reading Disorders  
5553. Introduction to Nonlinear Dynamics  
5554. Advanced Nonlinear Dynamics for the Behavioral Sciences  
5564. Dynamics of Language and Cognition  
5567. Cognition  
5568. Psychology of Language  
5569. The Neuropsychology of Language  
5570. Current Topics in Cognitive Science  
5571. Sensation and Perception I  
5572. Sensation and Perception II  
5574. Control and Coordination of Action  
5575. Introduction to Cognitive Systems  
5583. Sentence and Discourse Processing  
5616. Human Judgment and Decision Processes  
6733. Social Cognition

**Speech, Language, and Hearing Sciences (SLHS)**  
5342. Aphasia  
5343. Cognitive-Communicative Disorders  
5348. Language Disorders I: Birth to 5 Years  
5349. Language Disorders II: School Age Population  
5372. Central Auditory Disorders

5376. Language Impairments and Literacy  
6123. Bilingualism in Typical and Atypical Populations

6370. Seminar in Psycholinguistics

**2018-297 AAAS Revise Subject Code**

Current Subject Code and Name: AASI (“Asian American Studies Institute”)

Proposed Subject Code and Name: AAAS (“Asian and Asian American Studies”)

Justification: In 2014, the unit changed its name from the “Asian American Studies Institute” to the “Asian and Asian American Studies Institute.” In FY 2013-2014, the Institute expanded its curricular purview and faculty focus to include “Asian studies.” The name change was intended to more accurately reflect institute research and teaching. This change was approved by the Board of Trustees in Spring 2014. In tandem with the official name change, the Institute faculty voted to change the course designation to AAAS (“Asian and Asian American Studies”). Originally, the then-director (Cathy Schlund-Vials) was told that the course change would follow a similar process (via the Provost’s office). Each year, the paperwork was submitted to the office and approved. However, it was never forwarded to the CLAS College C&C. It was not until Fall 2018 that the correct procedure was enumerated.

Date of Dept Approval: May 1, 2014 (this was most recently approved via return vote on November 21, 2018)

**2018-298 AASI/HIST 3554 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9566 |
| **Request Proposer** | Chang |
| **Course Title** | Immigrants and the Shaping of U.S. History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > AASI > 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** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | Shared subject matter and preparation for minor in Asian American Studies. |
| **Course Title** | Immigrants and the Shaping of U.S. History |
| **Course Number** | 3554 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The course is already using 3554 for both cross-listed sections |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jason Chang |
| **Initiator Department** | History |
| **Initiator NetId** | joc11007 |
| **Initiator Email** | [jason.o.chang@uconn.edu](mailto:jason.o.chang@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** | Winter Intersession |
| **Proposed Year** | 2019 |
| **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 C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **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 |

|  |  |
| --- | --- |
| **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** | AASI 3554. Immigrants and the Shaping of American History (Also offered as AASI 3554.) Three credits. Recommended preparation: one course in American History. The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” |
| **Provide proposed title and complete course catalog copy** | AASI 3554. Immigrants and the Shaping of American History (Also offered as AASI 3554.) Three credits. Recommended preparation: one course in American History. The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” CA1 (C). CA4-INT. |
| **Reason for the course action** | The added GEN ED designations will expand relevant offerings and promote recruitment into the Asian American Studies minor. |
| **Specify effect on other departments and overlap with existing courses** | Some content overlap but this course is unique with special attention to periodization of U.S. immigration history, not ethnic specific. |
| **Please provide a brief description of course goals and learning objectives** | The course describes the transformation of U.S. immigration history from colony to empire through shared readings and close textual analysis of primary documents. |
| **Describe course assessments** | Weekly discussion forums, assignments, and quizzes |
| **General Education Goals** | This course builds foundations in historical knowledge by using competing historical narratives to engage students in critical thinking about the incorporation and integration of different immigrant groups. |
| **Content Area: Arts and Humanities** | Analysis of changing political and cultural identity of immigrants builds greater appreciation for the evolution of American nationality and political culture. |
| **Content Area: Diversity and Multiculturalism (non-International)** | The course develops historical knowledge about a wide range of immigrant groups from multiple perspectives. Also includes groups typically not included in traditional immigration narratives, such as African Americans, Filipinos and Puerto Ricans. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST 3554\_Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140010&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9f2e14d9be5d40c27dd508d64fc45ce0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784102129573863&sdata=Hj4H2J5HFrng%2BbbDsjreKP1GqeBiAeGgZmcteuHFFcQ%3D&reserved=0) | HIST 3554\_Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jason Chang | 11/20/2018 - 14:41 | Submit |  | Adding GEN ED designations. | | History | Melina A Pappademos | 11/20/2018 - 21:43 | Approve | 11/19/2018 | This proposal once approved with expand GEN ED offerings in an underrepresented subject area. | | AASI | Cathy Schlund-Vials | 11/21/2018 - 07:37 | Approve | 11/14/2018 | Having the additional GEN ED designations will increase the Institute's profile among undergraduate students and enhance its ability to contribute to the university's larger mission/vision. | |

UConn Wordmark

UConn Wordmark

HIST 3554

Immigrants and the Shaping of U.S. History

# Syllabus

**Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

## Course and Instructor Information

**Course Title:** Immigrants and the Shaping of U.S. History

**Credits:** 3

**Format:** Online

**Prerequisites:**  None

**Professor:** Jason Oliver Chang

**Email:** jason.o.chang@uconn.edu

**Office Hours/Availability:** 1-2 Day Response for Questions

## 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:**

Spickard, Paul. Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity. Routledge Press. 2007.

Item 2. Google Account. We will be collaborating on a Google Doc and Google Maps, so be sure that you have a free Google account setup. Go to [Google Apps @ UConn](http://g.uconn.edu/step-by-step-instructions-for-setting-up-your-student-google-account/) for help.

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

## Course Description

This course examines the histories of migration and settlement in the U.S. as the foundations for understanding the social categories of race and ethnicity in this country. Rather than segmenting the course along lines of racialized identity in relation to a dominant white society, we will explore relationships between racialized immigrant groups, Native Americans, and other settlers. This course emphasizes two innovative approaches to the study of race relations in the U.S. First, immigration is put in the context of the U.S. as a settler-state engaged in colonization of indigenous lands in North America. Second, the analysis of race and ethnic relations is treated as relational and as a poly-cultural social formation. This means that students will approach the study of race and ethnicity in the U.S. by examining specific historical periods and domestic geographies that highlight relationships between different groups revealing the dynamics of non-white group relations, mixed race groups, and ethnic differences within racial groups. The goal of this course is to provide students with a sophisticated understanding the social construction of racial categories and the role that migration plays in the evolution of American communities.

## Course Objectives

By the end of the semester, students should be able to:

1. Interpret different immigrant experiences according to the three themes of Anglo-Normativity, Transnationalism, and Racial Formation.
2. Create a map of events, laws, court cases, and migration routes throughout U.S. history, demonstrating the government’s influences on the push and pull forces of immigration.
3. Examine five periods of immigration history and identify the primary political, economic, and social forces in each to relate them to the experiences of different ethnic groups in order to judge their impact on U.S. society.
4. Use bibliographic norms, appraise the appropriateness for the content being cited, and use citations as a research resource.

## Course Outline

Module 1: Seeing Immigration Differently

Module 2: Colonization

Module 3: Imperialism

Module 4: Industrialization

Module 5: Nationalization

Module 6: Political Transformation

Module 7: Multiplicity

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Weight |
| Online Discussions | 20% |
| Mapping the Text | 15% |
| Journal Entries | 15% |
| Short Answer Quizzes | 15% |
| Document Quizzes | 15% |
| Final Exam | 20% |

**Online Discussions**

Discussions are intended to get students actively thinking through the issues of immigration and the shaping of U.S. history. In responding to a discussion prompt, you are making an argument about some aspect of immigration and how it has shaped U.S. History. You must mention what sources serve as the basis for the thoughts and interpretations you present. In other words this is not a place for “opinion,” but rather the exercise of critical argument. Postings and responses that merely repeat what someone else has said will receive low points.

This course contains 7 discussions. In each of these discussions students write a contribution and comment on at least two other student contributions.

**Mapping the Text**

Throughout the semester, you will be collaborating with your peers to create a shared Google Map. This map will allow you to Identify key events and legal actions identified in the Spickard text regarding U.S. immigration by referencing geographic locations.

**Journal Entries**

Journals are an opportunity for students to reflect on the topics covered in each module, to think about the “big” questions and issues that make each of the module’s topics unique and worth studying on their own. These are open-ended and need not be structured like a formal essay. However, they are intended to be records of your own thoughts on, and interpretations of, the course materials, not summaries of the readings. Journals that simply summarize texts will receive no grade higher that a “C.” The Reflections should be about 500 words.

**Document Quizzes**

Document quizzes are intended to give students practice in critical reading. analyze primary documents in each unit and discuss their significance.

This course contains 6 document quizzes.

**Final Exam**

The final exam is composed of 1 reflection essay, 1 compare and contrast essay, and 1 historiographic essay.

**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 |

**Due Dates and Late Policy**

All course due dates are identified in the Husky CT course outline. 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.*

There is no late policy in this class. Challenging circumstances occasionally arise and the instructor will work with students to find an appropriate alternative, on the condition that students contact the instructor BEFORE the due date.

**Feedback and Grades**

I will make every effort to provide feedback and grades in 48 hours. 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
* Google Account

(add additional items as needed)

## 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.
* Create and manipulate pins, lines, and shapes in Google Maps

(add additional skills as needed)

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.

| **x** | **Day** | **Readings** | **Themes** | **Assignments** |
| --- | --- | --- | --- | --- |
| 9/5/17 | Tu | 1 to 47 | Colonization |  |
| 9/7/17 | Th | Selections |  | Map the Assigned Readings |
|  |  |  |  |  |
| 9/12/17 | Tu | 48 to 78 |  | Map the Assigned Readings |
| 9/14/17 | Th | Selections |  | Unit Reflection Essay |
|  |  |  |  |  |
| 9/19/17 | Tu | 79 to 123 | Imperialism | Map the Assigned Readings |
| 9/21/17 | Th | Selections |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 9/26/17 | Tu | 124 to 165 |  | Map the Assigned Readings |
| 9/28/17 | Th | Selections |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 10/3/17 | Tu | 166 to 232 | Industrialization | Map the Assigned Readings |
| 10/5/17 | Th | Selections |  | Unit Reflection Essay |
|  |  |  |  |  |
| 10/10/17 | Tu | 233 to 272 | Nationalization | Map the Assigned Readings |
| 10/12/17 | Th | Selections |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 10/17/17 | Tu | 273 to 308 |  | Map the Assigned Readings |
| 10/19/17 | Th | Selections |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 10/24/17 | Tu | 309 to 345 |  | Map the Assigned Readings |
| 10/26/17 | Th | Selections |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 10/31/17 | Tu | 346 to 390 | Political Transformation | Map the Assigned Readings |
| 11/2/17 | Th | Selections |  | Unit Reflection Essay |
|  |  |  |  |  |
| 11/7/17 | Tu | 391 to 428 |  | Map the Assigned Readings |
| 11/9/17 | Th | Selections |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 11/14/17 | Tu | 429 to 464 | Multiplicity | Map the Assigned Readings |
| 11/16/17 | Th | Selections |  | Unit Reflection Essay |
|  |  |  |  |  |
| 11/21/17 | Tu |  |  |  |
| 11/23/17 | Th |  |  |  |
|  |  |  |  |  |
| 11/28/17 | Tu | STW 1-130 | Climate Change | Map the Assigned Readings |
| 11/30/17 | Th |  |  | Journal Entry and Document Quiz |
|  |  |  |  |  |
| 12/5/17 | Tu | STW 131-240 |  | Map the Assigned Readings |
| 12/7/17 | Th |  |  | Unit Reflection Essay |

**2018-299 AASI/HIST 3822 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9543 |
| **Request Proposer** | Zarrow |
| **Course Title** | Modern China |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > AASI > 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** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course is already cross-listed; it is suitable to majors and minors in both subject areas |
| **Course Title** | Modern China |
| **Course Number** | 3822 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | There are no changes to the course content proposed |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Peter Zarrow |
| **Initiator Department** | History |
| **Initiator NetId** | pez13004 |
| **Initiator Email** | [peter.zarrow@uconn.edu](mailto:peter.zarrow@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** | 2019 |
| **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)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 39 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture - discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | -- |
| **Corequisites** | -- |
| **Recommended Preparation** | -- |
| **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** |  |
| **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** | 3822. Modern China (Also offered as AASI 3822.) Three credits. Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. |
| **Provide proposed title and complete course catalog copy** | 3822. Modern China (Also offered as AASI 3822.) Three credits. Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. CA1 (C and E). CA4-INT. |
| **Reason for the course action** | To quality for meeting General Education requirements |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments. There is a very slight overlap with HIST3809 |
| **Please provide a brief description of course goals and learning objectives** | o to provide basic familiarity with the main events and persons shaping modern China o to equip students with the tools to analyze the major historiographical issues of the field: causes and effects of imperialism, of revolution, and of state-building o to explore a range of primary and secondary sources that convey the richness of modern cultural movements in China o to give students a sense of the forces that shaped today's China |
| **Describe course assessments** | Assessment is based on participation in discussions, class reports, short papers, and a term paper |
| **General Education Goals** | This course emphasizes skills relevant to any understanding of the humanities broadly speaking, and more specifically the ability to understand the forces that shape modern society in the international sphere. |
| **Content Area: Arts and Humanities** | The course emphasizes both historical knowledge and historical skills, or thinking historically (about cause and effect, structure and contingency, force and resistance, and so forth). The evaluation of students is designed to strengthen their analytical (as opposed to descriptive) abilities. |
| **Content Area: Diversity and Multiculturalism (International)** | The course emphasizes both the unique trajectories of modern Chinese history and its embeddedness in global conditions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hist3822 SYL fall2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F139982&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd458d395572c49bbd4bf08d64fe9ff56%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784263769208250&sdata=T63XZJSo0%2BSs5stX9X8ZUZZT47V0fjE5leeH0DazNcM%3D&reserved=0) | Hist3822 SYL fall2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Peter Zarrow | 11/19/2018 - 22:16 | Submit |  | This CAR is submitted for the course to be listed as a choice for students to meet the General Education requirements | | History | Melina A Pappademos | 11/20/2018 - 06:01 | Approve | 11/20/2018 | This proposal once in place will expand student’s available GEN ED offerings as well as support enrollments in the History major. | | AASI | Jason Chang | 11/20/2018 - 08:41 | Approve | 11/20/2018 | The proposed revisions bring this course into the mainstream curriculum and will aid recruitment to the minor in Asian Studies. | |

**HIST 3822. Modern China** Prof. Peter Zarrow

Fall 2018 Wood Hall 327

Tu/Th 2-3:15, Oak 111 office hours: Th 3:30-4:30 & by appt.

**COURSE NOTES**

**China today** is in the midst of the fastest economic and social-cultural transformation of any nation in history. The Chinese economy is today, by many measurements, the world’s largest. Whether we can sum up conditions in China as “socialism with Chinese characteristics,” “mercantilist capitalism,” “East Asian authoritarian developmentalism” or some other label, China cannot be understood without knowledge of its revolutionary heritage and long-standing technologies of mass mobilization. And the revolutionary heritage of the twentieth century cannot be understood without knowledge of the political, socio-economic, and cultural systems that came under great strain in the nineteenth century.

“China” today—that is, the territory marked by generally recognized boundaries—is itself a direct product of the Qing Empire (1644-1912), which expanded its borders to nearly double the territories claimed by the Ming Empire (1368-1644). The Qing state was falling apart in the nineteenth century, but China was strengthened and reestablished through revolutionary movements (Nationalist as well as Communist) over the course of the twentieth century.

**Grading for this class is based on the following work:**

-class participation: 25%

-class report: 25%

-reaction papers: 25%

-term paper: 25%

Class participation (discussion; class report) is mandatory and a major part of

your grade.

“Reaction papers” are 2-3 page informal discussions of the assigned reading,

answering the question: what did I get out of this reading? One exception: the

first reaction paper should be 4-5 pages.

There are no exams in this course.

**Notes:**

1. Plagiarism is not tolerated. See <http://irc.uconn.edu/PlagiarismModule/intro_m.htm>.

2. Provisions will be made for students with disabilities. See

<http://www.csd.uconn.edu/accommodation_services.html>.

3. Attendance is encouraged; class participation and student reports count toward your

final grade.

4. Laptops, mobile phones, and other electronic doodads may be used during

discussions but may not be used during lectures.

**CLASS REPORT**

By week 4, students will select a topic in consultation with me, and starting about week 6, students will be expected to give one report (15-20 minutes) on a specific topic, based on a monograph, original source, and/or several articles. For example, a report on a topic such as the 1911 Revolution, or Qing dynasty novels, or the origins of Chinese Marxism, or the “scar literature” movement of the 1980s, or contemporary Chinese anime.

Time periods to consider: the “high Qing” (18th century); the late Qing (1840-1911); the early Republic (1912-); the Maoist era (1949-1976); the Reform era (1976-).

For topics, think about your interests: political change, war, international relations (imperialism), cultural trends, intellectual life, art, literature, economic development…. Then we can narrow it down. You can get more ideas by glancing through the book titles in the “Selected Bibliography” in the syllabus on HuskyCT.

**TERM PAPER**

A 15-20 page paper (double-spaced) will be due on the day of the final exam. The paper will examine a historical question of your choice (in consultation with me). It may or may not be the same topic as your class report. The term paper will, however, be more focused than the class report, and present an argument.

In addition to finding relevant monographs on the topic, students will be expected to use primary sources in translation (when possible), and to search for several articles via databases such as *Google Scholar* and *Historical Abstracts*.

**READINGS**

The textbook for this course can be obtained at the UConn Co-op or read online through the Babbidge Library:

-*Textbook*: Jeffrey N. Wasserstrom, ed., *The Oxford Illustrated History of Modern*

*China* –“OIHMC”

- other readings will be made available through *HuskyCT*

*-* NOTE: a useful start for your class report and term paper may be found in the

“Selected Bibliography” attached to this syllabus in *HuskyCT*.

**CLASS SCHEDULE**

**Unit I: The Qing Dynasty (4 weeks)**

Aug. 28: Introduction; geography; China today

Aug. 30: Lecture: Imperial society & political geography

*Readings*: Wasserstrom, “Introduction” (pp. 1-9, OIHMC); Johnson,

“Presence of the Past” (pp. 301-323, OIHMC); Rana Mitter, “Five Ways China’s Past”

Sept. 4-6: NO CLASSES, ***but*** prepare a reaction paper, due at the beginning of class on September 11. The reaction paper should be based four readings (due Sept. 11 at the beginning of class; and consult the assignment sheet):

-Stephen R. Platt, “Why the Macartney mission went awry” (HuskyCT)

-“Macartney mission documents”

-“Qianlong’s letter to George III”

-Henrietta Harrison, “The Qianlong’s Letter to George III”

Sept. 11: The Qing world order

*Discussion*: The world, from Beijing and London

*Readings*: (from the previous week)

*\*reaction paper due*

Sept. 13: Qing conquest and consolidation

*Discussion*: How to make empire

*Readings*: Gerritsen, “From Late Ming to High Qing” (OIHMC)

“Kangxi –writings”

Sept. 18: Life in the 18th century

*Discussion*: everyday life: family, patriline, gender

*Readings*: Fei Xiaotong, “Family (The Chia)”; Francis L.K. Hsu, “Family”; Susan Mann, “Body”

Sept. 20: Tensions in the socio-political order: structure vs. contingency

*Discussion*: Imperialism

*Readings*: Platt, “New Domestic and Global Challenges” (OIHMC)

Wakeman,”San-Yuan-Li” “Strangers”

*\*term paper topic paragraph due*

**Unit II: The Late Qing (3 weeks)**

Sept. 25: The Opium War (1839-42); imperialism

*Discussion*: state breakdown

*Readings*: “Lin Zexu to Queen Victoria”; “Treaty of Nanking”; “*Economist* -Opium War & on”

Sept. 27: The Taiping Rebellion and domestic unrest

*Discussion*: Who were the Taipings?

*Readings*: “The Taiping Imperial Declaration”; “The Land System”;

“The Trimetrical Classic”

*\*reaction paper due*

Oct. 2: The Tongzhi Restoration and reforms

*Discussion*: late Qing reformism: a new ideology?

*Readings*: Bickers, “Restoration and Reform” (OIHMC)

Liang Qichao, “On Rights Consciousness”

Oct. 4: Reform, reaction, revolt, and return to reform: 1898-1901

*Discussion*: utopianism, reform, and revolution

*Readings*: Kang Youwei, “Class…”; T’an Ssu-t’ung [Tan Sitong],

“Renxue”

Oct. 9: Toward the 1911 Revolution: nationalism and republicanism

*Discussion*: revolutionary nationalism

*Readings*: Zarrow, “Felling a Dynasty, Founding a Republic” (OIHMC)

Tso Jung [Zou Rong] “Revolutionary Army”

*\*revised term paper topic paragraph due*

Oct. 11: The 1911 Revolution

*Discussion*: early feminism

*Readings*: Liang Qichao, “Women’s Education”; He-Yin Zhen, “Women”; Qiu Jin, “Jingwei Bird”

*\*reaction paper due*

**Unit III: The Republic of China, 1912-49 (4 weeks)**

Oct. 16: Establishing a Republic: warlordism, radicalization

*Discussion*: the fiction of Lu Xun

*Readings*: Carter, “Rise of Nationalism and Revolutionary Parties (OIHMC); Lu Xun, “Diary of a Madman” & “Medicine”

Oct. 18: New Culture, May Fourth

*Discussion*: women in fiction and fact

*Readings*: Chen Hengzhe, “One Day”; Lu Xun, “Nora”

David Strand, “Woman’s Republic”

Oct 23: The Comintern, Nationalists (GMD) & Communists (CCP)

*Discussion*: regime legitimation and political struggle

*Readings*: Sun Yat-sen, “Three People’s Principles…”

Frederic Wakeman, Jr., “Nanjing Decade”

Oct. 25: The Nanjing Decade

*Discussion*: post-49 Taiwan & the fate of the Guomindang

*Readings*: Fleischauer, “2-28 Taiwanese Identity”; Rowan, “Inside the

Sunflower Movement”; Chih-ming Wang, “Sunflower Movement”

Oct. 30: Women in modern Chinese history –Yang Zheng, guest lecturer

Discussion: women’s history

*Readings*: TBA

Nov. 1: NO CLASS — work on papers: prepare *annotated bibliography*

Nov. 6: The early history of the CCP; coming of war

*Discussion*: left-wing fiction 1930-1950

*Readings*: Mao Dun, “Spring Silkworms”; Chao Shu-li [Zhao Shuli], “Lucky”; Gao Lanting, “Huaiyiwan”

*\* “Annotated Bibliography” due; be prepared to discuss in class*

Nov. 8: Sino-Japanese War

*Discussion*: Maoism and revolution

*Readings*: Mitter, “The War Years” (OIHMC);

Mao Zedong, “On New Democracy”

**Unit IV: The People’s Republic of China, 1949-– (3 weeks)**

Nov. 13: The triumph of the CCP

Discussion: stories of land reform

*Readings*: Joseph Esherick, “10 Theses”; Isabel and David Crook, “Ten

Mile Inn”; Edward Friedman, “Silent Revolution”

*\*reaction paper due*

Nov. 15: Establishing the PRC and continuing the revolution

*Discussion*: control and collectivization

*Readings*: Smith, “Early Years of the People’s Republic” (OIHMC);

Michael Frolic, “A Foot of Mud”

**November 18-24 Thanksgiving break**

Nov. 27: Continuing the revolution 2: The Cultural Revolution

*Discussion*: Maoism in charge

*Readings*: Kraus, “Cultural Revolution Era” (OIHMC); Gao Yuan, “Smashing the Four Olds*”*;

Nov. 29: “Dengist reforms”

*Discussion*: revolution as reform

*Readings*: Cheek, “Reform and Rebuilding” (OIHMC);

Paul A. Cohen, “Post-Mao Reforms”

Dec. 4: The democratic movement and economic rise

*Discussion*: liberalism and democracy

*Readings*: Wasserstrom & Merkel-Hess, “Tiananmen and Its Aftermath”

(OIHMC); Wei Jingsheng, “Human Rights…”; Ren Wanding, “Reflections”

Dec. 6: China today

*Discussion*: What happens now?

*Readings*: Callahan, “China Rising” (OIHMC);

Elizabeth Perry, “Cultural Governance”; Jiang, “Xi Jinping Era”; Fukuyama-Zhang, “China Model”

*\*The term paper will be due the day that the final exam is scheduled for this class.*

**PRONOUNCING CHINESE**

Chinese is written in characters, not an alphabet; the process of transliterating the sounds of Chinese characters into is called Romanization. There are many dialects of Chinese but Mandarin has become the national standard since the early twentieth century; however, the standard (traditional) Romanization for some place names and personal names represents local dialect sounds. Two major cases relevant for this course are:

Sun Yat-sen (if Romanized Mandarin, = Sun Yixian; aka Sun Zhongshan)

Chiang Kai-shek (if Romanized Mandarin, = Jiang Jieshi; aka Jiang Zhongzheng)

Chinese is also a tonal language, a fact that we will ignore in this course.

**Romanization of Chinese**

There have been many systems for transliterating Chinese characters into Roman letters, but there are two main ones: the Wades-Giles system and *Hanyu pinyin*. Wades-Giles was standard in English-language writing about China until around the 1990s, when scholars began to switch to *pinyin*, which has been standard in Mainland China since the 1950s. Wades-Giles is still more common in Taiwan, and still used in some Western publications. I suggest you use *pinyin* in your own writing as this is used in the large majority of publications in the West now. Some of the main differences that you need to be aware of when you read are as follows:

Wades-Giles *pinyin*

Mao Tse-tung Mao Zedong

Teng Hsiao-p’ing Deng Xiaoping

Kuomintang Guomindang

For a full conversion table, see <http://library.ust.hk/guides/opac/conversion-tables.html>

Place names have also been written in different ways (though the difference is between the old China Postal Map Romanization and *pinyin*, not WG and *pinyin*):

Peking (Peiping) = Beijing Nanking = Nanjing

Sinkiang = Xinjiang Kiangsu = Jiangsu

Szechwan = Sichuan Canton = Guangzhou

Tientsin = Tianjin Chekiang = Zhejiang

Fukien = Fujian Shensi = Shaanxi (the double ‘a’ deviates from *pinyin*, to mark a different tone from than that of neighboring Shanxi.

**How to pronounce *pinyin*:**

(NB: most sounds in Chinese are actually easy for English speakers to pronounce; it’s the Romanization that’s tricky), approximately:

-‘Q’ = ‘*ch*’ Qu Qiubai = Chü Cheeo-bai

-‘X’ = ‘*sh*’ Xinjiang = Shin-jeeang

-‘C’ = ‘*ts*’ Shen Congwen = Shen Tsung-wen

-‘Zh’ = ‘*j*’ Xu Zhimo = Shü Jir-muo

-‘a’ = ‘ah’ lama = lah-mah

-‘e’ = ‘uh’ Hebei = Huh-bei

-‘i’ = ‘ee’ Xi Jinping = Shee Jin-ping

-‘i’ = ‘ir’ when at the end of the syllable (except ‘xi’); Zhang Zhidong = Jang Jir-doong

-‘u’ = oo Hu Shi = Hoo Shir

-‘u’ after **y** & **q** then like German **ü**ber or French l**u**ne: Yu Yingshi = Yü Ying-shir

There are many pronunciation guides on the Internet, see for example: <http://www.ctcfl.ox.ac.uk/pinyin_notes.htm>

<https://www.youtube.com/watch?v=b9Ayvjy-Dgs>

<https://en.wikipedia.org/wiki/Pinyin>

<http://www.pinyin.info/rules/index.html>

Names will become easier to remember if you are confident about saying them. So do familiarize yourself with pronunciation, but don’t worry if you are not sure or make mistakes!

**Chinese names**

Chinese family names come before the given name. So if you just want to use someone’s family name, use the name that comes first. For example, “Mao called for a cultural revolution”; **not** “Zedong called for a cultural revolution.” **In ‘real life’ it’s important that you get this right**.

Well into the twentieth century, it was common for elite Chinese to be known by several different personal names, which might be honorific or which they themselves might change according to how they wished to present themselves. You don’t need to worry too much about this, but note that the early 20th century scholar and intellectual Zhang Binglin = Zhang Taiyan (WG: Chang Ping-lin, Chang T’ai-yen).

Here are some other examples just for fun. Hu Shi (intellectual, scholar, university president, ambassador) was originally Hu Shizhi, but because “zhi” was a particle in the classical language but Hu Shi promoted the vernacular language, he dropped it from his name. The revolutionary leader Sun Yat-sen (Mandarin: Sun Yixian) began to call himself Sun Zhongshan while he was in exile in Japan, apparently because he saw this Japanese name in the street and “Zhongshan” when pronounced in Japanese (Nakayama) simply sounds more Japanese than would the characters for Yixian. Today in China he most commonly called Sun Zhongshan. Traditional literati might adopt a new name to signify some important change in their life or thinking. The modern historian Fan Wenlan changed his name several times while he was in college.

Some Chinese are best known in the West through romanization of a dialect rather than standard Mandarin Chinese: Sun Yat-sen (Sun Yixian); Chiang Kai-shek (Jiang Jieshi).

Some Chinese people who live in the West write their names in the Western way, as the author Jung Chang does. *Chang* [pinyin Zhang] is her family name. In cases like this, it can be difficult to tell which is the family name unless you speak Chinese. But if the person you are writing about lives/lived in China or Taiwan, assume that the name that comes first is their family name. The *New York Times* style is to refer to Chinese people using family-name first. (The *Times* also refers to Koreans family-name first; however, it strangely Westernizes Japanese names by using personal-name first, contrary to Japanese practice. Thus for the *Times*: Chinese president: XI Jinping; Korean president: MOON Jae-in, but Japanese prime minister: Shinzo ABE, while in academic writing it is ABE Shinzō.)

**SELECTED BIBLIOGRAPHY**

(This list is partial and idiosyncratic; categories are vague, overlapping, and arbitrary; it focuses on monographs, with a few edited collections of articles but does not include journal articles).

“\*” = simply a text that I particularly like for one reason or another; all works listed below are worthwhile.

red = new works

1. **Qing world/late imperial China**

**1A. Ming-Qing (14th c.-19th c.)**

(The many volumes in *The Cambridge History of China* provide good starting points for many topics)

Timothy Brook, *The Confusions of Pleasure: Commerce and Culture in Ming China*

Wm. Theodore de Bary, ed., *Self and Society in Ming Thought*

*-----*, *The Liberal Tradition in China*

\* Lloyd Eastman, *Family, Fields, and Ancestors: Constancy and Change in China’s Social and Economic History, 1550-1949*

R. Bin Wong, *China Transformed: Historical Change and the Limits of European Experience*

Philip C.C. Huang, *The Peasant Economy and Social Change in North China*

-----, *The Peasant Family and Rural Development in the Yangzi Delta, 1350-1988*

Evelyn S. Rawski, *Early Modern China and Northeast Asia*

**1B. The Qing Dynasty (1644-1912)**

Frederic Wakeman, Jr., *The Great Enterprise: The Manchu Reconstruction of Imperial Order in Seventeenth-Century China*

\* Philip Kuhn, *Soulstealers: The Chinese Sorcery Scare of 1768*

Susan Naquin and Evelyn S. Rawski, *Chinese Society in the Eighteenth Century*

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy*

Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia*

Mark C. Elliott, *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*

-----, *Emperor Qianlong: Son of Heaven, Man of the World*

\* Jonathan D. Spence, *The Death of Woman Wang*

-----, *Emperor of China: Self-Portrait of K'ang-Hsi*

*-----*, *Treason by the Book*

Susan Mann, *Precious Records: Women in China's Long Eighteenth Century*

Matthew Sommer, *Polyandry and Wife-Selling in Qing Dynasty China*

David Johnson, Andrew J. Nathan, and Evelyn S. Rawski, eds., *Popular Culture in Late Imperial China*

Evelyn S. Rawski, *The Last Emperors: A Social History of Qing Imperial Institutions*

Pamela Crossley, *A Translucent Mirror: History and Identity in Qing Imperial Ideology*

Benjamin A. Elman, *From Philosophy to Philology: Intellectual and Social Aspects of Change in Late Imperial China*

-----, *A Cultural History of Civil Examinations in Late Imperial China*

James A. Cook et al., eds., *Visualizing Modern China*

William T. Rowe, *Saving the World: Chen Hongmou and Elite Consciousness in Eighteenth-Century China*

-----, *Hankow: Commerce and Society in a Chinese City, 1796-1889*

-----, *Hankow: Conflict and Community in a Chinese City, 1796-1895*

Susan Naquin, *Peking: Temples and City Life, 1400-1900*

Lillian Li, *Fighting Famine in North China: State, Market, and Environmental Decline, 1690s- 1990*

**2. Toward Modern China**

**2A. 19th century China (and sometimes beyond), general**

\* Philip A. Kuhn, *Origins of the Modern Chinese State*

\* Elizabeth J. Perry, *Rebels and Revolutionaries in North China, 1845-1945*

Kathryn Bernhardt, *Rent, Taxes, and Peasant­ Resistance: The Lower Yangzi Region, 1840-1950*

Wen-hsin Yeh, *Shanghai Splendor: Economic Sentiments and the Making of Modern China, 1843-1949*

Li Chen, *Chinese Law in Imperial Eyes*

Shellen Xiao Wu, *Empires of Coal*

Loren Brandt, *Commercialization and Agricultural Development in Central and Eastern China: 1870-1937*

\* Henrietta Harrison, *The Man Awakened from Dreams: One Man’s Life in a North China Village, 1857-1942*

David Faure, *Rural Economy of Pre-Liberation China: Trade Expansion and Peasant Livelihood in Jiangsu and Guangdong, 1870 to 1937*

Jeffrey N. Wasserstrom, *Global Shanghai, 1850-2010*

-----, ed., *The Oxford Illustrated History of Modern China*

Paul A. Cohen, *Discovering History in China: American Historical Writing on the Recent Chinese Past*

**2B. Opium War / Taiping Rebellion / Western imperialism**

Frederic Wakeman, Jr., *Strangers at the Gate: Social Disorder in South China, 1839-1861*

James Polachek, *The Inner Opium War*

Arthur Waley, *The Opium War through Chinese Eyes*

Timothy Brook and Bob Wakabayashi, *Opium Regimes: China, Britain, and Japan, 1839-1952*

Philip A. Kuhn, *Rebellion and its Enemies* *in Late Imperial China: Militarization and Social*

*Structure, 1796-1864*

Jonathan Spence, *God’s Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan*

Stephen Platt, *Autumn in the Heavenly Kingdom:* China, the West, and the Epic Story of the

Taiping Civil War

*-----*, *Imperial Twilight: The Opium War and the End of China's Last Golden Age*

\* Tobie Meyer-Fong, *What Remains: Coming to Terms with Civil War in 19th Century China*

\* James L. Hevia, *English Lessons: The Pedagogy of Imperialism in Nineteenth-Century China*

**2B. Late Qing reformism / State decline~1860-1911**

\* Mary Clabaugh Wright, *The Last Stand of Chinese Conservatism*

Meng Yue, *Shanghai and the Edges of Empires*

Stephen R. Halsey, *Quest for Power*

Kung-chuan Hsiao, *Rural China: Imperial Control in the Nineteenth Century*

S. C. M. Paine, *The Sino-Japanese War of 1894-1895: Perceptions, Power and Primacy*

Jane Hunter, *The Gospel of Gentility: American Women in Turn-of-the-Century China*

Rebecca E. Karl and Peter Zarrow, eds., *Rethinking the 1898 Reform Period: Political and Cultural Change in Late Qing China*

*\** Joseph Esherick, *The Origins of the Boxer Uprising*

Robert Bickers, ed., *Boxers, China and the World*

David Silbey, *The Boxer Rebellion and the Great Game in China*

\* Paul A. Cohen,*History in Three Keys: The Boxers as Event, Experience, and Myth*

Mary Backus Rankin, *Elite Activism and Political Transformation in China: Zhejiang Province, 1865-1911*

**2C. Radicalism and the 1911 Revolution**

Mary Backus Rankin, *Early Chinese Revolutionaries: Radical Intellectuals in Shanghai and Chekiang, 1902-1911*

Joan Judge, *Print and Politics: ‘Shibao’ and the Culture of Reform in Late Qing China*

\* Benjamin Schwartz, *In Search of Wealth and Power: Yen Fu and the West*

Paul A. Cohen, *Between Tradition and Modernity: Wang Tʻao and Reform in Late Chʻing China*

-----, *History in Three Keys: The Boxers as Event, Experience, and Myth*

Frank Dikötter, *The Discourse of Race in Modern China*

Mary Wright, ed., *China in Revolution: The First Phase, 1900-1913*

\* Joseph Esherick, *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei*

\* Edward J. M. Rhoads, *Manchus and Han: Ethnic Relations and Political Power in Late Ch’ing and Early Republican China, 1861–1928*

Michael Gasster, *Chinese Intellectuals and the Revolution of­ 1911: The Birth of Modern Chinese Radicalism*

Peter Zarrow, *Anarchism and Chinese Political Culture*

Rebecca Karl, *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century*

**2D. 19th / 20th century histories**

Timothy Cheek, *The Intellectual in Modern Chinese History*

Peter Zarrow, *China in War and Revolution 1895-1949*

Bryna Goodman, *Native Place, City, and Nation: Regional Networks and Identities in Shanghai, 1853-1937*

Rebecca Karl, *Mao Zedong and China in the Twentieth-Century World*

\* Jiwei Ci, *Dialectic of the Chinese Revolution: From Utopianism to Hedonism*

**3. 1900-1949**

**3A. Republic of China (~1912-~1949): political & socioeconomic history**

\* Prasenjit Duara, *Culture, Power, and the State: Rural North China, 1900-1942*

-----, *Rescuing History From the­ Nation: Questioning Narratives of Modern China*

\*Henrietta Harrison, *The Making of the Republican Citizen: Political Ceremonies and Symbols in China, 1911-1929*

Ernest P. Young, *Yuan Shih-kai’s Rise to the Presidency*

-----, *The Presidency of Yuan Shih-k’ai*

Julia C. Strauss, *Strong Institutions in Weak Polities: State Building in Republican China*

Ramon­ Myers, *The Chinese Peasant Economy: Agricultural Development in Hopei and Shantung, 1890-1949 (Harvard University Press, 1970)*

Justin M. Jacobs, *Xinjiang and the Modern Chinese State*

\* Marie-Claire Bergère, *Sun Yat-sen*

\* David Strand, *An Unfinished Republic: Leading by Word and Deed in Modern China*

Rana Mitter, *A Bitter Revolution: China’s Struggle with the Modern World*

Marie-Claire­ Bergère, *The Golden Age of the Chinese Bourgeoisie, 1911-1937*

*Frederic Wakeman, Spymaster: Dai Li and the Chinese Secret Service*

Joseph W. Esherick, *Remaking the Chinese City: Modernity and National Identity, 1900-1950*

\* David Strand, *Rickshaw Beijing: City People and Politics in the 1920s*

Madeleine Yue Dong, *Republican Beijing: The City and its Histories*

Janet Y. Chen,*Guilty of Indigence: The Urban Poor in China, 1900-1953*

Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*

Gail Hershatter, *The Workers of Tianjin, 1900-1949*

Andrew D. Morris, *A History of Sport and Physical Culture in Republican China*

Thomas G. Rawski, *China’s Republican Economy: An Introduction*

-----, *Economic Growth in Prewar China*

**3B. Republic of China: intellectual & cultural history (general)**

\* Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980*

Joseph R. Levenson, *Confucian China and Its Modern Fate: A Trilogy*

\* Wen-hsin Yeh, ed., *Becoming Chinese: Passages to Modernity and Beyond*

Jerome B. Grieder, *Intellectuals and the State in Modern­ China*

Arif­ Dirlik, *Anarchism in the Chinese Revolution*

Sally Borthwick, *Education and Social Change in China: The Beginning of the Modern Era*

Robert Culp, *Articulating Citizenship: Civic Education and Student Politics in Southeastern China, 1912-1940*

Frank Dikötter, *Things Modern: Material Culture and Everyday Life in China*

Christopher Rea, *The Age of Irreverence: A New History of Laughter in China*

**3C. Warlordism; Rise of Nationalists (1916-1937)**

Edward W. McCord, *The Power of the Gun: The Emergence of Modern Chinese Warlordism*

Hsi-sheng Ch’i, *Warlord Politics in China, 1916-1928*

Lloyd Eastman, *The Abortive Revolution: China under Nationalist Rule, 1927-1937*

-----, *The Nationalist Era in China, 1927-1949*

\* John Fitzgerald, *Awakening China: Politics, Culture, and Class in the Nationalist Revolution*

\* Elizabeth J. Perry, *Shanghai on Strike: The Politics of Chinese Labor*

-----, *Patrolling the Revolution: Worker Militias, Citizenship, and the Modern Chinese State*

Frederic Wakeman Jr., *Policing Shanghai, 1927-1937*

-----, *The Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941*

**3D. May Fourth movement / New Culture movement (1915-~1925)**

Tse-tsung Chow, *The May Fourth Movement: Intellectual Revolution in Modern China*

\* Vera Schwarcz, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*

Yüsheng Lin, *The Crisis of Chinese Consciousness: Radical Anti-traditionalism in the May Fourth Er*a

Jeffrey Wasserstrom, *Student Protests­ in Twentieth-Century China: The View from Shanghai*

Timothy B. Weston, *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929*

Edmund Fung, *In Search of Chinese Democracy: Civil Opposition in Nationalist China,*

*1929-1949*

*Gloria Davies, Lu Xun’s Revolution: Writing in a Time of Violence*

Felicity Lufkin, *Folk Art and Modern Culture in Republican China*

Shakhar Rahav, *The Rise of Political Intellectuals in Modern China*

Chang-tai Hung, *Going to the People: Chinese Intellectuals and Folk Literature*

Xiaoqun Xu, *Cosmopolitanism, Nationalism and Individualism in Modern China*

**3D. gender, women’s history**

Elisabeth Croll, *Feminism and Socialism in China*

Ono Kazuko, *Chinese Women in a Century of Revolution, 1850-1950*

Mechthild Leutner and Nicola Spakowski, eds., *Women in China: The Republican Period in Historical Perspective*

Lisa Rofel, *Other Modernities: Gendered Yearnings in China after Socialism*

Christina Gilmartin, *Engendering the Chinese Revolution: Radical Women, Communist Politics, and Mass Movements in the 1920s*

Emily Honig, *Sisters and­ Strangers: Women in the Shanghai Cotton Mills, 1919-1949*

\* Gail Hershatter, *Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai*

-----*, The Gender of Memory: Rural Women and China’s Collective Past*

Denise Gimpel, *Chen Hengzhe: A Life Between Orthodoxies*

Wang Zheng, *Women in the Chinese Enlightenment*

\* Haiyan Lee, *Revolution of the Heart: A Genealogy of Love in China, 1900-1950*

\* Eugenia Lean, *Public Passions: The Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*

Judith Stacey, *Patriarchy and Socialist Revolution in China*

Angelina Chin, *Bound to Empancipate: Working Women and Urban Citizenship in Early*

*Twentieth Century China and Hong Kong*

Tani Barlow, ed., *Gender Politics in Modern China: Writing and Feminism*

Tani Barlow, *In the Event of Women*

Delia Davin, *Woman-Work: Woman and the Party in Revolutionary China*

Kay ann Johnson, *Women, the Family, and Peasant Revolution in China*

**3E. Communist Revolution (1920s-1949) and Resist-Japan War (1937-45)**

**(3E-1: CCP & revolution)**

Lucien Bianco, *Peasants Without the Party: Grass-roots Movements in Twentieth-Century China*

\* -----, *Origins of the Chinese Revolution*

\*Arif Dirlik, *The Origins of Chinese­ Communism*

Hans van de Ven, *From Friend to­ Comrade: The Founding of the Chinese Communist Party, 1920-1927*

Maurice Meisner, *Li Ta-chao and the Origins of Chinese Marxism*

Wen-hsin Yeh, *Provincial Passages: Culture, Space, and the Origins of Chinese Communism*

*\** Harold R. Isaacs, *The Tragedy of the Chinese Revolution*

\* David E. Apter and Tony Saich, *Revolutionary Discourse in Mao’s Republic*

David Apter and Timothy Cheeks, eds., *Wang Shiwai and “Wild Lilies”: Rectification and Purges in the CCP, 1942-44*

\* Stephen Averill, *Revolution in the Highlands: China’s Jinggangshan Base Area*

Kathleen Hartford and Steven M. Goldstein, eds., *Single Sparks: China’s Rural Revolutions*

Raymond­ Wylie, *The Emergence of Maoism: Mao Tse-tung, Ch’en Po-ta, and the Search for Chinese Theory, 1935-1945*

Brantly Womack, *The Foundations of Mao Zedong’s Political Thought, 1917-1935*

Yung-fa Chen, *Making Revolution: The Communist Movement in Eastern and Central China, 1937–1945*

David Goodman,­ *Social and Political Change in Revolutionary China: The Taihang Base Area in the War of Resistance to Japan, 1937-1945*

MarkSelden, *China in Revolution: The Yenan Way Revisited*

Ralph Thaxton, *Salt of the Earth: The Political Origins of Peasant Protest and Communist Revolution in China*

Odoric Wou,­ *Mobilizing the Masses: Building Revolution in Henan*

Chongyi Feng and David Goodman, eds., *North China at War: The Social Ecology of Revolution, 1937-1945*

Tony Saich and Hans van de Ven, eds., *New Perspectives on the Chinese Communist Revolution*

Chalmers Johnson, *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945*

Isabel Crook, Christina K., Gilmartin, Xiji Yu, and Gail Hershatter, *Prosperity’s Predicament: Identity, Reform, and Resistance in Rural Wartime China*

**(3E-2: war & civil war)**

Hsi-sheng Ch’i, *Nationalist China at War: Military Defeats and Political Collapse, 1937-1945*

\* James C. Hsiung and Steven I. Levine, eds., *China’s Bitter Victory: The War with Japan, 1937-1945*

Lloyd E. Eastman, *Seeds of Destruction: Nationalist China in War and Revolution, 1937-1949*

David P. Barrett and Larry N. Shyu, eds., *China in the Anti-Japanese War, 1937-1945: Politics, Culture, and Society*

-----, *Chinese Collaboration with Japan, 1932-1945*

\* Rana Mitter, *China’s War with Japan, 1937-1945: The Struggle for Survival*

\* Hans J. van de Ven, *War and Nationalism in China, 1925-1945*

Micah Muscolino, *The Ecology of War in China*

R. Keith Schoppa, *In a Sea of Bitterness: Refugees during the Sino-Japanese War*

Diana Lary and Stephen MacKinnon, *The Scars of War: The Impact of War on Modern*

*China*

\*MacKinnon, Stephen, *Wuhan, 1938: Refugees, and the Making of Modern China*

Pauline Keating, *Two Revolutions: Village Reconstruction and the Cooperative Movement in Northern Shaanxi*

Margherita Zanasi, *Saving the Nation: Economic Modernity in Republican China*

Timothy Brook, *Collaboration: Japanese Agents and Local Elites in Wartime China*

Diana Lary, *China’s Civil War*

*-----, The Chinese People at War: Human Suffering and Social Transformation*

Jay Taylor, *The Generalissimo: Chiang Kai-shek and the Struggled for Modern China*

Rana Mitter, *The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China*

Odd Arne Westad, *Decisive Encounters: The Chinese Civil War, 1946-1950*

Suzanne, Pepper, *Civil War in China: The Political Struggle, 1945-1949*

**4. Maoist era 1949-1976**

Timothy Creek,ed., *A Critical Introduction to Mao Zedong*

Alexander Pantsov and Steven Levine, *Mao: The Real Story*

Jonathan Spence, *Mao Zedong*

John Starr, *Continuing the Revolution: The Political Thought of Mao*

Andrew Walder, *China Under Mao: A Revolution Derailed*

\* Edward Friedman, Paul G. Pickowicz, Mark Selden, *Chinese Village, Socialist State*

-----, *Revolution, Resistance, and Reform in Village China*

Vivienne Shue, *The Reach of the State: Sketches of the Chinese Body Politic*

Jeremy Brown and Matthew D. Johnson, eds., *Maoism at the Grassroots: Everyday Life in China’s Era of High Socialism*

Judith Shapiro, *Mao’s War Against Nature: Politics and the Environment in Revolutionary China*

Jeremy Brown, *City versus Countryside in Mao’s China: Negotiating the*

Paul Pickowicz and Jeremy Brown, eds., *Dilemmas of Victory: The Early Years of the People’s Republic*

Xiaobo Lu and Elizabeth J. Perry*, Danwei: The Changing Chinese Workplace in Historical and Comparative Perspective*

Andrew G. Walder, *China Under Mao: A Revolution Derailed*

Nicolai Volland, *Socialist Cosmopolitanism: The Chinese Literary Universe, 1945-1965*

**4A. From land reform to the Great Leap Forward, 1949-1961**

\* Franz Schurmann, *Ideology and Organization in Communist China*

William L. Parish and Martin King Whyte, *Village and Family in Contemporary China*

-----, *Urban Life in Contemporary China*

Richard C. Kraus, *Class Conflict in Chinese Socialism*

Chang-tai Hung, *Mao’s New World: Political Culture in the Early People’s Republic*

Frank Dikötter, *The Tragedy of Liberation: A History of the Chinese Revolution, 1945-1957.*

-----, *Mao’s Great Famine: The History of China’s Most Devastating Catastrophe, 1958-62*

Yang Jisheng, *Tombstone: The Untold Story of Mao’s Great Famine*

Felix Wemheuer and Kimberly Ens Manning, *Eating Bitterness: New Perspectives on China’s* Great Leap Forward and Famine

Felix Wemheuer, *Famine Politics in Maoist China and the Soviet*

Ralph A. Thaxton, *Catastrophe and Contention in Rural China: Mao’s Great Leap Forward Famine and the Origins of Righteous Resistance in Da Fo*

**4B. The Cultural Revolution (1961-1976)**

(Numerous memoirs of the Cultural Revolution have been written and published in English. I won’t list them here except for the best one: Rae Yang, *Spider Eaters*)

Joseph W. Esherick et al., eds., *The Chinese Cultural Revolution as History*

Jeremy Brown and Matthew D. Johnson, eds., *Maoism at the Grassroots*

Elizabeth J. Perry and Li Xun, *Proletarian Power: Shanghai in the Cultural Revolution*

Chunjuan Nancy Wei and Darryl E. Brock, eds., *Mr. Science and Chairman Mao’s Cultural Revolution*

Frederick Wakeman Jr.,­ *History and Will: Philosophical Perspectives of Mao Tse-tung’s Thought*

Barbara, Mittler *A Continuous Revolution: Making Sense of Cultural Revolution Culture*

Xiang Cai, *Revolution and Its Narratives*

Roderick MacFarquhar and Michael Schoenhals*, Mao’s Last Revolution*

Roderick MacFarquhar, *The Origins of the Cultural Revolution*

Lynn T. White III, *Politics of Chaos: The Organizational Causes of Violence in China’s*

*Cultural Revolution*

Woei Lien Chong, ed., *China’s Great Proletarian Cultural Revolution: Master Narratives and*

*Post-Mao Counternarratives*

Michel Bonnin, *The Lost Generation: The Rustication of China’s Educated Youth, 1968-1980*

Yang Su, *Collective Killings in Rural China during the Cultural Revolution*

Anita Chan et al., *On Socialist Democracy and the Chinese Legal System: The Li Yizhe Debates*

**5. “Reform era,” 1976-**

Kerry Brown, *China’s Dream: The Culture of Chinese Communism and the Secret Source of Its Power*

Jean C. Oi, *Rural China Takes Off: Institutional Foundations of Economic Reform*

Sebastian Heilmann and Elizabeth J. Perry, eds., *Mao’s Invisible Hand: The Political Foundations of Adaptive Governance in China*

Elizabeth J. Perry and Merle Goldman, eds., *Grassroots Political Reform in Contemporary China*

\* Elizabeth J. Perry, ed., *Challenging the Mandate of Heaven: Social Protest and State Power in China*

Xiaobo Lu and Elizabeth Perry, *Danwei: The Chinese Chinese Workplace in Historical and Comparative Perspective*

David Goodman, ed., *Beijing Street Voices: The Poetry and Politics of China’s Democracy Movements*

Guobin Yang, *The Power of the Internet in China: Citizen Activism Online*

Baogang He, *The Democratic Implications of Civil Society in China*

\* Chun Lin, *The Transformation of Chinese Socialism*

\* Dorothy J. Solinger, *Contesting Citizenship in Urban China*

Alexander V. Pantsov and Steven I Levine, *Deng Xiaoping: A Revolutionary Life*

Bruce J. Dickson, *Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change*

\* Elizabeth J. Perry and Mark Selden, eds., *Chinese Society: Change, Conflict, and Resistance*

Kevin O’Brien, *Reform without Liberalization: China’s NPC and the Politics of Institutional Change*

Sébastien Billioud and Joël Thoraval, *The Sage and the People: The Confucian Revival in*

*China*

*William Callahan, China Dreams*

**5.A.-intellectuals**

\* Hui Wang [Wang Hui], *China’s New Order: Society, Politics and Economy in Transition*

-----. *The End of the Revolution: China and the Limits of Modernity*. London: Verso, 2009

John Makeham, *Lost Soul: “Confucianism” in Contemporary Chinese Academic Discourse*

Xu Jilin, *Rethinking China’s Rise: A Liberal Critique*, edited and translated by David Ownby. Cambridge: Cambridge University Press, 2018

Liu Xiaobo, *No Enemies, No Hatred: Selected Essays and Poems*, ed. Perry Link, Tienchi Martin-Liao, and Liu Xia. Cambridge, MA: Harvard University Press, 2012;

Sebastian Veg, *Among the Silent Majority: The Rise of China’s Grassroots Intellectuals*. New York: Columbia University Press, 2019

Licheng Ma, *Leading Schools of Thought in Contemporary China*. Singapore: World Scientific, 2013

Gloria Davies, *Voicing Concerns*

Zhang, Xudong, ed., *Whither China? Intellectual Politics in Contemporary China*. Durham: Duke University Press, 2001

Zhidong Hao, *Intellectuals at a Crossroads: The Changing Politics of China’s Knowledge Workers*

He Li, *Political Thought and China’s Transformation: Ideas Shaping Reform in Post-Mao China*. New York: Palgrave, 2015

**SOME WEBSITES**

chinadigitaltimes.net [news about China from a critical/dissenter point of view]

blog.lareviewofbooks.org/chinablog [reflections of China-scholars & observers]

en.people.cn/ [official organ of the CCP]

[www.chinasmack.com](http://www.chinasmack.com) [newspaper basically for expats in China]

[www.hrw.org/asia/china](http://www.hrw.org/asia/china) [Human Rights Watch]

[www.chinafile.com](http://www.chinafile.com) [news analysis/blogging from China-journalists]

[cmp.hku.hk](http://cmp.hku.hk) [media watch group at Hong Kong University]

[www.michaelturton.blogspot.com](http://www.michaelturton.blogspot.com) [“The View from Taiwan”]

<https://newbloommag.net> [“Radical perspectives on Taiwan and the Asia Pacific”]

**SOME PODCASTS**

“Sinica” (SupChina)

“Asia Society Podcast” (New York, NY)

“The Little Red Podcast” (Australian National University)

“ChinaPower” (Center for Strategic and International Studies)

**SOME FILM DOCUMENTARIES**

“Gate of Heavenly Peace,” dir. Carma Hinton, Long Bow Group; on Youtube (on the Tiananmen Square democracy movement, 1989; free); <https://www.youtube.com/watch?v=1Gtt2JxmQtg>

“Li Manshan: Portrait of a Folk Daoist,” dir Stephen Jones; on Vimeo (on traditional religion in China today; free); <https://vimeo.com/155660741>

“Small Happiness,” dir. Carma Hinton, Long Bow Group (on the lives of village women since the Communist Revolution)

“Morning Sun,” dir. Carma Hinton, Long Bow Group (on the Cultural Revolution, 1960s)

**2018-300 COMM 4300 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9483 |
| **Request Proposer** | Stifano |
| **Course Title** | Advanced Media Effects |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Communication > 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** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Advanced Media Effects |
| **Course Number** | 4035 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@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** | Lecture. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | COMM 1000, 1300, 3300, and 3000Q or STAT 1100Q. |
| **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?** | Junior,Senior |
| **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?** | 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** | Advanced offerings in COMM typically offered at the Storrs campus. |
| **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** | COMM 4035. Advanced Media Effects Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher. Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image. |
| **Provide proposed title and complete course catalog copy** | COMM 4300. Advanced Media Effects Three credits. Prerequisite: COMM 1000, 1300, 3000; COMM 3000Q or STAT 1100Q; open to juniors or higher. Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image. |
| **Reason for the course action** | Students taking an advanced course in Media Effects should have the necessary background in key Media Effects theories and in Research to participate in advanced discussions and complete advanced assignments. This change makes two courses that it's largely "expected" that students will complete - Research Methods (or an equivalent course from Statistics) and Effects of Mass Media - required in order to take the advanced media effects course. This should close a loophole in enrollment that will allow the instructor to assume clearer training for students enrolled in the course. Simultaneously, the proposal re-numbers the course in line with our current conventions, with media courses numbered with a 3 as the second course digit (i.e. 1300, 2310w, 3300). |
| **Specify effect on other departments and overlap with existing courses** | No effects anticipated. |
| **Please provide a brief description of course goals and learning objectives** | This course takes an in-depth look at some of the hottest topics in current media effects research. Theory and related research will be discussed extensively. Some topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media and body image. |
| **Describe course assessments** | Exams and short assignments. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [COMM 4035 syllabus F2018 10-23.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F139723&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce2a3fcab271e4403a71108d64cab7368%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636780696600532000&sdata=STmMtV4pZ9LwxP8yFdnP7w1OIEtab2WQ4hebuVUAuNM%3D&reserved=0) | COMM 4035 syllabus F2018 10-23.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stephen C Stifano | 11/15/2018 - 14:18 | Submit |  | Approved by Department Faculty 11/14/18 | | Communication | Stephen C Stifano | 11/15/2018 - 21:34 | Approve | 11/14/2018 | Elevated to College C&C. | |

**COMM 4035**

**Advanced Mass Media Effects**

**FALL 2018**

Instructor: Dr. Leslie Snyder, Professor

Email: [leslie.snyder@uconn.edu](mailto:leslie.snyder@uconn.edu), please use COMM 4035 in the subject line

Class Meeting FSB 102: T/Th 11:00am - 12:15pm

Office hours ARJ 206: T 2pm-3:30pm, W 4:30 - 6:00pm. Please schedule appointments at: <https://web2.uconn.edu/advapp/app/?dept=14>.

**Course Description and Objectives**

This course takes an in-depth look at media effects, allowing you to examine the hottest topics in the news and in research. It presumes that you have some background in the study of media effects (COMM 2350, COMM 3300) and media environments (COMM 1300). You will have a chance to assess the research literature for specific effects of interest to you. Rather than a term paper, the course culminates with your team creating a podcast about an effect of the media that would be interesting to the public. We will talk about how to script and create a podcast during the semester.

By the end of the course, you should:

1. Be able to identify high quality scientific studies of media effects, and discuss the limits of a given study.
2. Understand models of media effects
3. Have identified media effects that are of public and personal concern
4. Be able to review the literature related to a particular effect of the media, summarize the nature of the effect in a succinct manner, and specify gaps in scientific knowledge about the effect.
5. Be able to create a podcast grounded in scientific research. The podcast can potentially be part of your portfolio when job hunting.

**Requirements**

* iClicker2—available at Coop.
* You must have regular access to HuskyCT.
* Readings and Assignments will be posted on HuskyCT

Students are expected to do all readings and assignments by the dates in the syllabus. Please check HuskyCT for additional information, especially if there is inclement weather.

**Assignments**

Details about the assignments will be shared on HuskyCT. Although there is no final exam for the course, after our last class you will need to complete the last two assignments by the end of the course final exam time slot.

* *Short assignments during the semester:* There will be some short assignments throughout the semester. These will be announced in class, with details posted on the course website as needed. They include: current media effects-related headlines; and analysis of some examples of interesting social science-based podcasts.
* *Short assignment due at or before Final Exam:* These include end-of-semester essay about media effects; and feedback on peer podcasts. There is no test.
* *Literature briefs*: Four times during the semester you will need to do a quick review of what is known about a media effect. You may work with a partner if you choose, and will be expected to give a short presentation summarizing what you found. The briefs will help you figure out which topics may work well for the podcast assignment.
* *Podcast about the evidence base for a media effect*. You will produce a 15 to 20 minute podcast on a topic related to an interesting question about media effects. Topics must be approved in advance, and you will be required to turn in an outline prior to recording. You may work in teams of 6-8 people.
* *In class iClicker quizzes*: Throughout the semester there will be 10 in class quizzes taken using your iClicker tool, drawing on readings and lectures. Each quiz will be worth 10 points and your two lowest scores will be dropped from your grade (for a total of 80 possible points).
* *Participation*: Students are expected to attend each class. Participation will primarily be assessed through your in-class participation in discussions.

**Grading**

Short assignments due during semester 20 points

Short assignments due before end of Final Exam 20 points

Literature briefs (3, with partner) 120 points

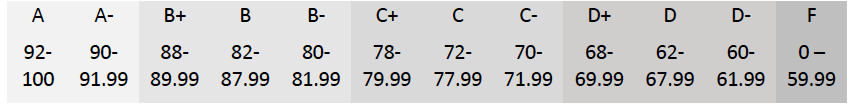
Podcast (team) 100 points

iClicker quizzes 80 points

Participation 20 points

**Total 360 points**

Grades are based on the percentage of possible points you earn on the following scale:



Note that meeting the requirements of an assignment is considered AVERAGE work and will usually earn a *C*. Demonstrating knowledge ABOVE what is minimally required is considered good work and usually earns a *B*. *A* grades are reserved for superior work that demonstrates mastery of the material and the assignment. It is possible for everyone to earn *A*s.

**Course Policies**

**Office hours**

Please make an appointment in adv.app to come to office hours. If none of the scheduled times fits your schedule, you may send an email asking whether an alternative time will work. Please allow up to 48 hours during working days for a response (longer if I am traveling). In accordance with FERPA regulations, grades cannot be discussed by email, and must be discussed in person. Email is not a private or secure form of communication in the case of sensitive information.

**Email/ Contacting Dr. Snyder**

Email is my preferred means of communicating outside of class. Because I monitor my email much more closely than my university voicemail, **do not leave voicemail.** I will try to respond to your emails within 48 hours during the week and will try to respond to true emergencies as quickly as I am able. Although your concerns are very important to me, I have other responsibilities at UConn beyond this course, including teaching another course, supervising graduate students, research, and service responsibilities.

**Classroom Civility**

Politeness and respectful behavior towards your classmates and your professor is expected at all times. Personal stories shared in the course of the class should be considered confidential. To paraphrase, what’s shared in class stays in class.

Disruptive behavior spoils the learning environment for all students and will not be tolerated. Examples of disruptive behavior include, but are not limited to: making or receiving calls or text messages during class, engaging in online activities not pertinent to the current course discussion (this distracts not only you but those around you), talking with classmates while the professor is lecturing, habitually coming to class late and/or leaving early etc.

Nor will harassment be tolerated. It against university policy. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation, and past/present history of a mental disorder.

**Late Work Policy**

In order to successfully manage our time during the semester, deadlines will be strictly observed. There are no exceptions, unless a student has made prior arrangements with the Dean of Students and has contacted the professor regarding these arrangements before the assignment was due. In the case of emergencies, contact the professor as soon as possible.

To avoid any technical problems and be able to get help if you need it, I suggest that you do your assignments in advance, and not at the last minute.Assignments are due by the start of class on the due date posted.

**All late assignments will receive a 10% point reduction penalty per day late.** This effectively drops your grade on the assignment by a whole letter grade (for example, B to C).

**Quizzes**

Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing a quiz… neither is forgetting to bring your clicker to class with you. You will not be able to take a quiz on paper as we often go over each question and answer during the quiz.

It is YOUR responsibility to make sure that your iClicker is working and that your quiz scores are being registered correctly. You should see a green “check mark” after answering questions with your clicker. If you don’t, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on Huskyct frequently.

**Grade Questions**

If you feel there is an error in the grade assigned on an assignment, it is your responsibility to review the assignment in question and address the issue **within one week** of receiving the grade. You must communicate with me in person during office hours. Questions regarding grades should be professional and phrased respectfully**. Grades will be considered final 7 days after they are received.** The university procedure for challenging a final course grade is here: <https://guide.uconn.edu/instruction/challenges-to-a-grade/>

**Laptops/ tables/ mobile phones**

You may use a laptop or table to take notes. Be respectful to yourself, the instructor, and classmates in your use of technology. Please do not use them for other purposes (e.g. sending email, checking social media, shopping), since this can disrupt the class, especially people around you. Phones should not be used in class.

**Academic Integrity**

The university strives to create a “spirit of inquiry” at the heart of our community. The preamble to the Student Code of Conduct reminds us that drawing on the spirit of inquiry “calls for curiosity, stamina, vulnerability, honesty, grace, courage, and integrity,” in which “ all members must accept responsibility for creating an environment that promotes individual growth and builds community through the safe, respectful exchange of diverse thought, opinion, and feeling.”

You must follow the Student Code of Conduct in this course, particularly to give credit to other people when you build on or refer to their ideas or concepts by using standard academic citations of the referenced work. The code defines academic misconduct as: “dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).” Note, too, that “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.” https://community.uconn.edu/the-student-code-appendix-a/

Here’s an interesting list of strategies to avoid being charged with academic misconduct: <https://community.uconn.edu/academic-misconduct/proactive-strategies-for-students-to-minimize-academic-misconduct/>.

Note that even one occasion of academic dishonesty – no matter how small – will result in failure for the entire course and referral to Student Judicial Affairs. Please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards.

[http://www.community.uconn.edu](http://www.community.uconn.edu/).

**Sources of assistance**

The University of Connecticut offers several resources to the student in need. Here are some useful phone numbers:

• *Counseling and Mental Health Services*: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

• *Career Services*: 486-3013 www.career.uconn.edu

• *Alcohol and Other Drug Services*: 486-9431 www.aod.uconn.edu

• *Dean of Students Office*: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

**Students with Disabilities**

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 at [www.csd.uconn.edu](http://www.csd.uconn.edu). Please contact me as early as possible during the semester about requested accommodations.

**Religious holidays**

The following is the University’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first 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.”

**Copyright of course materials**

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. Students are authorized to take notes; however, this authorization extends only to making one set of notes for your own personal use (or to share with a classmate who is concurrently enrolled in the course) and for NO other use. You may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

**Additional questions?**

If you have questions about the course or an assignment, please schedule an appointment with me during office hours using advapp.uconn.edu. Do contact me as soon as any issue arises; don’t wait until an assignment is due or the course is ending.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | **Course Schedule** |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Dates** | **Topic** | **Assignments due** | **Readings due** |
| 1 | 8/28 | Intro, media effects in the media |  |  |
| 2 | 8/30 | Science, causality, & presumed influence | Find 2 examples of media effects coverage in the media | Perloff 2008 Mass media, social perception and the third-person effect. In Bryant & Oliver.  RECOMMENDED: McIntyre, 2013, The political narrative of children's media research. In Dill. |
| 3 | 9/4 | Causal models |  | 1. Perse (2017) chapters 1 & 2; 2. Valkenburg, Peter, Walther (2016) Media effects: Theory & Research |
| 4 | 9/6 | Media technology | (Start to monitor your media use for one week.) | Sundar (2009) Media effects 2.0. In Nabi & Oliver. |
| 5 | 9/11 | Exposure |  | Robinson & Knobloch-Westerick, (2017) Mood management, in Reineke & Oliver |
| 6 | 9/13 | Individual factors & reception of messages | Reflective essay & spreadsheet on media use: | 1. Potter (2009) Conceptualizing the audience. In Nabi &Oliver p. 19-34. 2. Krcmar (2009) Individual differences in media effects |
| 7 | 9/20 (no class 9/18) | Cognitive & emotional processing of media |  | 1. Nabi (2009) Emotion & media effects. In Nabi & Oliver. 2. Grube (2003) Packaging TV news |
| 8 | 9/25 | Memory & learning from media |  | 1. Tewksbury & Scheufele (2009). News framing theory and research. In Bryant & Oliver, pp. 17-13. 2. Roskos-Ewoldsen (2009). Media Priming. In Bryant & Oliver, pp. 74-93. |
| 9 | 9/27 | Making judgements about media & content |  | 1. Shrum (2009) Media consumption & perceptions of social reality, In Bryant & Oliver, pp. 50-57. 2. Taylor & Fiske (1984) Inference & heuristics |
| 10 | 10/2 | Research designs | Gather studies for 1st analysis to use in next section; bring some to class | 1. Cresswell & Cresswell (2018) Ch 8 Quantitative methods; 2. Prot & Anderson (2013) Research methods, design, and statistics in media psychology. In Dill. |
| 11 | 10/4 | Surveys |  |  |
| 12 | 10/9 | Effects 1: understanding the world | analyze & present 1 |  |
| 13 | 10/11 | Effects 1: Understanding the world | analyze & present 1 |  |
| 14 | 10/16 10/18 | Person perception |  | 1. Trepte & Loy (2017) Social identity theory and self-categorization theory.  2. Mastro (2009) Racial/ethnic stereotyping & the media. In Nabi & Oliver. |
| 15 | 10/23 | Themes for podcasts |  |  |
| 16 | 10/25 | Persuasion & media& behavior change |  | 1. Nabi & Moyer-Guse, The psychology underlying media-based persuasion. In Dill p. 285-301.  2. Snyder & Nadorf, 2009, Youth substance use & the media.  **Choose teams & topics for Lit Brief #3** |
| 17 | 10/30 | Effects 2: Understand self & other people | 2nd Lit Brief & presentation due |  |
| 18 | 11/1 | Social community, organizing, movements, advocacy |  | 1. Shah (2009) Media & Civic Participation, In Bryant & Oliver, p. 207.  2. LeFebvre & Armstrong (2018). Grievance-based social movement mobilization in the #Ferguson Twitter storm. |
| 19 | 11/6 | Podcasting |  | Choose teams & topics for podcast |
| 20 | 11/8 | Group time | Podcasts analyses #1 due |  |
| 21 | 11/13 | Effects 3: promoting risk & safe behaviors | Podcast analysis #2 due  3rd lit brief & presentation due | Hold pitch meeting this week with Snyder |
| 22 | 11/15 | Podcast analyses |  |  |
| 23 | 11/27 | Podcasting |  | 1. Kern, 2008, ch 3 & 4 2. Abel & Glass, 2015, pp. 15-43 |
| 24 | 11/29 | Podcast prep | Podcast Script due |  |
| 25 | 12/4 | Podcast prep |  |  |
| 26 | 12/6 | Presentations, debriefing, course evals | Podcasts due. Submit teammate evaluations. |  |
|  |  | Due before end of final exam time slot | Reflective essay on your media effect. Feedback about podcasts of other teams. |  |

**2018-301 COMM 4300W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9484 |
| **Request Proposer** | Stifano |
| **Course Title** | Advanced Media Effects |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Communication > 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** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Advanced Media Effects |
| **Course Number** | 4035W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@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?** | 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 |
| **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 |
| **Environmental Literacy** | No |
| **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** | Lecture. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | COMM 1000, 1300, 3300, and 3000Q (or STAT 1100Q); ; ENGL 1010, 1011, or 2011 |
| **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?** | Junior,Senior |
| **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?** | No |
| **Is Consent Required for course?** | No Consent Required |
| **Who is this course open to?** | Junior,Senior |

|  |  |
| --- | --- |
| **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** | Advanced COMM courses generally offered at the Storrs campus. |
| **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** | COMM 4035W. Advanced Media Effects Three credits. Prerequisite: COMM 1000 and 1300; ENGL 1010, 1011, or 2011; open to juniors or higher.  Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image. |
| **Provide proposed title and complete course catalog copy** | COMM 4300W. Advanced Media Effects Three credits. Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q; ENGL1010 or 1011 or 2011; open to juniors or higher.  Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image. |
| **Reason for the course action** | Students taking an advanced course in Media Effects should have the necessary background in key Media Effects theories and in Research to participate in advanced discussions and complete advanced assignments. This change makes two courses that it's largely "expected" that students will complete - Research Methods and Effects of Mass Media - required in order to take the advanced media effects course. This should close a loophole in enrollment that will allow the instructor to assume clearer training for students enrolled in the course. Simultaneously, the proposal re-numbers the course in line with our current conventions, with media courses numbered with a 3 as the second course digit (i.e. 1300, 2310w, 3300). |
| **Specify effect on other departments and overlap with existing courses** | No effects anticipated. |
| **Please provide a brief description of course goals and learning objectives** | This course takes an in-depth look at some of the hottest topics in current media effects research. Theory and related research will be discussed extensively. Some topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media and body image. |
| **Describe course assessments** | Exams, short assignments, and research paper. |
| **General Education Goals** | The course teaches students to understand the impacts of media on individuals and the world in general. This, plus the writing requirement encourages the development of goals 1, 2, 3, and 5. |
| **Skill Code W** | Writing assignments and feedback are provided in line with the criteria for W course designations. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4035W syl Fall 2015.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F139575&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6dd444176dfb46f6e3ea08d64ca9b4ce%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636780689109984415&sdata=6ynJl%2BVy6tUC2f%2F8ussbGmUgWrpbsNitFyJAkbZHCEM%3D&reserved=0) | 4035W syl Fall 2015.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stephen C Stifano | 11/15/2018 - 14:40 | Submit |  | Approved by department faculty 11/14/18. | | Communication | Stephen C Stifano | 11/15/2018 - 21:34 | Approve | 11/14/2018 | Elevated to College C&C. | |

**COMM 4035W**

**Advanced Media Effects**

**Fall 2015**

**Professor:**

Dr. Kirstie Farrar

Office: ARJ 208

Office Hours:

Log into: <https://web2.uconn.edu/advapp/app/?dept=14> to schedule appointments.

Office Phone: 486-2632

Email: [kirstie.farrar@uconn.edu](mailto:kirstie.farrar@uconn.edu)

**Course Description:**

This course takes an in-depth look at some of the hottest topics in current media effects research. Theory and related research will be discussed extensively. Some topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media and body image. As this course satisfied the “W” requirement you can expect to complete more than 15 pages of writing throughout the semester.

**Requirements:**

* **iClicker2—available at Coop. iClicker go is also acceptable.**
* **You must have regular access to HuskyCT.**
* **Readings and Assignments will be posted on HuskyCT**

**Graded Assignments:**

You will be graded on the basis of your performance on **two noncumulative exams**, **two short exercises completed outside of class, and a research paper.**

* *Exams*: Both exams are noncumulative and will contain a variety of question formats including multiple choice, short answer, matching and/or essay.
* *Exercises*: Throughout the semester there will be 2 short exercises to complete (approximately 2 pages each). They will be worth 25 points each.
* *Research paper*. You will produce a 15 page research paper on a topic related to course content. Topics must be approved in advance. Part of the paper writing process will involve turning in 2 rough drafts. These drafts will be extensively reviewed and commented on by me. More detail will be posted on the course website.
* *In class iClicker quizzes*: Throughout the semester there will be 12 in class quizzes taken using your iClicker tool. Each quiz will be worth 5 points and your two lowest scores will be dropped from your grade (for a total of 50 possible points).

**Grading:**

Midterm 100 pts

Final Exam 100 pts

Research Paper 100 pts

Short Assignments 25 pts each x2 50 points

iClicker quizzes 50 points

**Total 400 pts\*\***

\*\*According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

**Course Policies:**

1. **Late Work Policy**

In order to move quickly and successfully through this course and in order to manage our time during the semester, deadlines will be strictly observed. Failure to deliver work on time is costly in the real world and it will cost you in this class as well.  You MUST turn in assignments on time to avoid penalty. *I suggest that you NOT put off doing an assignment until the last minute to avoid any technical problems.*

Late Work: Short assignments and research papers are due by 11:59 pm on the due date posted. All late assignments will receive a 10% point reduction penalty per day late.

Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing a quiz… neither is forgetting to bring your clicker to class with you.

It is YOUR responsibility to make sure that your iClicker is working and that your quiz scores are being registered correctly. You should see a green “check mark” after answering questions with your clicker. If you don’t, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on huskyct frequently.

All make-up exams will be entirely **essay-based (unless you have permission to reschedule the final exam as outlined below).**

**Exams cannot be made up without a reasonable cause as outlined below.**

If you miss the deadline for an assignment or an exam without a reasonable cause and/or you fail to follow the appropriate procedures for securing a make-up, you will receive a zero for that exam or assignment. No exceptions.

FINAL EXAM POLICY: The following policy from the Dean of Students pertains to missing final exams:

**Final exam week for XXXXX. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this final.**

**OSSA REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments…)**

**Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy (2nd floor Wilbur Cross) to meet with a staff member.**

BUNCHED FINALS

Bunched finals may be rescheduled at the Information Desk in Wilbur Cross.

What ARE bunched finals?

2 exams scheduled at the same time

3 exams in consecutive time blocks spanning parts of two consecutive days (ex. 3-5:30, 6-8, next day 8-10)

3 exams in one day

4 exams in two consecutive days

INSTRUCTOR’S ROLE

If you have received permission to reschedule your final exam, your instructor is required to administer the final exam to you at another time that you both agree upon. Exams may be rescheduled prior to, or after the originally scheduled date of the final exam.

ABSENCES

An absence for a final exam will likely result in an “X” grade. “X” grades not resolved by the THIRD week of the next semester of your enrollment will be

converted to “F” by the Registrar. If it is unlikely that you would have passed

the class even if you took the exam, your instructor may record an F for your grade.

STUDENTS WITH DISABILITIES: If you are a student with a disability and would like to discuss special academic accommodations, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

ACADEMIC DISHONESTY: Academic dishonesty on any course assignment will result minimally in receiving zero points on that assignment and may also lead to further disciplinary action.

According to the Uconn code on academic misconduct:

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

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

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

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

**B. Grade Questions**

Exam and assignment and paper scores will be posted on the course web page via HuskyCT. If you feel there is an error in the grade assigned on a given exam or assignment, it is your responsibility to review the assignment in question and address the issue within one week of receiving the grade. If the matter cannot satisfactorily be resolved you must submit a one-page letter detailing the nature of the problem and why, exactly, you think your grade is incorrect. At this point, I will re-grade the portion of the assignment that is in question. The revised grade assigned by me will be final. Keep in mind that your grade could go up, but it could also go down. **I also expect that all questions regarding grades will be professional and phrased respectfully. If they are not, they will go unanswered.**

**C. Sources of assistance:**

The University of Connecticut offers several resources to the student in need. Here are some useful phone numbers:

• *Counseling and Mental Health Services*: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

• *Career Services*: 486-3013 www.career.uconn.edu

• *Alcohol and Other Drug Services*: 486-9431 www.aod.uconn.edu

• *Dean of Students Office*: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

* *University Writing Center*

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

**D. Students with Disabilities:** 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).

In addition, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

**E. Religious holidays:**

The following is the University’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first 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.”

**F. Email/Telephone Policy:** Your concerns are very important to me. However, please be understanding of the fact that I also teach one other course, supervise many dissertating PhD students, have research commitments, other responsibilities to UConn and personal commitments. Generally speaking I will try to respond to your emails or voicemails within 48 hours during the week. This may be longer over weekends or during holidays. I will try to respond to true emergencies as quickly as I am able. The same holds true for the TA as well.

**G. Misc.**

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; however, this authorization extends only to making one set of notes for your own personal use (or to share with a classmate who is concurrently enrolled in the course) and for NO other use.

You may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

If you have any concerns about the course, please let me know AS SOON as ANY issues arise. DO NOT WAIT UNTIL THE END OF THE SEMESTER.

**Lecture Topics and Assigned Readings**

**MODULE 1**

Tues 8/26: Introduction to course, syllabus, and course policies. Studying the media

Thur 8/28: Media theories and media effects reviewed

READ: E.M. Perse. Social Learning Theory. PP. 190-195

G. Gerbner et al., Growing up with television: Cultivation processes

READ: Roskos-Ewoldsen et al., Media priming; A synthesis

READ: E.M. Perse. Models of media effects.

**MODULE 2**

Tues 9/2: Sexual content on television: What’s on and how much?

READ: Kunkel et al. Sex on TV 4

Thur 9/4: Sexual messages on TV and in other media:

READ: Hust, Brown, & L’Engle (2008) “Boys will be boys and girls better be prepared: An analysis of the rare sexual health messages in young adolescents’ media. *Mass Communication & Society, 11*, 3-23.

READ: Ward, Vandenbosch & Eggermont (2015). The impact of men's magazines on adolescent boys'objectification and courtship beliefs. Journal of Adolescence, 39, 49-58.

**MODULE 3**

Tues 9/9: Effects? Context?

READ: Brown, J.D., El-Toukhy, S., & Ortiz, R. (2014). Growing up sexually in a digital world. In Media and the Well-Being of Children and Adolescents, pp 90-108.

READ: Collins, R. L., Elliott, M. N., Berry, S. H., Kanouse, D. E., & Hunter, S. B. (2003). Entertainment television as a healthy sex educator: The impact of condom-efficacy information in an episode of *Friends*. *Pediatrics, 112*(5), 1115-1121.

Thur 9/11: Effects cont. The role of context cont.

READ: van Oosten, J.M.F. (2014, May). *Exploring associations between exposure to sexy online self-presentation and adolescents’ sexual attitudes and behavior.* Paper presented at the Annual conference of the International Communication Association, Seattle, WA.

READ: Ward and Rivadeneyra. Contributions of entertainment television to adolescents’ sexual attitudes and expectations. The role of viewing amount versus viewer involvement.

**MODULE 4**

Tues 9/16: Sexual development and new technologies

READ: Lippman & Campbell (2014). DAMNED IF YOU DO, DAMNED IF YOU DON’T . . . IF YOU’RE A GIRL: RELATIONAL AND NORMATIVE CONTEXTS OF ADOLESCENT SEXTING IN THE UNITED STATES. Journal of Children and Media, 8 (4), 371-386.

**Thur: 9/18: In class video. Short assignment related to the video handed out.**

**MODULE 5**

Tues 9/23: Sexually explicit content (i.e., pornography).

READ: E.M. Perse. Effects of sexually explicit media content.

Thur 9/25: Porn and Socialization

READ: Brown and L’Engle (2009). X-Rated. Sexual attitudes and behaviors associated with U.S. early adolescents’ exposure to sexually explicit media. *Communication Research, 36* (1), 129-151.

READ: Wight, P.J. (2014). Pornography and the sexual socialization of children: Current knowledge and a theoretical future. Journal of Children and Media, 8 (3), 305-312.

**Short Assignment #1 due**

**MODULE 6**

Tues 9/30: Prolonged versus single exposure.

Rape myth acceptance.

READ: M. Allen et al. Exposure to pornography and acceptance of rape myths

Thur 10/1: What causes harm? The sex or the violence? Slasher films!

READ: Linz et al. The effects of multiple exposures to filmed violence against women.

READ: Krafka, Linz, Donnerstein & Penrod (1997). Women’s reactions to sexually aggressive mass media depictions. Violence Against Women, 3 (2), 149-181.

**MODULE 7**

Tues 10/7: **Midterm!**

Thur 10/9: Review of literature on media violence. Media and social aggression.

READ: Kaiser Family Foundation: Key Facts on TV Violence

READ: Martins, N., & Wilson, B. J. (2012). Social aggression on television and its relationship to children’s aggression in the classroom. Human Communication Research,

38, 48–71. doi:10.1111/j.1468-2958.2011.01417.x

**MODULE 8 Video Games**

Tues 10/14: Video day! “Joystick Warriors. Video games, violence, and the culture of militarism.”

Thur 10/16: Workshop day! Meet with your paper groups to get working on your papers.

**MODULE 9**

Tues 10/21: Research cont.

READ: Farrar, Krcmar & Nowak. Contextual features of violent video games, mental models, and aggression.

Thur 10/23: Video game research cont. Gender differences?

READ: Eastin, M. (2006). Video game violence and the female game player: Self-and opponent gender effects on presence and aggressive thoughts. *Human Communication Research, 32,* 351-372.

**Short assignment #2 due**

**MODULE 10**

Tues 10/28: Body image: What are the messages?

READ: Hofschire. Body type portrayals on prime-time television.

Thur 10/30: Body Image: Effects on women

READ: Hofschire and Greenberg. Media’s impact on adolescent body dissatisfaction.

READ: Diedrichs, P., & Lee, C. (2011). Waif goodbye! Average-size female models promote positive body image and appeal to consumers. *Psychology and Health,*

*26 (10)*, 1273-1291

**MODULE 11**

Tues 11/4: What about the men?

READ: Harrison. The body electric: Thin-ideal media and eating disorders in adolescents.

READ: Harrison, K., & Bond, B. (2007). Gaming magazines and the drive for muscularity in preadolescent boys: A longitudinal examination. *Body Image, 4*, 269-277.

Thur 11/6: Smoking, alcohol, and drugs in the media.

READ: Snyder, Leslie B. (01/01/2010). "Youth substance use and the media." in *Handbook of drug use etiology: Theory, methods, and empirical findings.* *(1-4338-0446-8, 978-1-4338-0446-5)*, (p. 475).

**MODULE 12**

Tues 11/11: Alcohol advertising....

READ: Zwarun et al.

Thur 11/13 : Reality TV.

READ: Nabi, R.L., So, J., & dlS, T. (2013). Tracing the course of reality TV effects research. In The International Encyclopedia of Media Studies, vol 5, pp. 355-373.

**MODULE 13**

Tues 11/18: Music

READ: Strasbuger, V.C., Wilson, B.J., & Jordan, A.B. (2009). Rock music and music videos. In Children, Adolescents, and the Media.

READ: McLeod, Detenber, and Eveland. Behind the Third-Person Effect. Differentiating Perceptual Processes For Self and Other.

Thur 11/20: Stereotyping

READ: Bryant, B.J., Thompson, S., & Finklea, B.W. (2013). The effects of stereotyping. Chapter 16 in Fundamentals of Media Effects, 2nd ed., pp. 242-265.

**Thanksgiving: 11/25 and 11/27**

**MODULE 14**

Tues 12/2: Internet

READ: Bryant, B.J., Thompson, S., & Finklea, B.W. (2013). Effects of the Internet. Chapter 19 in Fundamentals of Media Effects, 2nd ed., pp. 295-310.

Thur 12/4: Mobile Communication and Social Media

READ: Bryant, B.J., Thompson, S., & Finklea, B.W. (2013). Effects of Mobile Communication. Chapter 20 in Fundamentals of Media Effects, 2nd ed., pp. 311-321.

READ: Cingel, D.P., & Sundar, S.S. (2012). Texting, techspeak, and tweens: The relationship between text messaging and English grammar skills. *New Media & Society, 0 (0),* 1-17.

**PAPERS DUE! 12/4**

**Final exam: TBA**

**2018-302 ENGL 2635E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8461 |
| **Request Proposer** | Bedore |
| **Course Title** | Literature and the Environment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Literature and the Environment |
| **Course Number** | 3635 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@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** | 2019 |
| **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)** | No |
| **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 B: Literature |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **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?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011. |
| **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?** | 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** | ENGL 3635. Literature and the Environment Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors and higher, others by consent. Ecocritical approaches to literary treatment of global environmental issues. |
| **Provide proposed title and complete course catalog copy** | ENGL 2635E. Literature and the Environment Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Ecocritical approaches to literary treatment of global environmental issues. CA-1(B) |
| **Reason for the course action** | We wish to open this course, which is in a high-interest field, to a wider student population. We are therefore proposing to switch the level from 3000 to 2000, removing the prereq "Open to juniors or higher." We would also like to see the course available to students across the university as a general education offering, fulfilling both CA 1 and EL. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course will explore some of the ways in which literary works engage with the environment—primarily the natural environment, but also the city and the social and cultural environments that define or at least constrain individuals. Active participants in the course will learn to: (1) analyze creative representations of human relationships with the non-human environment (natural and built); (2) compare environmental literary texts from different periods, with attention to both their formal qualities and their historical contexts; (3) evaluate issues of environmentalism and sustainability from literary, cultural, and historical perspectives; (4) explain how present-day landscapes have been shaped by long-term historical and ecological processes. |
| **Describe course assessments** | We will read eight books, written between the later 19th century and the present, that engage different places and employ different literary strategies. Reaction papers and a long final essay will provide the main means of evaluation. |
| **General Education Goals** | This course trains students in close reading of literary texts of a variety of kinds (fiction, poetry, drama, non-fiction prose) that engage in important ways with the natural (and to some extent social) environment. In the process, it encourages reflection on issues of literary art, historical and cultural context, and moral value. |
| **Content Area: Arts and Humanities** | This course considers literary works written over the past two hundred years, and derived from a variety of cultural contexts, that present students with case studies of how literary art engages with the environment. Attention is devoted equally to the art of the various books, their specific historical and cultural contexts, and their varying relationship to the environment and contemporary ideas about the environment and humanity's place in it. |
| **Environmental Literacy** | By focusing on literary texts that are substantially engaged with the environment, this course will examine how authors describe, interpret, and critique environmental behaviors and attitudes. Because each of the literary works was produced in a specific cultural/historical context, attention will also be paid to the underlying theories, ideas, and values about nature and human experience that may have influenced the authors. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL\_2635E\_Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136966&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd5bef84a696342718acf08d64fe6b5fc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784249651072947&sdata=4wXzCj0G8BuIzHzAEC5FxMxcqRM8kjyXFggfeKEjb74%3D&reserved=0) | ENGL\_2635E\_Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Bedore | 09/21/2018 - 20:47 | Submit |  | Submitting for review (in collaboration with Wayne Franklin). | | English | Clare C King'oo | 11/19/2018 - 12:47 | Approve | 11/19/2018 | Approved ENGL C&C Committee, 10/17/18. Sent to ENGL Department Faculty, 11/16/18. | |

ENGL 2635E. Literature and the Environment

Fall 2019

Professor Wayne Franklin

This course will explore some of the ways in which literary works engage with the environment—primarily the natural environment, but also the city and the social and cultural environments that also define or at least constrain individuals.

Reaction papers and a long final essay will provide the main means of evaluation.

We will read eight books, written between the later 19th century and the present, that engage different places and employ different literary strategies. These have been ordered through the UConn bookstore.

Sarah Orne Jewett, *The Country of the Pointed Firs* *and Other Stories* (1896). Signet Classics.

Frank Norris, *McTeague. A Story of San Francisco* (1899). Signet Classics.

Kate Chopin, *The Awakening* (1899). Dover Thrift Editions.

Edith Wharton, *Ethan Frome* (1911). Dover Thrift Editions.

Virginia Woolf, *To the Lighthouse* (1927). Harcourt.

O. E. Rölvaag, *Giants in the Earth* (1927). Harper Perennial.

Norman MacLean, *A River Runs through It and Other Stories* (1976). University of Chicago.

Howard Frank Mosher, *Where the Rivers Flow North* (1978). University of Vermont.

**Please note: the novel *Nostromo* (1904), by Joseph Conrad, has also been ordered for this course. It will not be read by everyone, however—only by those students (if any) who wish to add an Honors Conversion for the course. Conversions must be approved by me and Honors and are due before September 16. If you are an Honors Student and are interested in this option, please talk to me soon!**

**Day/Date Reading (and pages)**

Tu 8/30 First meeting

Th 9/1 Sarah Orne Jewett, *Country of the Pointed Firs* (1-54)

Tu 9/6 Sarah Orne Jewett, *Country of the Pointed Firs* (55-113)

Th 9/8 Sarah Orne Jewett, *Country of the Pointed Firs* (114-158)\*

Tu 9/13 Sarah Orne Jewett, *Country of the Pointed Firs* (159-end)

Th 9/15 Frank Norris, *McTeague* (1-68)

Tu 9/20 Frank Norris, *McTeague* (69-142)

Th 9/22 Frank Norris, *McTeague* (143-223)

Tu 9/27 Frank Norris, *McTeague* (224-298)\*

3-

Th 9/29 Frank Norris, *McTeague* (299-end)

Tu 10/4 Kate Chopin, *The Awakening* (1-53)

Th 10/6 Kate Chopin, *The Awakening* (54-116)\*

Tu 10/11 Edith Wharton, *Ethan Frome* (1-41)

Th 10/13 Edith Wharton, *Ethan Frome* (42-77)\*

Tu 10/18 Virginia Woolf, *To the Lighthouse* (3-54)

Th 10/20 Virginia Woolf, *To the Lighthouse* (55-124)

Tu 10/25 Virginia Woolf, *To the Lighthouse* (125-170)\*

Th 10/27 Virginia Woolf, *To the Lighthouse* (170-209)

Tu 11/1 O. E. Rölvaag, *Giants in the Earth* (3-69)

Th 11/3 O. E. Rölvaag, *Giants in the Earth* (70-124)

Tu 11/8 O. E. Rölvaag, *Giants in the Earth* (125-224)

Th 11/10 O. E. Rölvaag, *Giants in the Earth* (225-335)\*

Tu 11/15 O. E. Rölvaag, *Giants in the Earth* (336-403)

Th 11/17 O. E. Rölvaag, *Giants in the Earth* (404-end)

Thanksgiving recess

Tu 11/29 Norman Maclean, *A River Runs Through It* (1-52)

Th 12/1 Norman Maclean, *A River Runs Through It* (53-105)

Tu 12/6 Howard Frank Mosher, *Where the Rivers Run North* (75-138)

Th 12/8 Howard Frank Mosher, *Where the Rivers Run North* (139-end)

* One-page reaction papers are due on these dates.

Grades. There are six one-page reaction papers spaced across the semester. The final paper, due on December 13 in my office, should be about ten pages in length. It will provide the major basis for your grade, as the scheme below indicates. We will discuss all papers in detail as the semester gets underway. For now, suffice it to say that the short papers are meant to demonstrate your individual understanding of the first six books in the course. The final paper, building on our discussions of those books, and our growing sense of the larger issues involved in our readings in general, should engage both the final books. It should do so both to demonstrate your understanding of those books (both of which are centered on rivers) and your growing insights in “Literature and the Environment” at large. I will meet with each of you as the semester advances to discuss your plans for that paper.

Grading:

Reaction papers 5 points each 30

Final Paper 50 points 50

Participation 20 points 20 100

Plagiarism and cheating are grounds for failure in this course and for a report to the proper institutional offices. I follow this policy statement: “Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).  (http://www.dos.uconn.edu/student\_code\_appendixa.html)”

Please contact me 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.

**2018-303 ENGL 3240E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8460 |
| **Request Proposer** | Bedore |
| **Course Title** | American Nature Writing |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | American Nature Writing |
| **Course Number** | 3240 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The revision is to add an E. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@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** | 2019 |
| **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)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **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?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **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?** | Junior,Senior |
| **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?** | 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** | ENGL 3240. American Nature Writing Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity’s relation to the natural environment. |
| **Provide proposed title and complete course catalog copy** | ENGL 3240E. American Nature Writing Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity’s relation to the natural environment. |
| **Reason for the course action** | Adding Environmental Literacy to reflect the work already being done in the class. |
| **Specify effect on other departments and overlap with existing courses** | n/a |
| **Please provide a brief description of course goals and learning objectives** | This course introduces students to the range of writing about nature in the U.S., starting with Henry D. Thoreau and ending with such contemporary figures as Annie Dillard, Barry Lopez, and Wendell Berry. In the process, students are introduced to key concepts about "nature" as these have been developed in the U.S. from the earliest times through the age of Environmentalism. |
| **Describe course assessments** | Each student must complete an extensive journal composed of direct personal observations of various environments that also incorporates reflections on our readings. There will also be a midterm exam (essay format) and a final writing project (a 10-15 page paper on some salient aspect of U.S. environmental history). |
| **General Education Goals** | This course encourages students to think critically about the interconnections between culture and the environment both in the past and today, to develop their sensitivity to how the environment is viewed and described (and used), and to experiment with how they personally view and understand the natural environment and its place in modern culture. |
| **Environmental Literacy** | Although primarily focused on developing students' understanding of cultural, creative, and artistic representations of human-environmental interactions, this course often considers the moral and/or ethical dimensions to those representations (as, for instance, with Aldo Leopold's "Thinking Like a Mountain" or Edward Abbey's criticisms of "Industrial Tourism"). And, where pertinent (as with Thoreau and John Muir's role in articulating the case for preserving aspects of the U.S. environment), it gives due consideration to public policy issues. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL 3240 Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F135758&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C32223d0b77cd420972fa08d64fe636f5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784247516518801&sdata=TILsXs4CvO0C2z5EJNY0Gp%2FHI3bxLu9KCbu7RM9SLiU%3D&reserved=0) | ENGL 3240 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Bedore | 09/21/2018 - 16:06 | Submit |  | Submitted to ENGL C&C 9.21.2018 in consultation with Wayne Franklin. PB. | | English | Clare C King'oo | 11/19/2018 - 12:45 | Approve | 11/19/2018 | Approved ENGL C&C Committee, 10/17/18. Sent to ENGL Department Faculty, 11/16/18. | |

**ENGL 3240E. American Nature Writing (Sp 2017 version)**

**Professor Wayne Franklin**

This course will explore how nature in the U.S. has been addressed in a variety of written texts from the 1840s to the present. The goal is to understand how Americans have conceived of the natural environment and acted in and on it both symbolically and practically. Students will keep nature journals in which they incorporate their responses to the readings as well as to natural locations of their choice. There will be a midterm and two quizzes as indicated in the syllabus.

**Books (at Co-op):**

Henry D. Thoreau, *Walden, Maine Woods, Essays, and Poems,*Library of America College Eds. 1598530100

John Muir, *My First Summer in the Sierra*. Dover. 0486437353

Mary Austin, *The Land of Little Rain*. Penguin. 0140249192

Aldo Leopold, *Sand County Almanac,*Oxford. 0195007770

Edward Abbey, *Desert Solitaire*. Touchstone. 0671695880

Annie Dillard, *Pilgrim at Tinker Creek*. Harper. 0061233326

Syllabus:

W 1/18 First meeting

F 1/20 Thoreau, *Maine Woods* (“Ktaadn”)

M 1/23 Thoreau, *Maine Woods* (“Chesuncook”)

W 1/25 Thoreau, *Maine Woods* (“Allegash and East Branch”)

F 1/27 Thoreau, *Maine Woods* (“Appendix”)

M 1/30 Thoreau, “A Walk to Wachusett,” “A Winter Walk,”

W 2/1 Thoreau, “Walking”

F 2/3 Thoreau, “Autumnal Hints,” “Succession of Forest Trees”

M 2/6 Thoreau, “Slavery in Massachusetts,” “Plea for Captain John Brown” **quiz in class**

W 2/8 Thoreau, *Walden*, “Economy”

F 2/10 Thoreau, *Walden*,“Where I Lived…”

M 2/13 Thoreau, *Walden*, “Reading,” “Sounds,”

W 2/15 Thoreau, *Walden*, “Solitude,” “Vistors”

F 2/17 Thoreau, *Walden*, “Bean-Field,” “Village,” “Pond,” “Baker Farm”

M 2/20 Thoreau, *Walden*, “Baker Farm,” “Higher Laws”

W 2/22 Thoreau, *Walden*, “Brute Neighbors,” “House-Warming”

F 2/24 **Nature journals turned in for first review**

M 2/27 Thoreau, *Walden*, “Fmr. Inhabitants”

W 3/1 Thoreau, *Walden*, “Winter Animals,” “Pond in Winter”

F 3/3 Thoreau, *Walden*, “Spring,” “Conclusion” **midterm in class**

M 3/6 John Muir, *My First Summer*, 1-48

W 3/8 John Muir, *My First Summer*, 48-95

F 3/10 John Muir, *My First Summer*, 95-146

**Spring break (3/11‑3/19)**

M 3/20 Mary Austin, *Land of Little Rain*, to p. 45

W 3/22 Mary Austin, *Land of Little Rain*, to end

F 3/24 Leopold, *Sand County*, Pt. 1, January through July

M 3/27 Leopold, *Sand County*, Pt. 1, August through December

W 3/29 Leopold, *Sand County*, Pt. 2

F 3/31 Leopold, *Sand County*, Pt 3 **quiz in class**

M 4/3 Edward Abbey, *Desert Solitaire*, to 38

W 4/5 Edward Abbey, *Desert Solitaire*, 39-94

F 4/7 Edward Abbey, *Desert Solitaire*, 96-127

M 4/10 Edward Abbey, *Desert Solitaire*, 128-195

W 4/12 Edward Abbey, *Desert Solitaire*, 196-231

F 4/14 Edward Abbey, *Desert Solitaire*, 232-269

M 4/17 Annie Dillard, *Pilgrim at Tinker Creek,* to 54

W 4/19 Annie Dillard, *Pilgrim at Tinker Creek,* 55-104

F 4/21 Annie Dillard, *Pilgrim at Tinker Creek,* 105-160

M 4/24 Annie Dillard, *Pilgrim at Tinker Creek,* 161-224

W 4/26 Annie Dillard, *Pilgrim at Tinker Creek,* 225-end

F 4/28 **Nature Journals final turn in**

Obligations: You will need to read and understand all the writings assigned. You can show that you have done both by attending and taking an active part in class discussion (20 points), as well as by incorporating insights from the readings in your nature journal (20 points—see next item), performing well on the quizzes (20 points—10 each), the midterm (20 points), and the final paper (20 points).

Journals: 1) Find a place on or off campus where you can sit or stand and observe something that will count as nature (i.e., although perhaps influenced by human action, not dominated by it). Begin to write about what you see and what it makes you feel or think. You can go back to that place once a week (recidivist journal) or find other places (progressive journal). In either case, you need to write a fair amount (3-4 pp. per week minimum), so that by term end you will have written at least 45-60 pp. of good observation and reflection. 2) Use your journals as a place to write down your reflections on each of the books we read as well.

Final paper: 10-15 pp., on a significant issue in U.S. environmental history. Topics to be developed with and approved by instructor.

**2018-304 ENGL 3715E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8959 |
| **Request Proposer** | Pelizzon |
| **Course Title** | Nature Writing Workshop |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Nature Writing Workshop |
| **Course Number** | 3715 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This revision is simply to add EL and to change two words of the catalogue description to eliminate awkwardness. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Vanessa P Pelizzon |
| **Initiator Department** | English |
| **Initiator NetId** | vpp02001 |
| **Initiator Email** | [penelope.pelizzon@uconn.edu](mailto:penelope.pelizzon@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** | 2019 |
| **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)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Creative Writing workshop divided between attention to assigned readings and discussion/revision of student writings. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Engl 1010 or 1011 or 2011. |
| **Corequisites** | None. |
| **Recommended Preparation** | Recommended preparation: ENGL 1701. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **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?** | 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** | Shortage of faculty. |
| **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** | ENGL 3715. Nature Writing Workshop Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher; open only with consent of instructor. Recommended preparation: ENGL 1701. For student writers of proved ability who wish training in techniques of nature writing. Emphasis on nonfiction or poetry. |
| **Provide proposed title and complete course catalog copy** | ENGL 3715E. Nature Writing Workshop Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher; open only with consent of instructor. Recommended preparation: ENGL 1701. For student writers of proven ability who desire training in techniques of nature writing. Emphasis on nonfiction or poetry. |
| **Reason for the course action** | Adding Environmental Literacy to reflect the work already being done in the class. Slight change of wording in course description to eliminate awkward phrasing. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | This course guides students through a process of responding in creative writing to the connections between their own experiences and the environment. Readings and writing projects challenge them to write increasingly-accomplished poetry or prose that engages issues of the environment and human relationships within it. |
| **Describe course assessments** | Students compose and revise a variety of writing projects in poetry or creative prose. These may be assessed at the time and are often revised for inclusion in a comprehensive final portfolio. Students may also be assessed on shorter craft exercises designed to strengthen their poetic or prose technique. |
| **General Education Goals** | This course asks students to engage environmental issues critically and creatively through different writing techniques. Students read and write poetry and/or imaginative prose that pushes them to deepen their own personal relationship to the environment, while also considering the links between cultures and the places they inhabit.Through reflection on topical issues as well as active craft-based writing practice, students are encouraged to become more articulate writers who can depict the nuanced connections between humans and the environments on which they depend. |
| **Environmental Literacy** | Although primarily focused on developing students' understanding of cultural, creative, and artistic representations of human/environmental interactions, this course often considers the moral and/or ethical dimensions to those representations. For example, one past section of the course considered how authors from different environments/cities were responding to climate change. Readings included included Cheena Marie Lo's A Series of Un/natural Disasters, Natasha Tretheway's Beyond Katrina, Jamaica Kincaid's A Small Place, Tommy Pico's Nature Poem, and Robin Kimmerer's Braiding Sweetgrass. Students responded to issues raised by the readings with their own poetry and creative prose. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3715—Nature Writing--Sample syllabi for EL update CAR.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137775&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbb140dbf7b0449fc0c8f08d64fe73bf5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784251900583874&sdata=MhQE3lrx2DCBzFPsw5WUTJQ4XAANVjqwwgBr%2FxXFbuk%3D&reserved=0) | 3715—Nature Writing--Sample syllabi for EL update CAR.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Vanessa P Pelizzon | 10/19/2018 - 13:58 | Submit |  | Penelope Pelizzon, submitting on Oct 20, 2018 | | English | Clare C King'oo | 11/19/2018 - 12:48 | Approve | 11/19/2018 | Approved ENGL C&C Committee, 10/31/18. Sent to ENGL Department Faculty, 11/16/18. | |

**2018-305 ENGL 3122W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8598 |
| **Request Proposer** | Bedore |
| **Course Title** | Irish Literature in English since 1939 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Irish Literature in English since 1939 |
| **Course Number** | 3122W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | It's a W version of an existing course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@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** | 2019 |
| **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** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **Environmental Literacy** | No |
| **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** | lecture, discussion, and writing workshops |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **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?** | Junior,Senior |
| **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?** | No |
| **Is Consent Required for course?** | No Consent Required |
| **Who is this course open to?** | Junior,Senior |

|  |  |
| --- | --- |
| **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 proposed title and complete course catalog copy** | 3122W. Irish Literature in English since 1939 Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Fiction, drama, and poetry by such writers as Beckett, O’Brien, Friel, Heaney, Doyle, Carr, McCabe, Tόibin, and McDonagh. CA 4-INT. |
| **Reason for the course action** | Provides students with more options to fulfill the W requirement. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | A student successfully completing this course should be able to: • Intelligently discuss the major Irish writers and movements post-1939 • Critically read primary texts of Irish literature • Enter into critical conversation with scholarly sources • Write clearly and effectively • Provide useful feedback to other writers |
| **Describe course assessments** | These will vary from instructor to instructor, but all sections will include substantial weekly readings, one or two exams, regular informal writing, and papers comprising at least fifteen pages of revised, polished prose. |
| **General Education Goals** | The course addresses several of the general education target skills. Through its focus on well-informed critical reading, the course will build critical judgment. Since the course examines literary texts using current critical perspectives, it allows students to “acquire intellectual breadth and versatility” and to build an “awareness of their era and society.” Given the focus on a specific national literature, students should develop a fuller picture of “the diversity of human culture and experience.” Whether or not it is taught as a W course, the course will help students build both writing and critical reading skills that they can transfer to future educational and life experiences. |
| **Content Area: Diversity and Multiculturalism (International)** | The course provides an international perspective by focusing on the literary history of Ireland since 1939, with a particular emphasis on the intersections between literary and cultural production on the one hand and social and political change in the nation on the other hand. |
| **Skill Code W** | Regular informal writing assignments encourage students to "think through writing" as they grapple with various literary texts. Formal writing will require students to make well-informed arguments about the literature. Primary modes of writing instruction will include in-class writing workshops, individual and/or group conferences, peer review, written feedback from the instructor, and formal student reflection. The course will require a minimum of 15 pages of polished, revised writing (the exact breakdown will vary by instructor, but the course will generally require 2-4 formal papers). The syllabus will include 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** | | [ENGL 3122W Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136241&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C81f5bda4d18642bd9cac08d64fe6e4bd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784250436800629&sdata=MJoJ7ZndZ5Y3QHdHsgqTiLdNwoCQ2OE6oykjf6O%2F%2FNE%3D&reserved=0) | ENGL 3122W Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Pamela Bedore | 09/28/2018 - 20:49 | Submit |  | After consultation with Clare Costley King'oo, I am submitting proposal to add a W version of ENGL 3122 9.28.2018. | | English | Clare C King'oo | 11/19/2018 - 12:47 | Approve | 11/19/2018 | Approved ENGL C&C Committee, 10/17/18. Sent to ENGL Department Faculty, 11/16/18. | |

**English 3122W: Irish Literature in English Since 1939**

|  |  |
| --- | --- |
| Spring 2017  MWF 10:10-11:00  ACD 208 | Rebecca Troeger  Rebecca.Troeger@uconn.edu  Office: ACD 315/306  Office hours: MWF 1:00-2:00  or by appointment |

**Course Description**

This survey of Irish literature from 1939 through the present covers almost eight decades of sweeping social, political, and cultural change in a newly independent Ireland. We will consider attitudes towards an emerging national identity; the rural/urban divide; the influence of, and changing attitudes towards, the Catholic Church; the effects of the “Celtic Tiger” economic boom and the subsequent financial crisis; issues of gender and sexuality; the conflict in Northern Ireland; the increasing visibility of immigrant populations; and the role of the Irish language. Along with fiction, poetry, and drama, we will consider influential works in Irish literary and cultural criticism along with film and music.

**Course Objectives**

A student successfully completing this course should be able to:

* Intelligently discuss the major Irish writers and movements post-1939
* Critically read primary texts of Irish literature
* Enter into critical conversation with scholarly sources
* Write clearly and effectively
* Provide useful feedback to other writers

**Required texts:**

Brian Friel, *Dancing at Lughnasa*

Bernard MacLaverty, *Grace Notes*

Wes Davis, ed. *An Anthology of Modern Irish Poetry*

Tana French, *Broken Harbor*

Roddy Doyle, *The Commitments*

**Grading:**

Shorter literary analysis paper: 10%

Researched literary analysis: 30%

Annotated bibliography: 10%

One short presentation on your research topic: 10%

Informal homework assignments, in class writing: 10%

Midterm exam: 10%

Final exam: 10%

Respectful, active, and regular class participation: 10%

**Grade Conversion Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | 59 or less | |

**Class Participation and Your Responsibilities:**

What you learn in this class depends very much on what you put into it. Class time will consist heavily of activities that depend on the involvement of every student.

This course is designed so that your regular and active attendance and participation is crucial to the success of the whole class and, moreover, contributes towards your final grade. If you are regularly absent, tardy, and/or underprepared, it will be very difficult for you to meet the goals of the course.

Your participation grade is determined by several factors:

* Attentive, respectful, and productive involvement in class discussions and activities. This includes in-class writing, which cannot be made up or handed in at a later date. Any use of technology that is not directly related to coursework is disrespectful to your classmates and will result in a deduction from your participation grade.
* Preparedness: Show up to class on time with your textbook and any assignments ready to hand in (remember to allow time before your assignments are due for technical difficulties). Complete all the required reading, take notes on your questions and comments, and be ready to contribute to discussions.
* Come to class on time. If you need to miss class because of a religious holiday, please let me know as early in the semester as possible. In the case of illness or emergency, and/or if you know of an upcoming extended absence, communicate with me as much and as early as possible, and provide any relevant documentation (doctor’s notes, etc.). Remember that you are still responsible for any reading or writing assignment due on the day you are absent.

It is especially important for each class member to maintain a healthy and supportive classroom environment. This means that you must consciously work at being welcoming and curious about viewpoints other than your own, and that you be open to the possibilities of changing your own viewpoints.

**Writing Assignments:**

This course will be oriented towards one final research project in which you will present an in-depth argument based on current literary scholarship. First, you will write a short analysis of one text from the syllabus. Next, you will choose a topic inspired by the course material and write an annotated bibliography of the current debates on that topic. While working on your final project, you will present your research to the class, and finally you will hand in your major paper on the last day of class. We will focus on current debates and issues in Irish studies throughout the semester in order to give you a broad sense of context for your own research.

1. All assignments must be typed and follow MLA documentation style.
2. All drafts must meet minimum length and assignment requirements.
3. Drafts are due by hard copy at the beginning of the class period. If you must miss class on a due date, assignments must be emailed to me via attachment by the beginning of the class period. In these cases, if I can’t open or read the attachment, the paper will be counted as late.
4. Late papers will be accepted only if you have made arrangements with me at least two days in advance. Without prior permission, your paper grade will go down by half a letter grade (A to A-, etc.) for every day that it is late.

Because this is a W course, you must pass the W portion of the class to pass the class.

**Informal writing**

Throughout the semester, there will be a number of short homework assignments and in-class writing exercises in which we explicitly discuss effective strategies for writing. Altogether, the average grade of all of these will equal 10% of your final grade.

Homework assignments may take the form of discussions on HuskyCT, blog posts, or written responses to the readings. As opposed to the formal papers, these shorter writing assignments may be less organized and more creative, exploratory, or informal. Likewise, in-class writing assignments will give you the chance to write informally about your writing process and your understanding of the readings. These short writing assignments will be graded based on substance (i.e., do you engage with the question being asked in depth?), relevance to the topic at hand, and originality and creativity if applicable.

**News, Updates, Communication**

Because this course is conceived as a research seminar for English majors, I expect to adjust the syllabus to meet your interests. Any changes to the syllabus will be announced in class and on Blackboard. Also, I encourage you to communicate with me early and often about your writing, reading, or any comments or questions. I prefer to be contacted via email at [Rebecca.Troeger@uconn.edu](mailto:Rebecca.Troeger@uconn.edu). For all emails, please include your name and the topic of the message in the subject heading. If you’re attaching a document, always include a description of that document in the subject heading and the body of the email. For any question that requires a lengthy response, rather than sending you an email response, I’ll prefer to set an appointment to discuss the issue with you, either in person or via Google Plus or Skype.

**Academic Center**

I encourage you to make use of the Academic Center and the tutoring available. Although an appointment is not required, it is strongly recommended. For more information visit averypoint.uconn.edu/academic-center.

**Academic Integrity**

Because this course aims to give you the experience of being an active member of a community of scholars, you are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Academic Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation.

This course depends on the honesty and integrity of each student. Plagiarism not only deprives you of the education you’re here for, but it does a serious disservice to your classmates who put in the work and it undermines the cooperative nature of the writing classroom. Students who plagiarize material sometimes do not realize they are doing it, but it is ultimately your responsibility to come to me with any and all questions. If I find plagiarized material in a final draft – even if you don’t realize you were misusing a source, if I never mentioned that type of plagiarism in class, or if I’d already seen several drafts of the same paper and didn’t catch it – it will mean a zero grade for the paper and possibly failure of the course. If you are not sure about the way you are using a source, err on the side of caution and ask me.

For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards:  [http://www.community.uconn.edu](http://www.community.uconn.edu/).

**Students With Disabilities**  
Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact Trudy Flanery, Director of Student Services at Avery Point, at [(860) 405-9024](tel:%28860%29%20405-9024) or [trudy.flanery@uconn.edu](mailto:trudy.flanery@uconn.edu).

**A Note on the Final Exam**

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable excuses for missing a final assessment. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services in Branford House room 306.

**Course Schedule**

*The reading schedule is subject to change at the discretion of the instructor. Any changes will be announced in class and reflected on Blackboard.*

Week 1: Introduction

Wednesday 1/18 Introduction to the course

Friday 1/20 Mike Cronin, “Post-War Ireland and the Modern Troubles,” *A History of Ireland*” (required); Declan Kiberd, “Imagining Irish Studies,” *Inventing Ireland* (recommended)

Week 2: Irish Postmodernism

Monday 1/23: Flann O’Brien, excerpts from *At Swim-Two-Birds* and *The Poor Mouth/An Béal Bocht*

Wednesday 1/25 Samuel Beckett, *Waiting For Godot*

Friday 1/27 Beckett, cont.

Week 3: Naturalism

Monday 1/30 Patrick Kavanagh: Textbook 65-92

Wednesday 2/1 Seán Ó Faoláin, “The Trout,” “The Woman Who Married Clark Gable,” and “Romance and Realism;” Frank O’Connor, “The Guests of the Nation, “The Holy Door,” “The Mad Lomasneys,” and “The Future of Irish Literature”

Friday 2/3 **Paper 1 Draft Due: Peer review workshop**

Week 4: Brian Friel, *Dancing at Lughnasa*

Monday 2/6

Wednesday 2/8

Friday 2/10

Week 5: Northern poetry

Monday 2/13 Louis MacNeice, 93-108

Wednesday 2/15 John Montague, 257-274; Seamus Heaney, 325-356. Recommended: Patricia Coughlan, “’Bog Queens’: The Representation of Women in the Poetry of John Montague and Seamus Heaney”

Friday 2/17 Michael Longley, 357-374; Derek Mahon, 428-452. **Paper 1 Due**

Week 6: Contemporary fiction

Monday 2/20 Colm Toibin, “The Pearl Fishers”

Wednesday 2/22 Colum McCann, “Everything In This Country Must” and “Treaty”

Friday 2/24 Patrick McCabe, excerpt from *Breakfast on Pluto*

Week 7: Bernard MacLaverty, *Grace Notes*

Monday 2/27

Wednesday 3/1

Friday 3/3

Week 8: Bernard MacLaverty, *Grace Notes*

Monday 3/6

Wednesday 3/8

Friday 3/10

**Spring Break**

Week 9: Irish language poetry

Monday 3/20 **Midterm exam**

Wednesday 3/22 Máirtin Ó Direáin, 135-146; Seán Ó Ríordáin, 147-157

Friday 3/24 Nuala Ní Dhomhnaill, 689-705; Ní Dhomhnaill, “Why I Choose to Write In Irish, the Corpse That Sits Up and Talks Back” (on Blackboard)

Week 10: Roddy Doyle, *The Commitments*

Monday 3/27

Wednesday 3/29

Friday 3/31 **Annotated bibliography due**

**Weeks 11-14: Presentations and whole-class workshops**

Week 11: Irish women poets

Monday 4/3 Eavan Boland, 470-493

Wednesday 4/5 Eilean ni Chuilleanain, 453-469

Friday 4/7 Research workshop

Week 12: Contemporary drama and film

Monday 4/10 Martin McDonagh, “The Beauty Queen of Leenane,” pages 3-44

Wednesday 4/12 “The Beauty Queen of Leenane,” 45-81

Friday 4/14 *The Fall,* Series 1, Episode 1: “Dark Descent” (on Netflix); “Six Shooter” (on Vimeo).

Week 13: After the Celtic Tiger: Tana French, *Broken Harbor*

Monday 4/17

Wednesday 4/19

Friday 4/21

Week 14: Tana French, *Broken Harbor*

Monday 4/24

Wednesday 4/26 .

Friday 4/28 **Exam Review**

**Final exam: Monday 5/1, 10:30 to 12:30; Final paper due**

**2018-306 HDFS 3425 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9503 |
| **Request Proposer** | Schwartz |
| **Course Title** | Food and the American Family |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > Return > Human Development and Family Studies > 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** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Food and the American Family |
| **Course Number** | 3425 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Marlene B Schwartz |
| **Initiator Department** | InCHIP Rudd Center |
| **Initiator NetId** | mbs14003 |
| **Initiator Email** | [marlene.schwartz@uconn.edu](mailto:marlene.schwartz@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** | 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** | 60 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Once a week, 2.5 hours |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | Recommended Prep: HDFS 2004W, PSYC 2100WQ, or equivalent Research Methods course. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,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?** | 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** |  |
| **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** | HDFS 3425. Food and the American Family Three credits. Recommended Prep: HDFS 2004W, PSYC 2100WQ, or equivalent Research Methods course. Open to juniors or higher. Comprehensive and critical examination of how individual characteristics, family factors, community environments, food industry actions, and government food policies work together to influence what Americans eat throughout the lifespan. |
| **Reason for the course action** | This is a new course that reflects the research expertise of a newly tenured full professor in the department. |
| **Specify effect on other departments and overlap with existing courses** | n/a |
| **Please provide a brief description of course goals and learning objectives** | Student Learning Objectives By the end of the semester, you will be able to: 1. Explain how multiple factors (e.g., taste preferences, family norms, school environment, neighborhood access to food, exposure to food marketing, socio-economic status, and government policies) influence an individual’s diet throughout the lifespan. 2. Describe common research methods used to study the impact of each of the factors above on diet quality and health. 3. Critically examine your own personal experiences of the food and nutrition environment in your home, school, college, and community and compare to other people’s experiences as described in class discussions, readings, and popular press articles. 4. Evaluate how the popular press interprets and presents the research on the topics in this class. 5. Critically analyze the roles and responsibilities of parents, child care providers, schools, colleges, the government, public health advocates, and the food industry in helping people meet their nutritional needs. |
| **Describe course assessments** | 1. Weekly readings and 2-page reflection papers 2. Group shopping project to learn how to balance nutrition and food budget 3. Oral and written mock testimony for a legislature 4. Final paper on a topic chosen by the student, analyzed using the social-ecological model |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus HDFS 3095 Fall 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F139942&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4e8bb5d052e341e27dee08d64fe51876%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784242712961703&sdata=r4m8c48rMQ4kVjfDiasNbTOkp77nCm7FJ%2BcFDX8JPr0%3D&reserved=0) | Syllabus HDFS 3095 Fall 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Marlene B Schwartz | 11/16/2018 - 10:35 | Submit |  | I am submitting this course for approval as a new HDFS undergraduate class. | | Human Development and Family Studies | Kari L Adamsons | 11/16/2018 - 12:40 | Return |  | Comments sent via email - couple of minor changes needed. | | Return | Marlene B Schwartz | 11/18/2018 - 16:15 | Resubmit |  | I have changed the syllabus to a word file and added the course restriction to junior, seniors, and graduate students. | | Human Development and Family Studies | Kari L Adamsons | 11/19/2018 - 11:10 | Approve | 11/19/2018 | Approved by Dept 11/14/18 | |

**2018-307 PP 4346 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9180 |
| **Request Proposer** | Raissian |
| **Course Title** | Child and Family Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Child and Family Policy |
| **Course Number** | 4346 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Raissian |
| **Proposer First Name** | Kerri |
| **Select a Person** | kmr13001 |
| **Proposer NetId** | kmr13001 |
| **Proposer Phone** | +1 959 200 3806 |
| **Proposer Email** | [kerri.raissian@uconn.edu](mailto:kerri.raissian@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **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 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 |

|  |  |
| --- | --- |
| **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?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty teach at Hartford and Storrs |
| **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** | PP 4346 Child and Family Policy. Three credits. Theory and practice of child and family policy. A variety of topics will be covered, including marriage and divorce, fertility, employment, and human capital. |
| **Reason for the course action** | Course covers a body of material not covered in other undergraduate PP courses. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course applies social science theory to the study of the family and is composed of three parts. The first covers the microeconomic tools and perspectives that will be utilized throughout the course. The second focuses on the theoretical models developed to inform our understanding of the family. A variety of topics will be covered including marriage and divorce, fertility, employment, and human capital. The final section will be devoted to the application of this theory in the policy arena. Subject matter in the application section will consist of, but is not limited to, income support, education, and child support policies. Domestic policies are the primary source for examples. Throughout the course, children and their outcomes are of particular concern. Goal 1: Understanding the role of policy in the United States on child and family outcomes Goal 2: Being able to understand economic theory (specifically about the family) and using that theory to predict how a policy might impact children and families Goal 3: Being able to evaluate research that assesses the effect of policy on shaping the family. Goal 4: Being able to articulate – both verbally and in written form – how policy shapes children and families in America |
| **Describe course assessments** | The overall assessment for the course is as follows: 3 article critiques (2-3 pages) 40% In class quizzes 10% Presentation 10% Final paper (14-15 pages) 20% Class participation 20% Readings: There are typically about 2-3 assigned readings per week. The papers come from a variety of disciplines – economics, sociology, demography, and political science, and contribute to achieving the 4 previously, stated course goals. The methods in the papers include both quantitative and qualitative techniques. Readings may either serve as the foundation for class discussions or act as an example of the policy we are discussing. The articles (and occasional book chapter) are sophisticated and can be dense – therefore, I keep the number of articles low to ensure students can appropriately engage with the content (as opposed to feeling overwhelmed). Reading comprehension is assessed in two ways: (1) there are 2-3 unannounced (or “pop”) quizzes throughout the semester. The quiz is based on 1 reading for the current class period and consists of about 2-3 broad-based, overview questions, and (2) class participation and engagement on the course readings. Article Critiques: Students are required to complete 3 article critiques throughout the semester. Each week, one of the weekly readings is eligible to be a “critique” article (please note, a critique does not involve additional reading). Students write a 2-3 page response to the article. Their critique should cover (1) the article’s research question, (2) how the article has contributed to scholarship, (3) discuss if the methods were appropriate for the research question, and (4) provide any critiques they have of the author’s work. Students must also submit 2-3 discussion questions before class, and I build these into the lecture as appropriate and possible. Final Research Project: Students work with me to determine a final research project for the class. Students may select a topic on or off the syllabus, and the policy may be a United States or international policy. Students are given the option to work individually or in pairs for this project. The following project description appears in the syllabus: Each student/group is expected to write a research paper (double-spaced, 12-point font, one inch margins, lengths are listed in grading rubric) on a topic of his/her/their/group choice involving a child or family policy (other social policies may be approved by the professor). The paper should include descriptive details of the topic, the public policies that are relevant, a summary of the theoretical and empirical literature on the topic, as well as criticisms of this literature. Your goal is not to solve this problem. Rather I want to see that you have incorporated theory as a structure you can use to evaluate policies for children and families (or other populations as applicable). This should be an original work and not something that you have used in a previous class. If you are building off past coursework, you should talk to me first for project approval. Students are required to submit their research question to me (usually within the first 3-4 weeks of class). I provide feedback to students about their question and provide guidance as appropriate. Students are required to turn in an outline around week 8 of the semester. Again, feedback is provided. Evaluation of this project is separated into 2 parts: (1) an in class presentation of their research topic and findings (usually about 15 minutes depending on class size) and (2) a written research paper (10-12 pages in length). There is no final for the course. The final project serves as the final evaluation method. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP\_ChildandFamilyPolicy\_Undergraduate\_Section\_Raissian.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F138765&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca4f3affd16244cfa172008d6482cea8f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636775755082070531&sdata=Qr7M0i745iWhZTbxvncUjUJwvv2DO5yT1JcNrDbauks%3D&reserved=0) | PP\_ChildandFamilyPolicy\_Undergraduate\_Section\_Raissian.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 11/01/2018 - 13:46 | Submit |  | This is an undergraduate version of a proposed graduate course of the same name that has also been currently submitted | | Public Policy | Kenneth J Dautrich | 11/10/2018 - 14:23 | Approve | 9/14/2018 | looks fine | |

**UNIVERSITY OF CONNECTICUT**

**DEPARTMENT OF PUBLIC POLICY**

**PP 4346: Child and Family Policy**

**(with an emphasis on the family)**

[Class Date, Time, and Location]

# Instructor: Kerri M. Raissian

Office: Hartford Times Building, 419

Email: [kerri.raissian@uconn.edu](mailto:kerri.raissian@uconn.edu)

Phone: 959.200.3826

Office hours: XXXX

**COURSE OBJECTIVE & DESCRIPTION:**

This course applies social science theory to the study of the family and is composed of three parts. The first covers the microeconomic tools and perspectives that will be utilized throughout the course. The second focuses on the theoretical models developed to inform our understanding of the family. A variety of topics will be covered including marriage and divorce, fertility, employment, and human capital. The final section will be devoted to the application of this theory in the policy arena. Subject matter in the application section will consist of, but is not limited to, income support, education, and child support policies. Domestic policies are the primary source for examples. Throughout the course, children and their outcomes are of particular concern.

**PREREQUIISTES:** None. For students with no background in economics of child and family policy, I have posted and recommend Chapters 1 and 2 of:

Blau, Francine, D., Marianne A. Ferber, and Anne E. Winkler. 2002. *The*

*Economics of Women, Men, and Work.* Upper Saddle River, NJ: Prentice Hall.

**GRADING**

3 article critiques (2-3 pages) 40%

In class quizzes 10%

Presentation 10%

Final paper (10-12 pages) 20%

Class participation 20%

**CRITIQUES**

For each topical section of the course, students will note that one or two articles are marked with an \*. These are the articles students can critique. Critiques done on an article without an \* will receive a grade of 0. Over the course of the semester, students are required to critique three (if enrolled in 4304) or two (if enrolled in 5344 or enrolled in 4034 but requesting an Honor’s Conversion) different articles, but can critique at most one per topic. The critiques are due (hardcopies) at the beginning of the class on the day the topic was assigned. Critiques must be stapled as appropriate (I am not responsible for lost pages and points will be deducted for loose papers). An example critique is posted on HuskyCT.

As a part of the critique assignment, students should also write two or three questions/issues that might stimulate some discussion on the topic during class. These questions/issues may be arguments that the student thought needed some clarification, arguments that the student found particularly convincing, flaws that the student found in the author(s)’s argument, or areas of intellectual extension. Students should email me the questions/issues by noon of the day the topic will be discussed in class.

**QUIZZES**

There will be an undetermined number of in class quizzes. Quiz dates will be unannounced and will be given at the start of class. There are no makeups for quizzes. I will drop your lowest quiz grade.

**FINAL RESEARCH PROJECT**

Students will be able to explore a social policy of their choosing as their final project. Some students get the most out of individual work, while others thrive in a group setting. Therefore, students will be allowed to express a preference for working in groups versus individually on this project – though the final selection to group or individual work will be made by the professor (and at my sole discretion). I will also have discretion over group construction, i.e., I will assign students to groups. Please note: I cannot, will not, and do not guarantee you will get your preference, but I am hoping to try! This final project is comprised of a paper and a presentation.

**RESEARCH PAPER**

Each student/group is expected to write a research paper (double-spaced, 12-point font, one inch margins, lengths are listed in grading rubric) on a topic of his/her/their/group choice involving a child or family policy (other social policies may be approved by the professor). The paper should include descriptive details of the topic, the public policies that are relevant, a summary of the theoretical and empirical literature on the topic, as well as criticisms of this literature. Your goal is not to solve this problem. Rather I want to see that you have incorporated theory as a structure you can use to evaluate policies for children and families (or other populations as applicable). This should be an original work and not something that you have used in a previous class. If you are building off past coursework, you should talk to me first for project approval. Please see the following paper (on HuskyCT) for an example:

Leonard M. Lopoo and Kerri M. Raissian. 2012. “Natalist Policies in the United States.” *Journal of Policy Analysis and Management* 31(4): 905-946.

**Deadline for topic: [Place Date Here]**

Your paper topic should be formatted as: How does [insert policy or program] affect [insert outcome]. Examples might include:

How does the Affordable Care Act affect health care coverage?

How does gun control affect family violence rates?

Broader topics like, “How does women’s labor force participation affect fertility rates” are also fine but you should discuss this with the professor before submission.

All students are encouraged to discuss their topics with me. All topics must have a clear policy, program, or phenomena of study and a clear outcome to research.

In addition to your topic, students should include 3-4 sentences about why this is an important or compelling topic to research.

**Deadline for outline: [Place Date Here]**

Outlines should be 1-2 pages in length. You should list your topic, discuss the policy, program, or phenomena, explain the theory behind why you expect the policy, program, or phenomena to affect your outcome of interest, discuss the literature surrounding this topic, provide a discussion about our current state of knowledge, and conclude.

Your outline should convince me that you are looking at your topic in an objective manner and that you are consulting a wide variety of source material.

***\*\*\* Please submit your outlines to the Assignment folder on HuskyCT.***

**Deadline for paper: [Place Date Here]**

***The topic and paper are due in hardcopy at the beginning of class.***

***Staple your work! Please submit outline on HuskyCT.***

**PRESENTATION**

In our final two classes **[Place Dates Here]**, each of you (or each group) will be required to make a short 15 minute PowerPoint presentation reporting what you have learned on your topic of choice. These presentations should include your research topic/question, what you have learned about this issue from an economic, sociological, and/or demographic perspective, a description of the current policies targeting this issue and the efficacy of these policies, as well as the gaps in our understanding of the topic. After each presentation, there will be a short Q& A period. I will allow students to indicate their preferred presentation dates. If a date is oversubscribed, I will randomly assign students to dates.

**LATE ASSIGNMENTS**

I do not accept late assignments. Late assignments will be given a grade of 0. Papers are due at the start of class. If the student is last to class, so is the assignment. Likewise, all parts of an assignment need to be handed in on time for credit to be given. For example, a critique is comprised of 2 parts: (1) the questions, which are due to me by 12pm via email the day of class and (2) the written critique, which is due at the start of class.

**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/>. The UConn - Hartford Campus Disability Services Office is located in the Undergraduate Building, Room 224, or you may contact the office at (860) 570-9204 or [ghcdisabilityservices@uconn.edu](mailto:ghcdisabilityservices@uconn.edu).

**ACCOMODATION OF RELIGIOUS PRACTICES**

Many of the world’s religions have activities or practices that conflict with participation in the regular schedule of academic coursework. Students will be accommodated with respect to their religious practices in accordance with Connecticut Statutes, specifically Sec. 10a-50. (Formerly Sec. 10-334g). “Absence of students due to religious beliefs” which states;

“Any student in an institution of higher education who is unable, because of such [religious] reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day.”

On February 2, 2009, the University Senate passed a motion on about religious observances which stipulated that “Students anticipating such a conflict should inform their instructor in writing **within the first 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, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

**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).

**ACADEMIC INTEGRITY**

Students are expected to prepare and submit their own work for this course. Students may provide and receive assistance from other students when preparing to complete assignment but the work submitted must be that of the student whose name appears on it. Students may study together and talk to each other about arguments or materials they intend to submit, but the write-up (and all editing) should be done independently of other students, colleagues, or other advisors. In the event of academic misconduct, UConn’s policy will be followed.

\*\*\* Please note, if students wish to seek help from the University’s writing center, that is allowed, so long as the final product is that of the student’s.

**EMAIL**

I will use your UConn email addresses to communicate with you. If you use a personal account, please make sure your UConn emails are forwarded appropriately. I may use email to communicate with you about course deadlines or other changes. You may also reach me by using my UConn email address: [kerri.raissian@uconn.edu](mailto:kerri.raissian@uconn.edu). I will not be using the email function on HuskyCT to receive email.

**GADGETS**

It may be necessary for you to have an electronic device during class to assist your learning. This may include an iPad, laptop, or something else. However, please be respectful to others by ensuring you are using technology to aid you in the course. Please make sure all cellphones are silenced while class is in session. Please, no fidget spinners!

**MISCELLANEOUS HOUSEKEEPING**

* Please be on time… if you have to arrive late, remember it’s better to arrive late to class than miss an entire week of material! BUT there are no quiz make-ups due to late arrival.
* A break will typically be offered. Students should be back on time.
* These rooms are difficult to heat and cool. I suggest wearing layers.
* Some of you may need to eat during class. That is fine with me, but out of courtesy to other students, please don’t eat any food with a strong scent or aroma. Foods that have to be heated and fish are usually not recommended.

**Schedule – Readings on HuskyCT or hyperlink provided**

***\*\*\* Note: Dates are subject to change. Any changes will be announced by email and/ or in class (perhaps by both – but only one method is guaranteed). Students are responsible for keeping up with announcements no matter which communication method is used! \*\*\****

**I. Microeconomic Theory, Empirical Methods, and the Family [January 16, 23]**

The theory of marriage (1/16):

Blau, Francine, D., Marianne A. Ferber, and Anne E. Winkler. 2002. Chapter 3. *The*

*Economics of Women, Men, and Work.* Upper Saddle River, NJ: Prentice Hall.

Stevenson, Betsey and Justin Wolfers. 2007. “Marriage and Divorce: Changes and their Driving Forces. *Journal of Economic Perspectives* 21(2):

\*\*\* Pages 40-48 ONLY

*A helpful write up to Stevenson and Wolfers:*

<http://knowledge.wharton.upenn.edu/article/i-dos-and-donts-how-changes-in-marriage-divorce-and-childbirth-are-redefining-the-workplace/>

The theory of the family & marriage cont. (1/23):

Foster, E. Michael. 2002. “How Economists Think about Family Resources and Child

Development.” *Child Development* 73: 1904-14.

\*Lundberg, Shelly and Robert A. Pollack. 2007. “The American Family and Family

Economics.” *Journal of Economic Perspectives* 21(2): 3-26.

**II. Marriage, Divorce, and Cohabitation [January 30, February 6, February 13]**

The patterns (1/30):

Cherlin, Andres, Erin Cumberworth, S. Philip Morgan, and Christopher Wimer. 2013. “The Effects of the Great Recession on Family Structure and Fertility.” ANNALS 650: 214-231.

\*Stevenson, Betsey and Justin Wolfers. 2007. “Marriage and Divorce: Changes and their Driving Forces.” *Journal of Economic Perspectives* 21(2): 27-52. (read entire article)

A replacement to marriage? (2/6):

Furstenberg, Frank. 2014. “Fifty Years of Family Change: From Consensus to Complexity.” The ANNALS of the American Academy of Political and Social Science. 654(1): 12-30

Goldstein, Joshua and Catherine Kenney. 2001. “Marriage Delayed or Marriage

Foregone? New Cohort Forecasts of First Marriage for U.S. Women.” *American*

*Sociological Review* 66: 506-19.

A beneficial arrangement? (2/13)

\*Edin, Kathryn. 2000. “Few Good Men: Why Poor Women Don’t Remarry.” *American Prospect* 11: 26-31. Available at:

<http://www.prospect.org/cs/articles?article=few_good_men>

Mincy, Ronald, Jennifer Hill, and Marilyn Sinkewicz. 2009. “Marriage: Cause or Mere Indicator of Future Earnings Growth?” *Journal of Policy Analysis and*

*Management* 28(3): 417-439.

**III. Fertility & Teen Fertility [February 20, 27]**

Fertility (2/20):

Lewin, Tamar. December 4, 2014. “US Birthrate Declines for Sixth Consecutive Year: Economy Could be a Factor.” <https://www.nytimes.com/2014/12/05/us/us-sees-decline-in-births-for-sixth-year.html>

Leonard M. Lopoo and Kerri M. Raissian. 2012. “Natalist Policies in the United States.” *Journal of Policy Analysis and Management* 31(4): 905-946.

\* Sacerdote, Bruce and James Feyrer. 2008. “Will the Stork Return to Europe and Japan?

Understanding Fertility within Developed Nations.” *Journal of Economic Perspectives* 22(3): 3-22

Not required, but may comment on:

\*Dettling, Lisa and Melisa S. Kearney. “[House Prices and Birth Rates: The Impact of the Real Estate Market on the Decision to Have a Baby](http://www.sciencedirect.com/science/article/pii/S0047272713001904),” *Journal of Public Economics* 110, February 2014: 82-100

Teen Fertility (2/27):

Hoffman, Saul D. 1998. “Teenage Childbearing Is Not So Bad After All…Or Is It? A

Review of the New Literature.” *Family Planning Perspectives* 30(5): 236-239,

243.

<https://www.guttmacher.org/journals/psrh/1998/09/teenage-childbearing-not-so-> bad-after-allor-it-review-new-literature

\* Kearney, Melissa S. and Phillip Levine, “[Investigating Recent Trends in the U.S. Teen Birth Rates,”](http://www.sciencedirect.com/science/article/pii/S0167629615000041) *Journal of Health Economics (41),* May 2015: 15-29.

Not required, but may comment on:

\* Kearney, Melissa S. and Phillip Levine, “[Media Influences on Social Outcomes: The Impact of MTV’s16 and Pregnant on Teen Childbearing](http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.20140012),” *American Economic Review* 105(12), 2015: 3597-3632*.*

**IV. Poverty & Welfare [March 6, March 20]**

Understanding Poverty & Poverty Alleviation (3/6):

Fox, Liana, Christopher Wimer, Irwin Garfinkel, Neeraj Kaushal, and Jane Waldfogel. 2015. “Waging War on Poverty” Poverty Trends Using a Historical Supplemental Poverty Measure.” *Journal of Policy Analysis and Management* 34(3) 567-592

\*\*\* A student’s former critique of this article is posted on HuskyCT for your review.

\* Edin, Kathryn and Rebecca Joyce Kissane. 2010. “Poverty and the American Family: A

Decade in Review.” *Journal of Marriage and the Family* 72(3): 460-479.

Poverty Alleviation (3/20):

\*Hoynes, Hilary, Diane Whitmore Schanzenbach and Douglas Almond. 2016. "Long-Run Impacts of Childhood Access to the Safety Net*."* *American Economic Review* 106(4): 903-34.

Case, Anne, Darren Lubotsky, and Christina Paxson. 2002. “Economic Status and Health

in Childhood: Origins of the Gradient.” *American Economic Review* 92(5): 1308-1334.

Multiple authors in Point/Counterpoint Section in *Journal of Policy Analysis and*

*Management* 26(2): 369-385.

**IV. Human Capital /Women in the Labor Force [March 27th]**

Women, Work, and Motherhood (3/27):

Blau, Francine, D., Marianne A. Ferber, and Anne E. Winkler. 2002. Chapter 6 in *The*

*Economics of Women, Men, and Work.* Upper Saddle River, NJ: Prentice Hall.

\*Bianchi, Suzanne M. 2000. “Maternal Employment and Time with Children: Dramatic

Change or Surprising Continuity?” *Demography* 37: 401-14

\* Kerr, Sari Pekkala (2015). “Parental Leave Legislation and Women’s Work”. *Journal of Policy Analysis and Management.* 35(1):117-144

To Supplement Kerr: <http://www.appam.org/publications/jpam/parental-leave/>

Not required, but may comment on:

\*McLanahan, Sara. 2004. “Diverging Destinies: How Children are Faring Under the

Second Demographic Transition.” *Demography* 41(4): 607-627.

*Supplemental Reading in popular press*

Sheryl Sandberg: Lean In.

Anne Marie Slaughter. 2012. “Why Women Still Can’t Have It All.” *The Atlantic* <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Sheryl Sandberg. Admits Parts of Lean In Are Wrong. <http://www.cbsnews.com/news/facebook-sheryl-sandberg-parts-of-lean-in-are-wrong/>

**VII. Family Violence (April 3, April 10)**

Child Maltreatment (4/3)

Brooks-Gunn, Jeanne, **William Schneider,** & Jane Waldfogel. (2013). “The Great Recession and the Risk for Child Maltreatment.”  Child Abuse & Neglect, 37(10), 721-729

\*Paxson, Christina and Jane Waldfogel. 2003. “Welfare Reforms, Family Resources, and Child Maltreatment.” *Journal of Policy Analysis and Management* 22(1):85-113

Intimate Partner Violence: (4/10)

\*Aizer, Anna and Pedro Dal Bo. 2009. “Love, hate and murder: Commitment devices in violent relationships.” *Journal of Public Economics*. 93: 4120428

Kerri M. Raissian. 2016. “Hold Your Fire: Did the 1996 Federal Gun Control

Act Expansion Reduce Domestic Homicides?” *Journal of Policy Analysis and Management* 35(1):67-93

**Articles you might find interesting….**

Duggan, Mark G. and Melissa Schettini Kearney. 2007. “The Impact of Child SSI

Enrollment on Household Outcomes.” *Journal of Policy Analysis and*

*Management* 26(4): 861-885. (jstor)

Miller, Amalia R. and Lei Zhang. 2009. “The Effects of Welfare Reform on the

Academic Performance of Children in Low-Income Households.” *Journal of*

*Policy Analysis and Management* 28(4): 577-599. (jstor)

Pirog, Maureen A. and Kathleen Ziol-Guest. 2006. “Child Support Enforcement:

Programs, Policies, Impacts, and Questions.” *Journal of Policy Analysis and*

*Management* 25(4): 943-990. (jstor)

***Presentations – April 17th and April 24th***

**2018-308 PP 5346 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8458 |
| **Request Proposer** | Raissian |
| **Course Title** | Child and Family Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Child and Family Policy |
| **Course Number** | 5346 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Raissian |
| **Proposer First Name** | Kerri |
| **Select a Person** | kmr13001 |
| **Proposer NetId** | kmr13001 |
| **Proposer Phone** | +1 959 200 3806 |
| **Proposer Email** | [kerri.raissian@uconn.edu](mailto:kerri.raissian@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **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** | 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 |

|  |  |
| --- | --- |
| **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?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty are located in Hartford and also teach at Storrs |
| **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** | PP 5346 Child and Family Policy. Three credits. Theory and practice of child and family policy. A variety of topics will be covered, including marriage and divorce, fertility, employment, and human capital. |
| **Reason for the course action** | Course covers a body of material not covered in other PP courses. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course applies social science theory to the study of the family and is composed of three parts. The first covers the microeconomic tools and perspectives that will be utilized throughout the course. The second focuses on the theoretical models developed to inform our understanding of the family. A variety of topics will be covered including marriage and divorce, fertility, employment, and human capital. The final section will be devoted to the application of this theory in the policy arena. Subject matter in the application section will consist of, but is not limited to, income support, education, and child support policies. Domestic policies are the primary source for examples. Throughout the course, children and their outcomes are of particular concern. Goal 1: Understanding the role of policy in the United States on child and family outcomes Goal 2: Being able to understand economic theory (specifically about the family) and using that theory to predict how a policy might impact children and families Goal 3: Being able to evaluate research that assesses the effect of policy on shaping the family. Goal 4: Being able to articulate – both verbally and in written form – how policy shapes children and families in America |
| **Describe course assessments** | The overall assessment for the course is as follows: 2 article critiques (2-3 pages) 25% In class quizzes 10% Presentation 10% Final paper (14-15 pages) 35% Class participation 20% Readings: There are typically about 2-3 assigned readings per week. The papers come from a variety of disciplines – economics, sociology, demography, and political science, and contribute to achieving the 4 previously, stated course goals. The methods in the papers include both quantitative and qualitative techniques. Readings may either serve as the foundation for class discussions or act as an example of the policy we are discussing. The articles (and occasional book chapter) are sophisticated and can be dense – therefore, I keep the number of articles low to ensure students can appropriately engage with the content (as opposed to feeling overwhelmed). Reading comprehension is assessed in two ways: (1) there are 2-3 unannounced (or “pop”) quizzes throughout the semester. The quiz is based on 1 reading for the current class period and consists of about 2-3 broad-based, overview questions, and (2) class participation and engagement on the course readings. Article Critiques: Students are required to complete 2 article critiques throughout the semester. Each week, one of the weekly readings is eligible to be a “critique” article (please note, a critique does not involve additional reading). Students write a 2-3 page response to the article. Their critique should cover (1) the article’s research question, (2) how the article has contributed to scholarship, (3) discuss if the methods were appropriate for the research question, and (4) provide any critiques they have of the author’s work. Students must also submit 2-3 discussion questions before class, and I build these into the lecture as appropriate and possible. Final Research Project: Students work with me to determine a final research project for the class. Students may select a topic on or off the syllabus, and the policy may be a United States or international policy. Students are given the option to work individually or in pairs for this project. The following project description appears in the syllabus: Each student/group is expected to write a research paper (double-spaced, 12-point font, one inch margins, lengths are listed in grading rubric) on a topic of his/her/their/group choice involving a child or family policy (other social policies may be approved by the professor). The paper should include descriptive details of the topic, the public policies that are relevant, a summary of the theoretical and empirical literature on the topic, as well as criticisms of this literature. Your goal is not to solve this problem. Rather I want to see that you have incorporated theory as a structure you can use to evaluate policies for children and families (or other populations as applicable). This should be an original work and not something that you have used in a previous class. If you are building off past coursework, you should talk to me first for project approval. Students are required to submit their research question to me (usually within the first 3-4 weeks of class). I provide feedback to students about their question and provide guidance as appropriate. Students are required to turn in an outline around week 8 of the semester. Again, feedback is provided. Evaluation of this project is separated into 2 parts: (1) an in class presentation of their research topic and findings (usually about 15 minutes depending on class size) and (2) a written research paper (14-15 pages in length). There is no final for the course. The final project serves as the final evaluation method. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP\_ChildandFamilyPolicy\_Graduate\_Section\_Raissian.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F138764&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce81093d1a0ef45cad68108d6482ca562%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636775753924021696&sdata=dijgaZQjr68OvKJXOk6E4YxQAY51dArN41PVojMvH80%3D&reserved=0) | PP\_ChildandFamilyPolicy\_Graduate\_Section\_Raissian.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Catherine F Guarino | 09/21/2018 - 12:55 | Submit |  | none | | Public Policy | Kenneth J Dautrich | 11/10/2018 - 14:24 | Approve | 9/14/2018 | looks fine | |

**UNIVERSITY OF CONNECTICUT**

**DEPARTMENT OF PUBLIC POLICY**

**PP 5346: Child and Family Policy**

**(with an emphasis on the family)**

[Class Date, Time, and Location]

# Instructor: Kerri M. Raissian

Office: Hartford Times Building, 419

Email: [kerri.raissian@uconn.edu](mailto:kerri.raissian@uconn.edu)

Phone: 959.200.3826

Office hours: XXXX

**COURSE OBJECTIVE & DESCRIPTION:**

This course applies social science theory to the study of the family and is composed of three parts. The first covers the microeconomic tools and perspectives that will be utilized throughout the course. The second focuses on the theoretical models developed to inform our understanding of the family. A variety of topics will be covered including marriage and divorce, fertility, employment, and human capital. The final section will be devoted to the application of this theory in the policy arena. Subject matter in the application section will consist of, but is not limited to, income support, education, and child support policies. Domestic policies are the primary source for examples. Throughout the course, children and their outcomes are of particular concern.

**PREREQUIISTES:** None. For students with no background in economics of child and family policy, I have posted and recommend Chapters 1 and 2 of:

Blau, Francine, D., Marianne A. Ferber, and Anne E. Winkler. 2002. *The*

*Economics of Women, Men, and Work.* Upper Saddle River, NJ: Prentice Hall.

**GRADING**

2 article critiques (2-3 pages) 25%

In class quizzes 10%

Presentation 10%

Final paper (14-15 pages) 35%

Class participation 20%

**CRITIQUES**

For each topical section of the course, students will note that one or two articles are marked with an \*. These are the articles students can critique. Critiques done on an article without an \* will receive a grade of 0. Over the course of the semester, students are required to critique three (if enrolled in 4304) or two (if enrolled in 5344 or enrolled in 4034 but requesting an Honor’s Conversion) different articles, but can critique at most one per topic. The critiques are due (hardcopies) at the beginning of the class on the day the topic was assigned. Critiques must be stapled as appropriate (I am not responsible for lost pages and points will be deducted for loose papers). An example critique is posted on HuskyCT.

As a part of the critique assignment, students should also write two or three questions/issues that might stimulate some discussion on the topic during class. These questions/issues may be arguments that the student thought needed some clarification, arguments that the student found particularly convincing, flaws that the student found in the author(s)’s argument, or areas of intellectual extension. Students should email me the questions/issues by noon of the day the topic will be discussed in class.

**QUIZZES**

There will be an undetermined number of in class quizzes. Quiz dates will be unannounced and will be given at the start of class. There are no makeups for quizzes. I will drop your lowest quiz grade.

**FINAL RESEARCH PROJECT**

Students will be able to explore a social policy of their choosing as their final project. Some students get the most out of individual work, while others thrive in a group setting. Therefore, students will be allowed to express a preference for working in groups versus individually on this project – though the final selection to group or individual work will be made by the professor (and at my sole discretion). I will also have discretion over group construction, i.e., I will assign students to groups. Please note: I cannot, will not, and do not guarantee you will get your preference, but I am hoping to try! This final project is comprised of a paper and a presentation.

**RESEARCH PAPER**

Each student/group is expected to write a research paper (double-spaced, 12-point font, one inch margins, lengths are listed in grading rubric) on a topic of his/her/their/group choice involving a child or family policy (other social policies may be approved by the professor). The paper should include descriptive details of the topic, the public policies that are relevant, a summary of the theoretical and empirical literature on the topic, as well as criticisms of this literature. Your goal is not to solve this problem. Rather I want to see that you have incorporated theory as a structure you can use to evaluate policies for children and families (or other populations as applicable). This should be an original work and not something that you have used in a previous class. If you are building off past coursework, you should talk to me first for project approval. Please see the following paper (on HuskyCT) for an example:

Leonard M. Lopoo and Kerri M. Raissian. 2012. “Natalist Policies in the United States.” *Journal of Policy Analysis and Management* 31(4): 905-946.

**Deadline for topic: [Place Date Here]**

Your paper topic should be formatted as: How does [insert policy or program] affect [insert outcome]. Examples might include:

How does the Affordable Care Act affect health care coverage?

How does gun control affect family violence rates?

Broader topics like, “How does women’s labor force participation affect fertility rates” are also fine but you should discuss this with the professor before submission.

All students are encouraged to discuss their topics with me. All topics must have a clear policy, program, or phenomena of study and a clear outcome to research.

In addition to your topic, students should include 3-4 sentences about why this is an important or compelling topic to research.

**Deadline for outline: [Place Date Here]**

Outlines should be 1-2 pages in length. You should list your topic, discuss the policy, program, or phenomena, explain the theory behind why you expect the policy, program, or phenomena to affect your outcome of interest, discuss the literature surrounding this topic, provide a discussion about our current state of knowledge, and conclude.

Your outline should convince me that you are looking at your topic in an objective manner and that you are consulting a wide variety of source material.

***\*\*\* Please submit your outlines to the Assignment folder on HuskyCT.***

**Deadline for paper: [Place Date Here]**

***The topic and paper are due in hardcopy at the beginning of class.***

***Staple your work! Please submit outline on HuskyCT.***

**PRESENTATION**

In our final two classes **[Place Dates Here]**, each of you (or each group) will be required to make a short 15 minute PowerPoint presentation reporting what you have learned on your topic of choice. These presentations should include your research topic/question, what you have learned about this issue from an economic, sociological, and/or demographic perspective, a description of the current policies targeting this issue and the efficacy of these policies, as well as the gaps in our understanding of the topic. After each presentation, there will be a short Q& A period. I will allow students to indicate their preferred presentation dates. If a date is oversubscribed, I will randomly assign students to dates.

**LATE ASSIGNMENTS**

I do not accept late assignments. Late assignments will be given a grade of 0. Papers are due at the start of class. If the student is last to class, so is the assignment. Likewise, all parts of an assignment need to be handed in on time for credit to be given. For example, a critique is comprised of 2 parts: (1) the questions, which are due to me by 12pm via email the day of class and (2) the written critique, which is due at the start of class.

**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/>. The UConn - Hartford Campus Disability Services Office is located in the Undergraduate Building, Room 224, or you may contact the office at (860) 570-9204 or [ghcdisabilityservices@uconn.edu](mailto:ghcdisabilityservices@uconn.edu).

**ACCOMODATION OF RELIGIOUS PRACTICES**

Many of the world’s religions have activities or practices that conflict with participation in the regular schedule of academic coursework. Students will be accommodated with respect to their religious practices in accordance with Connecticut Statutes, specifically Sec. 10a-50. (Formerly Sec. 10-334g). “Absence of students due to religious beliefs” which states;

“Any student in an institution of higher education who is unable, because of such [religious] reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day.”

On February 2, 2009, the University Senate passed a motion on about religious observances which stipulated that “Students anticipating such a conflict should inform their instructor in writing **within the first 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, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

**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).

**ACADEMIC INTEGRITY**

Students are expected to prepare and submit their own work for this course. Students may provide and receive assistance from other students when preparing to complete assignment but the work submitted must be that of the student whose name appears on it. Students may study together and talk to each other about arguments or materials they intend to submit, but the write-up (and all editing) should be done independently of other students, colleagues, or other advisors. In the event of academic misconduct, UConn’s policy will be followed.

\*\*\* Please note, if students wish to seek help from the University’s writing center, that is allowed, so long as the final product is that of the student’s.

**EMAIL**

I will use your UConn email addresses to communicate with you. If you use a personal account, please make sure your UConn emails are forwarded appropriately. I may use email to communicate with you about course deadlines or other changes. You may also reach me by using my UConn email address: [kerri.raissian@uconn.edu](mailto:kerri.raissian@uconn.edu). I will not be using the email function on HuskyCT to receive email.

**GADGETS**

It may be necessary for you to have an electronic device during class to assist your learning. This may include an iPad, laptop, or something else. However, please be respectful to others by ensuring you are using technology to aid you in the course. Please make sure all cellphones are silenced while class is in session. Please, no fidget spinners!

**MISCELLANEOUS HOUSEKEEPING**

* Please be on time… if you have to arrive late, remember it’s better to arrive late to class than miss an entire week of material! BUT there are no quiz make-ups due to late arrival.
* A break will typically be offered. Students should be back on time.
* These rooms are difficult to heat and cool. I suggest wearing layers.
* Some of you may need to eat during class. That is fine with me, but out of courtesy to other students, please don’t eat any food with a strong scent or aroma. Foods that have to be heated and fish are usually not recommended.

**Schedule – Readings on HuskyCT or hyperlink provided**

***\*\*\* Note: Dates are subject to change. Any changes will be announced by email and/ or in class (perhaps by both – but only one method is guaranteed). Students are responsible for keeping up with announcements no matter which communication method is used! \*\*\****

**I. Microeconomic Theory, Empirical Methods, and the Family [January 16, 23]**

The theory of marriage (1/16):

Blau, Francine, D., Marianne A. Ferber, and Anne E. Winkler. 2002. Chapter 3. *The*

*Economics of Women, Men, and Work.* Upper Saddle River, NJ: Prentice Hall.

Stevenson, Betsey and Justin Wolfers. 2007. “Marriage and Divorce: Changes and their Driving Forces. *Journal of Economic Perspectives* 21(2):

\*\*\* Pages 40-48 ONLY

*A helpful write up to Stevenson and Wolfers:*

<http://knowledge.wharton.upenn.edu/article/i-dos-and-donts-how-changes-in-marriage-divorce-and-childbirth-are-redefining-the-workplace/>

The theory of the family & marriage cont. (1/23):

Foster, E. Michael. 2002. “How Economists Think about Family Resources and Child

Development.” *Child Development* 73: 1904-14.

\*Lundberg, Shelly and Robert A. Pollack. 2007. “The American Family and Family

Economics.” *Journal of Economic Perspectives* 21(2): 3-26.

**II. Marriage, Divorce, and Cohabitation [January 30, February 6, February 13]**

The patterns (1/30):

Cherlin, Andres, Erin Cumberworth, S. Philip Morgan, and Christopher Wimer. 2013. “The Effects of the Great Recession on Family Structure and Fertility.” ANNALS 650: 214-231.

\*Stevenson, Betsey and Justin Wolfers. 2007. “Marriage and Divorce: Changes and their Driving Forces.” *Journal of Economic Perspectives* 21(2): 27-52. (read entire article)

A replacement to marriage? (2/6):

Furstenberg, Frank. 2014. “Fifty Years of Family Change: From Consensus to Complexity.” The ANNALS of the American Academy of Political and Social Science. 654(1): 12-30

Goldstein, Joshua and Catherine Kenney. 2001. “Marriage Delayed or Marriage

Foregone? New Cohort Forecasts of First Marriage for U.S. Women.” *American*

*Sociological Review* 66: 506-19.

A beneficial arrangement? (2/13)

\*Edin, Kathryn. 2000. “Few Good Men: Why Poor Women Don’t Remarry.” *American Prospect* 11: 26-31. Available at:

<http://www.prospect.org/cs/articles?article=few_good_men>

Mincy, Ronald, Jennifer Hill, and Marilyn Sinkewicz. 2009. “Marriage: Cause or Mere Indicator of Future Earnings Growth?” *Journal of Policy Analysis and*

*Management* 28(3): 417-439.

**III. Fertility & Teen Fertility [February 20, 27]**

Fertility (2/20):

Lewin, Tamar. December 4, 2014. “US Birthrate Declines for Sixth Consecutive Year: Economy Could be a Factor.” <https://www.nytimes.com/2014/12/05/us/us-sees-decline-in-births-for-sixth-year.html>

Leonard M. Lopoo and Kerri M. Raissian. 2012. “Natalist Policies in the United States.” *Journal of Policy Analysis and Management* 31(4): 905-946.

\* Sacerdote, Bruce and James Feyrer. 2008. “Will the Stork Return to Europe and Japan?

Understanding Fertility within Developed Nations.” *Journal of Economic Perspectives* 22(3): 3-22

Not required, but may comment on:

\*Dettling, Lisa and Melisa S. Kearney. “[House Prices and Birth Rates: The Impact of the Real Estate Market on the Decision to Have a Baby](http://www.sciencedirect.com/science/article/pii/S0047272713001904),” *Journal of Public Economics* 110, February 2014: 82-100

Teen Fertility (2/27):

Hoffman, Saul D. 1998. “Teenage Childbearing Is Not So Bad After All…Or Is It? A

Review of the New Literature.” *Family Planning Perspectives* 30(5): 236-239,

243.

<https://www.guttmacher.org/journals/psrh/1998/09/teenage-childbearing-not-so-> bad-after-allor-it-review-new-literature

\* Kearney, Melissa S. and Phillip Levine, “[Investigating Recent Trends in the U.S. Teen Birth Rates,”](http://www.sciencedirect.com/science/article/pii/S0167629615000041) *Journal of Health Economics (41),* May 2015: 15-29.

Not required, but may comment on:

\* Kearney, Melissa S. and Phillip Levine, “[Media Influences on Social Outcomes: The Impact of MTV’s16 and Pregnant on Teen Childbearing](http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.20140012),” *American Economic Review* 105(12), 2015: 3597-3632*.*

**IV. Poverty & Welfare [March 6, March 20]**

Understanding Poverty & Poverty Alleviation (3/6):

Fox, Liana, Christopher Wimer, Irwin Garfinkel, Neeraj Kaushal, and Jane Waldfogel. 2015. “Waging War on Poverty” Poverty Trends Using a Historical Supplemental Poverty Measure.” *Journal of Policy Analysis and Management* 34(3) 567-592

\*\*\* A student’s former critique of this article is posted on HuskyCT for your review.

\* Edin, Kathryn and Rebecca Joyce Kissane. 2010. “Poverty and the American Family: A

Decade in Review.” *Journal of Marriage and the Family* 72(3): 460-479.

Poverty Alleviation (3/20):

\*Hoynes, Hilary, Diane Whitmore Schanzenbach and Douglas Almond. 2016. "Long-Run Impacts of Childhood Access to the Safety Net*."* *American Economic Review* 106(4): 903-34.

Case, Anne, Darren Lubotsky, and Christina Paxson. 2002. “Economic Status and Health

in Childhood: Origins of the Gradient.” *American Economic Review* 92(5): 1308-1334.

Multiple authors in Point/Counterpoint Section in *Journal of Policy Analysis and*

*Management* 26(2): 369-385.

**IV. Human Capital /Women in the Labor Force [March 27th]**

Women, Work, and Motherhood (3/27):

Blau, Francine, D., Marianne A. Ferber, and Anne E. Winkler. 2002. Chapter 6 in *The*

*Economics of Women, Men, and Work.* Upper Saddle River, NJ: Prentice Hall.

\*Bianchi, Suzanne M. 2000. “Maternal Employment and Time with Children: Dramatic

Change or Surprising Continuity?” *Demography* 37: 401-14

\* Kerr, Sari Pekkala (2015). “Parental Leave Legislation and Women’s Work”. *Journal of Policy Analysis and Management.* 35(1):117-144

To Supplement Kerr: <http://www.appam.org/publications/jpam/parental-leave/>

Not required, but may comment on:

\*McLanahan, Sara. 2004. “Diverging Destinies: How Children are Faring Under the

Second Demographic Transition.” *Demography* 41(4): 607-627.

*Supplemental Reading in popular press*

Sheryl Sandberg: Lean In.

Anne Marie Slaughter. 2012. “Why Women Still Can’t Have It All.” *The Atlantic* <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Sheryl Sandberg. Admits Parts of Lean In Are Wrong. <http://www.cbsnews.com/news/facebook-sheryl-sandberg-parts-of-lean-in-are-wrong/>

**VII. Family Violence (April 3, April 10)**

Child Maltreatment (4/3)

Brooks-Gunn, Jeanne, **William Schneider,** & Jane Waldfogel. (2013). “The Great Recession and the Risk for Child Maltreatment.”  Child Abuse & Neglect, 37(10), 721-729

\*Paxson, Christina and Jane Waldfogel. 2003. “Welfare Reforms, Family Resources, and Child Maltreatment.” *Journal of Policy Analysis and Management* 22(1):85-113

Intimate Partner Violence: (4/10)

\*Aizer, Anna and Pedro Dal Bo. 2009. “Love, hate and murder: Commitment devices in violent relationships.” *Journal of Public Economics*. 93: 4120428

Kerri M. Raissian. 2016. “Hold Your Fire: Did the 1996 Federal Gun Control

Act Expansion Reduce Domestic Homicides?” *Journal of Policy Analysis and Management* 35(1):67-93

**Articles you might find interesting….**

Duggan, Mark G. and Melissa Schettini Kearney. 2007. “The Impact of Child SSI

Enrollment on Household Outcomes.” *Journal of Policy Analysis and*

*Management* 26(4): 861-885. (jstor)

Miller, Amalia R. and Lei Zhang. 2009. “The Effects of Welfare Reform on the

Academic Performance of Children in Low-Income Households.” *Journal of*

*Policy Analysis and Management* 28(4): 577-599. (jstor)

Pirog, Maureen A. and Kathleen Ziol-Guest. 2006. “Child Support Enforcement:

Programs, Policies, Impacts, and Questions.” *Journal of Policy Analysis and*

*Management* 25(4): 943-990. (jstor)

***Presentations – April 17th and April 24th***

**2018-309 PP 4365 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9182 |
| **Request Proposer** | Hatmaker |
| **Course Title** | Human Resource Management |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Human Resource Management |
| **Course Number** | 4365 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Hatmaker |
| **Proposer First Name** | Deneen |
| **Select a Person** | dmh08004 |
| **Proposer NetId** | dmh08004 |
| **Proposer Phone** | +1 959 200 3750 |
| **Proposer Email** | [deneen.hatmaker@uconn.edu](mailto:deneen.hatmaker@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **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** | lectures and discussions |

|  |  |
| --- | --- |
| **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?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty teach at Hartford and Storrs |
| **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** | PP 4365 Human Resource Management. Three credits. The structures, processes, and principles of human resource management in the public service and examination of contemporary human resource policies and challenges. |
| **Reason for the course action** | Course covers a body of material not covered in other PP undergraduate courses. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Course description: People are an organization's most valuable asset. At the same time, they pose some of the greatest challenges for managers. These two statements together represent one of the many paradoxes about human resource management. This course introduces students to a manager’s human resource management responsibilities in the context of public and non-profit organizations. We will cover concepts, skills, and tools for managing human resources, including job design and analysis, recruitment and selection, motivation and satisfaction, performance appraisal, and communication skills. A portion of this course will be devoted to understanding how you can help people learn and grow within organizations and how to contribute to their professional development. We will also explore topics such as diversity in organizations and employee-friendly policies. Course Objectives By the end of the semester, students should be able to • Understand a manager’s human resource responsibilities. • Understand the skills, tools, and procedures needed to manage personnel and develop human resources. • Address human resource challenges in public sector organizations. |
| **Describe course assessments** | Students are assigned about 2-4 readings per week that may include, but are not limited to, academic journal articles, chapters from human resource management textbooks, book chapters, a book, and practitioner journal articles. The course may include a final exam. The course may include written assignments such as, but not limited to, 1) interview questions and a job description, 2) professional memos, and 3) an organizational human resource function analysis. The course may also include an oral presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hatmaker HR Syllabus Spring 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F138766&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdeaae738cdb14ec8248608d6482d726e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636775757371274001&sdata=4cwfcJPO6vdGETuSrPH2p6JmDYQ18Jhu7I1H7pRD4wY%3D&reserved=0) | Hatmaker HR Syllabus Spring 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 11/01/2018 - 14:02 | Submit |  | This is an undergraduate version of a proposed graduate course of the same name that currently exists. | | Public Policy | Kenneth J Dautrich | 11/10/2018 - 14:22 | Approve | 9/14/2018 | looks fine | |

**University of Connecticut**

**Department of Public Policy**

**Human Resource Management**

**Spring 2018 Wednesdays 2:30-5:00pm**

Instructor: Deneen M. Hatmaker

Office: Austin 159, Storrs campus,

Hartford Times Building, Room 416A, Hartford Campus

Email: [deneen.hatmaker@uconn.edu](mailto:deneen.hatmaker@uconn.edu) (preferred contact method)

Office Hours: Storrs: By appointment on Wednesdays between 12:00pm-2:00pm

(please email me to schedule a time)

Hartford campus: Thursdays 1:00pm-2:00pm

# Course Description

People are an organization's most valuable asset. At the same time, they pose some of the greatest challenges for managers. These two statements together represent one of the many paradoxes about human resource management. This course introduces students to a manager’s human resource management responsibilities in the context of public and non-profit organizations. We will cover concepts, skills, and tools for managing human resources, including job design and analysis, recruitment and selection, motivation and satisfaction, performance appraisal, and communication skills. A portion of this course will be devoted to understanding how you can help people learn and grow within organizations and how to contribute to their professional development. We will also explore topics such as diversity, negotiation and labor-management relations, managing volunteers, and employee-friendly policies. We will draw upon examples, concepts, and tools from the non-profit, public and private sectors.

**Course Objectives**

**By the end of the semester, students should be able to**

* Understand a manager’s human resource responsibilities.
* Understand the skills, tools, and procedures needed to manage personnel and develop human resources.
* Address human resource challenges in public sector organizations.

# Required Materials

***Textbook***

There is no textbook for the course (readings are posted on HuskyCT - see below), but there is one short book that you are required to read. The following book is available from online booksellers for purchase in print format, used and new, (e.g. Amazon.com) and I have placed the order at the UConn Barnes & Noble Bookstore (available for purchase or rent, used and new.

Stone, Douglas, Patton, Bruce & Heen, Sheila. (2010). *Difficult Conversations: How to Discuss What Matters Most*, New York: Penguin Books. 2nd edition.

Amazon.com: <https://www.amazon.com/Difficult-Conversations-Discuss-What-Matters/dp/0143118447/ref=sr_1_3?s=books&ie=UTF8&qid=1516220663&sr=1-3&keywords=difficult+conversations>

UConn Bookstore cost:

|  |
| --- |
|  |
| Print, new: $17.00 |
| Print, used: $12.75 |
| Print, new rental: $11.55 |
| Print, used rental: $8.00 |

***HuskyCT Readings***

I have posted PDFs of readings, links to readings and/or the citation for a reading and a link to the Library database from which students can access it in HuskyCT. See the “Schedule of Assignments and Readings” section for a complete list of each class’s readings. I may assign additional readings throughout the semester and I will make these available on HuskyCT.  I will announce any additional readings in class and via HuskyCT announcements (delivered to students’ UConn email accounts).

# Course Expectations and Policies

***Professionalism, Preparedness and Participation*** This is a combined undergraduate- and graduate-level course that requires students to be carefully prepared.  Students are expected to come to class on time, having completed the readings, cases, or other assignments.   Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of course materials and concepts.  Each of us, including myself, can learn from one another, and this learning relies on participation and reflection.

Meaningful participation during class is important and requires preparing for class by doing and reflecting on the readings. This course has a substantial reading load.  Preparation also includes completing the assignments (including the case preparation) on designated days; we will use the cases in class exercises and discussions.

I will do all I can to equip you for success on each assignment. If you have any concerns or do not understand something, please communicate with me so we can address them.

***Late work*** Students are expected to meet all deadlines specified in the course schedule or verbally by me. **The grade on any work that is submitted after the due date and time will be reduced by one letter grade.** I do recognize that unforeseen or emergency circumstances do arise, and if you believe you will be unable to meet a deadline due to an unforeseen or emergency circumstance, please contact me as soon as possible. Note that a heavy workload due to courses and/or employment does not constitute an unforeseen or emergency circumstance.

***Syllabus, Readings, and Assignments*** This syllabus is a working outline, and I may revise it based on the needs of class participants and the instructor.  I will announce changes in class and/or via HuskyCT announcements (posted on the course HuskyCT site and delivered to students’ UConn email accounts).  Each student is responsible for keeping up with changes in the class schedule and readings.

***Electronic Devices*** I recognize that students may opt to use laptops or tablets to take notes, access the cases and readings for class discussions, etc. However, I also realize that doing so may lead to your working on other coursework, checking email and /or social media or browsing the internet – these actions can be disruptive to those around you. If it seems you are distracted by your computer or tablet, or are distracting others, I will ask that you refrain from using it in class. Cell phones and other electronic devices not needed for effective class performance should be turned off prior to the start of class.

***Communication.*** I will communicate with you via HuskyCT announcements (delivered to your UConn email address) and through emails to your UConn email address. It is your responsibility to check this email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address. You can reach me at

deneen.hatmaker@uconn.edu.

***Class Cancellations*** If the weather is inclement, students should check [http://alert.uconn.edu](http://alert.uconn.edu/) for closings and class cancellations. If you decide that it is unsafe for you to travel to campus or to leave class early to get home safely, I will respect those decisions and provide options to make up in-class work if needed. Please contact me as soon as possible if you must miss a class due to weather conditions. If class is canceled, I will post an online lecture, discussion and other assignments or material to cover that day’s class. While I do not plan to cancel class if UConn is open, if I need to do so I will notify students via HuskyCT announcements (delivered to students’ UConn email accounts) and/or an email.

***Academic Integrity*** Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. All work that you submit for credit during this course must represent your own work and no one else’s. Students should be especially careful in their writing to properly cite material and ideas taken from other sources. The course HuskyCT site contains links to citation style guides online. Students can find a link to the policy on scholarly integrity for graduate students at <http://provost.uconn.edu/syllabi-references/> .

***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. Please see <http://csd.uconn.edu/> for more information.

***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 and titleix.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, support their scholarly development, and benefit 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 first 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.

***Additional University Policies*** Please refer to this website for additional information about and links to UConn policies: <http://provost.uconn.edu/syllabi-references/> .

**Course Assignments & Grading**

Participation (in-class and online) 10%

Short Assignments 40%

Hannen & Welch case analysis 15%

Organizational HR analysis paper 35%

**Total 100%**

***Participation (10%)***

Class participation is an important component of this course. This course’s learning environment works best when we actively engage the material. While some portions of each class will be lecture, much of the time we spend together will be interactive. I encourage you to bring to class for discussion examples and questions about human resource management based on your own experiences, and I will also share my own experiences. At times I may ask you (online and in the classroom) to reflect on your own experiences from the perspective of the course concepts and discussion. For these discussions I encourage you to draw upon full- and part-time work experience, internships, summer employment, volunteer experiences and your experiences as a student within your undergraduate institution and/or at UConn as you think about how to apply the course concepts. We will discuss the readings and cases, and in order to fully participate you should come to class having completed the readings and be prepared to engage the materials in our discussions.

Additionally, HuskyCT gives us the opportunity to extend the class discussion beyond the confines of the classroom walls. From time to time I will post discussion questions online to which you can respond with substantive responses. These online discussions can help you to make up class participation for when you are absent from class, or if there are times when you do not participate much in class.

***Short Assignments (40%)***

I will provide additional information on these assignments in class and/or on HuskyCT.

*Goodbye to Happy Hour email (5%)* For this assignment, you will craft an email for a public sector manager to send to her employees based on the case “Goodbye to Happy Hour.”

*Job Description & Interview questions* (10%) For this assignment, you will develop a list of interview questions for interviewing applicants for a specific job. You will first develop the job description from a job analysis exercise.

*Online module quizzes (10%)* On February 7 and April 11 we will have an online class that will include video lectures, short quizzes, an online discussion and readings. Update due to snow dates: due to the snow days we had 3 quizzes instead of the 2 originally planned. The average of your two highest quiz grades will count towards the 10% of your grade.

*Difficult Conversations Review (15%)* For this assignment, you will write a brief book review of *Difficult Conversations*.

***Hannen and Welch assignment (15%)***

For this assignment, students will prepare a case analysis of the “Karen Hannen and Robert Welch” case. Karen Hannen is a manager who is facing a human resource management challenge. The assignment will use the “Karen Hannen and Robert Welch” case discussed in class.

***Organizational HR Analysis (35%)***

For this assignment, you will will analyze a real organization’s human resource management practices, procedures and systems as if you were a consultant. The project focuses upon the selected organization's human-resource objectives, structures, policies, practices, and even selected administrative problems. The purpose of the report is to communicate the results of your analysis to class members, to the instructor, and even to the organization itself. You will be able to select the organization of your choice, but you will need to submit your choice to the instructor for approval.

Students will write an individual report (35% of your overall grade), and it will also serve as the final course assessment (in lieu of an in-person final exam). I will provide more details in class and on HuskyCT.

**Course schedule at a glance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Date** | Topic | **Assignment (in addition to readings)** |
| 1 | 1/17 | Course Introduction |  |
| 2 | 1/24 | Evolution of public service and HR  Legal rights and responsibilities | Discussion posting of HR “hot topics” |
| 3 | 1/31 | Gender diversity in public service organizations | No assignment - guest lecturer Mohamad Alkadry |
| 4 | 2/7 | Motivation & job design | Post reflection from last week’s class |
| 5 | 2/14 | Diversity at work (part 2) | Complete online module from last week  Review final paper project assignment (to be posted) |
| 6 | 2/21 | Job Analysis and Classification | Case prep: “Goodbye to Happy Hour” (read the case for class discussion)  Goodbye to Happy Hour email due |
| 7 | 2/28 | Recruitment & Selection | Job description & interview questions due Organization selected & submitted  Organization for final paper project due |
| 8 | 3/7 | Giving & Receiving Feedback | *Difficult Conversations* review due |
|  | 3/14 | SPRING BREAK - Have a nice week! |  |
| 9 | 3/21 | Retaining & Developing Employees | Guest speaker |
| 10 | 3/28 | Work on HR analysis projects | Students should start work on the HR analysis projects - review the outline and video to be posted by instructor that provides another overview of the assignment |
| 11 | 4/4 | Giving & Receiving Feedback  Evaluating Employee Performance Compensation & Rewarding Performance | Case prep: “Karen Hannen and Robert Welch”  Hannen & Welch assignment due |
| 12 | 4/11 | Strategic Human Resource Management  Human Resource Information Systems | Online module items due 4/18 (no in-person class)  Work on papers |
| 13 | 4/18 | Compensation & merit pay  Employee friendly policies & benefits | Draft paper due by 4/23, meetings on 4/25 |
| 14 | 4/25 | Final paper meetings with instructor | Draft paper due by 4/23, meetings on 4/25 |
| Finals week | 5/2 | No class - Final papers due | Final paper due |

**Schedule of Assignments and Readings**

**Spring 2018**

**1/17 Course Introduction**

**1/24 Evolution of Public Service and Human Resource Management**

**Legal Rights and Responsibilities**

Battaglio, pages 51-66, 87-104.

Lepore, J. 2009. “Not so fast,” pp. 114-122. *The New Yorker*, October 12.

Willow S. Jacobson & Shannon Howle Tufts. 2013. To post or not to post: Employee rights and social media. *Review of Public Personnel Administration,* 33(1) 84–107.

***Assignment***: HR “hot topics” discussion post

**1/31 Gender Diversity in Public Service Organizations**

We will have a guest speaker today: Mohamad Alkadry, Department Head, Public Policy and Professor

Alkadry, M. G. & Tower, L. E. 2006. Unequal pay: The role of gender. *Public Administration Review,* 888-898.

Tower, L. E. & Alkadry, M. G. 2008. The social costs of career success for women. R*eview of Public Personnel Administration*, 28(2): 144-165.

**2/7 Motivation & Job Design**

Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2009). *Managing Human Behavior in Public & Nonprofit Organizations.* Thousand Oaks, CA: SAGE. Chapter 6, p. 141-166.

Quinn, R. E., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (2007). *Becoming a Master Manager: A Competency Framework.* Hoboken, NJ: Wiley. Designing Work, p. 166-176.

***Assignment***: Post reflection from last week’s class.

**2/14 Diversity at Work**

Fine, Marlene G. 2003. “Building Successful Multicultural Organizations: Challenges and Opportunities.” In Robin J. Ely, Erica Gabrielle Foldy, & Maureen A. Scully (Eds). *Reader in Gender, Work, and Organization.* Pp. 308-317. Malden, MA: Blackwell.

Bernard, T. S. 2013. “The unspoken stigma of workplace flexibility.” *New York Times*, June 14.

Coontz, S. 2013. “Why gender equity stalled.” *New York Times*, February 16.

Coontz, S. 2014. “How can we help men? By helping women.” *New York Times,* January 11.

***Assignment***: complete online module videos, readings, quiz and discussion.

**2/21 Job Analysis and Classification**

Foster, Mark R. 2010. “Applying effective job analysis methods.” In Stephen E. Condrey (Ed.), *Handbook of Human Resource Management in Government,* pp. 587-614. San Francisco: Jossey-Bass.

Naff, K. (2002). Why public managers hate position classification. In S. Hays & R. Kearney (Eds.) *Public Personnel Administration: Problems and Prospects* (4th Edition), p. 126-142.

Review “Notes on the case method” and the DPP writing guide.

***Assignment***: Case prep: “Goodbye to Happy Hour” and email due.

**2/28 Recruitment & Selection**

Naff, K. (2002). Why public managers hate position classification. In S. Hays & R. Kearney (Eds.) *Public Personnel Administration: Problems and Prospects* (4th Edition), p. 126-142.

Berman, E. M., Bowman, J. S., West, J. P., and Van Wart, M. 2013. Chapter 4, “Interviewing and Reference Checks,” pp. 154-160. *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. Thousand Oaks: Sage Publications.

“The Web Means the End of Forgetting.” *New York Times,* July 21, 2010*.*

Jenks, J. M., & Zevnik, B. L. P. (1989). ABCs of Job Interviewing. *Harvard Business Review*, 67(4), p. 38-42. (July-August 1989).

US Office of Personnel Management, Structured Interviewing (to be posted)

***Assignment:*** 1. Job description & interview questions. 2.Organization selected & PP 5365 team agreements developed – all submitted online.

**3/7 Giving & Receiving Feedback**

Stone, D., Patton, B. & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most*, New York: Penguin Books.

Cannon, M. D. & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *Academy of Management Executive,* 19(2), 120-134.

Ghorpade, J. (2000). Managing five paradoxes of 360-degree feedback. *Academy of Management Executive,* 14(1), 140-150.

***Assignment***: 1. Case prep: “Karen Hannen & Robert Welch.” 2. *Difficult Conversations* review memo due.

**3/14 SPRING BREAK – HAVE A NICE WEEK!**

**3/21 Retaining & Developing Employees**

Kouses & Posner. The seven essentials of encouraging.

Kalleberg, A. L. (2008). The mismatched worker: When people don’t fit their jobs. *Academy of Management Perspective,* February: 24-40.

Mitchell, T. R., Holtom, B. C., & Lee, T. W. (2001). How to keep your best employees: Developing an effective retention policy. *Academy of Management Executive*, 13(4), 96-108.

**3/28 Work on final HR analysis projects**

Review paper outlines posted in the assignment in HuskyCT

Review video to be posted by instructor that provides another overview of the assignment

**4/4 Evaluating Employee Performance**

**Compensation & Rewarding Performance**

Bowman, J. S. (2010) The success of failure: The Paradox of Performance Pay. *Review of Public Personnel Administration.*

***Assignment****:* 1. Be prepared to discuss “Karen Hannen and Robert Welch” in class.

**4/11 Strategic Human Resource Management**

**Human Resource Information Systems**

**Employee Benefits**

**Ethics in HR**

***Assignment****:* Online module must be completed by 4/18 - includes online lecture videos, online mentoring discussion (counts towards in-class participation since we are not meeting in person this week), readings and a quiz.

**4/18 Compensation & merit pay**

**Employee friendly policies & benefits**

***Assignment:*** Draft paper due 4/23 (for discussion with professor on 4/25).

**4/25** **Graduate Student Presentations**

***Assignment:***Meet with the professor about final papers.

**Finals week Final papers due on date of final exam**

**2018-310 PP 5360 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9183 |
| **Request Proposer** | Alkadry |
| **Course Title** | Public Service Executive Leadership |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Public Service Executive Leadership |
| **Course Number** | 5360 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **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** | lectures and discussions |

|  |  |
| --- | --- |
| **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?** | Hartford |
| **If not generally available at all campuses, please explain why** | Course is specifically setup for students enrolled in MPA program offered in Hartford |
| **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** | PP 5360: Public Service Executive Leadership. Three credits. Theory and application of tactics and techniques used to enhance effective leadership and strategic management. |
| **Reason for the course action** | Course covers a body of material not covered in other PP courses. |
| **Specify effect on other departments and overlap with existing courses** | None. This course is designed for people who currently work or intend to work in public and non-profit organizations. It is open to students in the Master of Public Administration Program and students in the Master of Public Policy Program as well as students in graduate certificates offered by the Department of Public Policy. To the best of our knowledge, there are no similar UConn courses targeting this population. |
| **Please provide a brief description of course goals and learning objectives** | 1) Understand main concepts of collaborative governance 2) Enhance decision-making skills. 3) Enhance negotiation skills. 4) Practice decision-making, collaboration, and negotiation skills on live human beings. 5) Evaluate organizational constraints. 6) Conduct an environmental scan of factors affecting public service organizations. 7) Think strategically about organizational goals 8) Design action plans to execute a strategic plan |
| **Describe course assessments** | This course has several assignments which will vary depending on availability of community partners to allow students to conduct service learning. The class will include several assignments including a collaboration proposal which will highlight an area of collaboration between two public agencies, a public and a private for-profit agency, or a public and a private nonprofit agency. There will be a series of contributions to a discussion of a book. The discussion will take place online and will be spread over several weeks with specific prompts. The class will also work with some public and nonprofit organizations to develop strategic plans for these organizations. Last summer, when the course was offered as a special topics course, the students designed strategic plans for different state attorney’s office – which included meeting with officials, surveying members of these organizations while doing SWOT analysis, and drafting a strategic plan for each of the offices that signed up for this arrangement. The final project is the strategic plan that is delivered at the end of the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Executive Leadership.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F138768&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6078b077476841a2475a08d6482db153%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636775758417700236&sdata=D63jlLprVsBfW7S2py6hO7NzxyNzQZkoJoZ78QLpp7Y%3D&reserved=0) | Executive Leadership.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 11/01/2018 - 14:09 | Submit |  | This is a course we have taught once before as PP 5397 Special Topics. We now wish to offer this course annually. | | Public Policy | Kenneth J Dautrich | 11/10/2018 - 14:21 | Approve | 9/14/2018 | looks fine | |

PP 5397: Public Service Executive Leadership – Summer 2018

Mohamad G. Alkadry, Ph.D.

Department of Public Policy, University of Connecticut

10 Prospect St, Hartford, CT, E-mail: [mohamad.alkadry@UConn.edu](mailto:mohamad.alkadry@UConn.edu)

Office Hours: Monday-Thursday 9 AM-2:30 PM (by appointment please)

**Course Objectives**

Public Service Executive Leadership is a course designed to help participants improve their skills, behaviors and techniques in three areas: Effective Leadership, Negotiations, and Strategic Planning. In each one of these three areas, participants will complete a series of readings and activities and simulations. The goal is to enhance student skills in these three areas, and to empower them with tactics and techniques to enhance their ability to achieve outcomes for their current and future employing organizations. The course is also designed to enhance the capacity of students to design and execute collaborative agreements among different jurisdictions. Since this is a hybrid course, there is an expectation that some discussion will take place online in an asynchronous manner.

# Course Learning Objectives

1. Understand main concepts of collaborative governance
2. Enhance decision-making skills.
3. Enhance negotiation skills.
4. Practice decision-making, collaboration, and negotiation skills on live human beings.
5. Evaluate organizational constraints.
6. Conduct an environmental scan of factors affecting public service organizations.
7. Think strategically about organizational goals
8. Design action plans to execute a strategic plan

**Textbooks**

# Bryson, John M. and Alston, Farnum K. (2011). *Creating Your Strategic Plan: A Workbook for Public and Nonprofit Organizations*. Jossey-Bass.

Covey, Stephen (2013). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster

# Donahue, John D., Zeckhauser, R.J. and Breyer, Stephen (2012). *Collaborative Governance: Private Roles for Public Goals in Turbulent Times*. Princeton University Press.

# Fisher, Roger and Ertel, Danny (2011). *Getting to Yes: Negotiating an Agreement Without Giving in*. Penguin Books.

**Grading**

|  |  |
| --- | --- |
| Introduction Entry | 2 points |
| Participation (*7 Habits* online discussion, Collaborative Governance & in-class discussion)  Classroom Activities | 18 points  10 points |
| Book Review (*Collaborative Governance*) | 15 points |
| Collaboration Proposal | 15 points |
| Final Project (Strategic Plan) | 40 points |

**Course Assignments**

Book Review Guidelines

The following sections are appropriate in a book review:

1. (20% of the grade) The book’s thesis and main argument. In less than 1 page, you can discuss the book’s main thesis and line of argument (in your words)
2. (20%) Overview. In this section, you discuss the main points addressed in the book. Avoid using “in chapter 1….” This section is 1-2 pages long.
3. (30%) Discussion section. In this section, you relate the book to your understanding of the field of public administration. While students are not required to consult writings in addition to what is assigned in this course, they are expected to properly situate the book in the field’s practice as it related to the State of Connecticut and local governance in the State. This section is 1-2 pages long.
4. (30%) Critique section. In this section, you can discuss your perspective and critique. To the extent possible, articulate your critique of the text – positive or negative. For instance, if you dislike the book, you only need to state that once and you need to articulate why you dislike the book. Generally, a reviewer should find points of agreement and disagreement with any book.

**Course Format**

This is a hybrid course, meaning that approximately 1/3 of the coursework will be conducted online. Expectations for performance in a hybrid course are the same as for a traditional course; in fact, hybrid courses require a higher degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

* Review the syllabus located in the course content;
* Introduce themselves during the first week by posting a self-introduction video in the appropriate discussion
* Interact online regularly with peers;
* Review and follow the course calendar;
* Log in to the course at least 3 times per week;
* Respond to discussion forums between Tuesday at noon and Friday at midnight;
* Respond to emails within 2 days; and
* Submit all assignments by the corresponding deadlines.

The instructor will:

* Log in to the course at least 4-5 times per week;
* Respond to discussion forums as needed within 2-3 days;
* Respond to emails within 2 days; and
* Grade all submitted assignments within 7 days of the assignment deadline.

Communication in this course will take place via email and via face-to-face meetings

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. Emails are sent only to students registered in the course. The Email tool is located on the left side Course Menu (HuskyCT user interface).

**Online Participation Guidelines**

Keep in mind that forum discussions are public, and care should be taken when determining what to post. Students are expected to contribute a minimum of 12 times by responding to posted discussion entries. Responses should be articulate and should attempt to critique each other and the assigned readings while making constant reference to the course materials. **All student responses should be concluded by Friday at 11:59pm.** Participation should be spaced across the semester, and students should contribute a minimum of 3 times per week. A contribution is 50-100 words. It is recommended that students type their contribution in a word processor, edit it and then proceed to paste it into the discussion board.

**Strategic Plan (Final Assignment)**

Students are expected to participate as a team in refining a strategic plan for a community partner. More about this strategic plan will be handed to students each semester

**Collaboration Proposal**

Students will be given additional information on collaboration proposal and presentation on 5/26.

**Course Policies**

Student Attendance

Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize students' grades or even their ability to continue in their courses. Since much of the benefit of the course is derived from participation, presence is required and expected. The instructor has the right to modify the final grade where participation warrant.

Style Format for Papers

The method of documentation for papers in most Public Administration journals is the APA (American Psychological Association) style format - unless otherwise specified by instructors. This format is the one most widely used by journals and professionals in the field of Public Administration. It is my recommendation that students in my classes purchase the full APA style guide entitled: The Publication Manual of the American Psychological Association. The manual also includes instructions for the MLA and Chicago style formats and helpful information on avoiding plagiarism, supporting a thesis, grammar, clarity, mechanics, research sources, and punctuation.

Original Work

The question sometimes arises whether a paper, book report, journal article or other work submitted for another class can be submitted for this class. The policy of the instructor is that papers, presentations, book reports and so forth should be original for each course and that requirements submitted must be work prepared for this course. Of course, students may build on previous work and topics as long as substantially different effort and analysis are given. Students are encouraged to consult instructors early on any issues regarding original work. This professor has zero tolerance for cheating or plagiarism. Please follow this link to read more on plagiarism <https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>.

Social Justice and the Learning Environment

Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodations in order to participate in this class, please advise me and make appropriate arrangements with appropriate disability services office on campus.

All Other Policies

<https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

**Week-by-Week Schedule**

|  |  |
| --- | --- |
| **Date** | **Topic** |
| **5/12** | Launch of the Course  Covey, Stephen (2013). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster  **Online Assignment: Read Covey’s book**  **Online Assignment: Introduction Entry posted on introduction discussion thread by 5/15/2018**  **Online Assignment: Participate in discussion threads (General Questions) started by professor on different part of the book by 5/19/2018**  1. Covey discusses the difference between personality and character ethics. Can you reflect on this? Can you identify with real life examples the disadvantage of relying solely on the Personality ethic?  2. Reflect on the "absolute" principles that Covey believes exist in all human beings.  3. What does the experiment using drawings of a younger and older woman tell us about individual perception? Talk about how personal conditioning colors perspective in your own experiences. How difficult is it to achieve objectivity—in life generally...and in your own life?  4. Can you relate to the idea that Independence not the optimal model to follow in personal or professional environments?  **Online Assignment: Participate in discussion threads (habits 1-3) started by professor on different part of the book by 5/26/2018 (OPENS 5/19/2018)**  1. Be Proactive: Can you discern in your own life the difference between what you can influence and what you cannot? How proactive are you in your job...in your daily life?  2. Begin With the End In Mind: What is your personal mission statement.  3. Put Things First: What are the key roles you take on in life? How do they relate to your mission statement? |

|  |  |
| --- | --- |
| **5/26** | **Strategic Planning**  **Read: *Creating Your Strategic Plan: A Workbook for Public and Nonprofit Organizations*.**  **Online Assignment*: Participate in discussion threads (habits 3-6) started by professor on different part of the book by 6/9/2018***  4. Think Win/Win: Give an example from your own experience where you achieved (or not) a win/win situation?  5. Understand/Understood: why does Covey consider this principle so important? What does he mean by it...and how is it relevant to your life?  6. Synergize: Can you think of how synergy might work in your own life—personal or professional?  In-Class: Select Teams, Choose Strategic Planning Project, and Host a Guest to Discuss the general environment of the organizations involved in strategic planning |
| **6/9** | **Collaborative Governance**  **Read: *Collaborative Governance: Private Roles for Public Goals in Turbulent Times***  ***Book Review: Due Now (6/9)***  ***Assignment: Come up with a collaboration proposal and present it to class (more instructions to follow)*** |
| **6/23** | **Getting to Yes** Read: Fisher, Roger and Ertel, Danny (2011). *Getting to Yes: Negotiating an Agreement Without Giving in*. Penguin Books. In-Class Activities  Due: Final Strategic Plan |

**2018-311 WGSS 2250 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9523 |
| **Request Proposer** | Zane |
| **Course Title** | Critical Approaches to Women's, Gender and Sexuality Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Critical Approaches to Women's, Gender and Sexuality Studies |
| **Course Number** | 2250 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We don't want to change the course number. We are only changing the pre-req on 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** | 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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, discussion. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Any 1000 level WGSS course; open to sophomores or higher. |
| **Corequisites** | Any 1000 level WGSS course. |
| **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?** | Avery Point,Hartford,Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | They do not have the staff to teach this course. |
| **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** | WGSS 2250. Critical Approaches to Women’s, Gender, and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: WGSS 1105; open to sophomores or higher. Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline. |
| **Provide proposed title and complete course catalog copy** | WGSS 2250. Critical Approaches to Women’s, Gender, and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher. Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline. |
| **Reason for the course action** | We want to make this course more accessible to those pursuing the minor and major. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap. |
| **Please provide a brief description of course goals and learning objectives** | • Acquire a set of questions, vocabularies, theoretical frameworks, and activist lenses for the study of women, gender, and sexuality • Understand the activist origins and development over time of the WGSS interdiscipline, including the common transition from “Women’s Studies” to “Women’s, Gender, and Sexuality Studies;” the foundational but always diverse and contested role of feminism; and the development and interrelation of disciplinary, multidisciplinary, and interdisciplinary methodologies and practice • Analyze race, gender, sexuality, class, ability, citizenship, and location as interdependent categories of identity, experience, and critical inquiry • Become more conversant with a range of methods and theories of feminism, intersectionality, queer theory, critical race studies, postcolonial theory, cultural studies, transnational and/or global studies, disability studies, and political economy, among others • Develop abilities to engage complex and often controversial historical and contemporary concerns with knowledge, passion, respect, curiosity, and an open mind • Work with a variety of sources and documents • Hone critical reading, verbal expression, and writing skills |
| **Describe course assessments** | ♣ Regular participation in all classes. This is a discussion-based course. The goal of the class meetings will be to analyze the work assigned for the given day. Any appearance of unpreparedness regarding reading will result in a lowered class participation grade. If you can anticipate an absence, please notify your instructor in advance. 10% of final grade. ♣ Journal. You will be required to keep a journal consisting of weekly written responses to the assigned readings. Responses should be a page or two in length (at 250 words/page) and reflect some aspect of the week’s reading. Feel free to include questions you have about the works. You are welcome to write about the connections or contradictions you recognize between these readings and others you have encountered. You may also interpret these readings alongside activist struggles, political events, or personal experiences. However, your responses are expected to engage the texts that you read and to address the issues the authors raise. Your responses will help you to develop your thoughts for the midterm, paper, and final exam. Journals will be collected and evaluated at midterm time and then again at the end of the course. 30% of final grade (15% for each part). ♣ A take-home midterm essay exam in which you will be asked to evaluate various readings that we have read to that point in relation to one another. 15% of final grade. ♣ One 5-7-page paper (@ 250 words/page). In this paper you will offer an analysis of either Nawal El Saadawi’s Memoirs from the Women’s Prison or Toni Morrison’s Beloved. Drawing on the readings we have done heretofore, develop an argument that explicates the feminism at work in the book. You may certainly draw on secondary materials; I will also put relevant materials on HuskyCT. You are, however, expected to demonstrate how the text you’ve chosen to analyze engages with ideas or arguments put forward in our readings for the course, from Anzaldúa and Moraga forward. You are expected to write in clear analytical prose, free of grammar and spelling mistakes. All citations must follow a standard academic style, such as APA, Chicago, and MLA. Failure to cite consulted work appropriately risks accusations of the university’s plagiarism regulations. Direct any queries about this policy to your instructor or to a qualified librarian for guidance. You are encouraged to attend the writing workshops offered on campus. You may choose to discuss your paper’s subject, argument, and conclusions publicly during the final exam presentation (see below). 30% of final grade. ♣ An in-class final exam. You will be given salient passages from pieces we have read over the course of the semester. In each case you will be asked to identify the author and the title of the piece and to assess its significance (including its strengths and weakness) within the context of feminist thought. 15% of final grade. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [WGSS 2250 Critical Approaches Spr 2017 Final Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F139968&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C276d4ad1c4794e08ae6308d64fe5ca17%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784245689908737&sdata=ApVn6sBbCb90KdmauISvQlgM1YLjSIW0ebqLft1WGuI%3D&reserved=0) | WGSS 2250 Critical Approaches Spr 2017 Final Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Sherry L Zane | 11/19/2018 - 12:04 | Submit |  | This was approved by WGSS Faculty on November 6, 2018 | | Women's Gender and Sexuality Studies | Sherry L Zane | 11/19/2018 - 12:17 | Approve | 11/7/2018 | approved by WGSS faculty | |

**WGSS 2250-01 Critical Approaches to WGSS**

**Wednesdays 2:30-5:00PM**

**Office Hours: Wednesdays 12`:30-2:00, and by appointment, Beach 410**

**Email: sherry.zane@uconn.edu**

***Email will normally be addressed within 24 hours.***

**Course Description:**

This course provides an overview of key feminist readings and theories from the 1980s forward. Ours is an ambitious reading list. The idea is not to overwhelm you but rather to rather to allow us to immerse ourselves in a wealth of feminist thought. The pieces we will be discussing are at times in conversation with one another and at times not. Their critical assumptions of how to define feminism vary. Some writers offer universal definitions; others pursue an intersectional approach. Some writers express themselves through literature; others pursue theory. Over the course of the semester we will be interrogating terms such as “feminist,” “gender,” “woman,” “lesbian,” “queer,” “gay,” “essentialism,” and “intersectionality,” along with “race,” “class,” and “dis/ability.”

**Course Objectives:**

Students in this class will:

~ Acquire a set of questions, vocabularies, theoretical frameworks, and activist lenses for the study of women, gender, and sexuality

~ Understand the activist origins and development over time of the WGSS inter-discipline, including the common transition from “Women’s Studies” to “Women’s, Gender, and Sexuality Studies;” the foundational but always diverse and contested role of feminism; and the development and interrelation of disciplinary, multidisciplinary, and interdisciplinary methodologies and practice

~ Analyze race, gender, sexuality, class, ability, citizenship, and location as interdependent categories of identity, experience, and critical inquiry

~ Become more conversant with a range of methods and theories of feminism, intersectionality, queer theory, critical race studies, postcolonial theory, cultural studies, transnational and/or global studies, disability studies, and political economy, among others

~ Develop abilities to engage complex and often controversial historical and contemporary concerns with knowledge, passion, respect, curiosity, and an open mind

~ Work with a variety of sources and documents

~ Hone critical reading, verbal expression, and writing skills

**Required Texts:**

**Available at the Co-op**

Anzaldúa and Moraga: *This Bridge Called My Back*

 Lorde: *Sister Outsider*

 Hooks: *Feminism is for Everybody*

 Mohanty: *Feminism Without Borders*

Erdrich: *The Round House*

 El Saadawi: *Memoirs from the Women's Prison*

 Enke: *Transfeminist Perspectives*

**Available on HuskyCT (NB: Marked with an \* on the reading schedule)**

Cohen “Punks, Bulldaggers, and Welfare Queens” *GLQ: A Journal of Lesbian and Gay Studies* 3 (1997): 437-65.

Halberstam “Intro to the Queer Art of Failure”

Rich “‘When We Dead Awaken’: Writing as Re-vision”

Rich “Notes Toward a Politics of Location”

Rich “Compulsory Heterosexuality and Lesbian Existence”

Rubin “Thinking Sex”

Wittig, “The Straight Mind”

Butler, “Imitation and Gender Insubordination”

Sedgwick, “Epistemology of the Closet”

Warner, “The Ethics of Sexual Shame”

Fausto-Sterling, *Sexing the Body*

Crenshaw, Kimberlé. 1989. “Demarginalizing the intersections of Race and Sex: A Black

Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics.” *The University of Chicago Legal Forum*. 140: 139-167.

Muñoz, “The Future is in the Present”

<http://site.ebrary.com/lib/alltitles/docDetail.action?docID=10425196>

McRuer “Notes for a Crip Theory of Sexuality”

McRuer “As Good As It Gets”

**Other Readings not Required but Recommended and Also Posted on Husky CT (NB: Marked with a #)**

D’Emilio “Capitalism and Gay Identity”

Edelman “The Future is Kid Stuff”

Halberstam “Transgender Butch” (*GLQ*)

Puar from *Terrorist Assemblages*: “Introduction: Homonationalism and Biopolitics”

***Course Expectations:***

* Regular participation in all classes. Please sign up for a squarecap account by the second week of class. This is a discussion-based course. The goal of the class meetings will be to analyze the work assigned for the given day. Any appearance of unpreparedness regarding reading will result in a lowered class participation grade. If you can anticipate an absence, please notify your instructor in advance. **30 points**
* Online Discussion Posts. (you must first sign up for a “group” on HuskyCT) I will go over how to do this in class. **14 posts (10 points each) = 140 points**

You will be required to keep an online journal consisting of weekly written responses to the assigned readings. Responses should be a page or two in length (at 400 words/page=800 total words) and reflect some aspect of the week’s reading. Feel free to include questions you have about the works. You are welcome to write about the connections or contradictions you recognize between these readings and others you have encountered. You may also interpret these readings alongside activist struggles, political events, or personal experiences. However, your responses are expected to engage the texts that you read and to address the issues the authors raise. Your responses will help you to develop your thoughts for the midterm, paper, and final exam. Journals will be graded and evaluated every two weeks.

* A take-home midterm essay exam in which you will be asked to evaluate various readings that we have read to that point in relation to one another. **25 points**
* One 5-7-page paper (@ 250 words/page). In this paper you will offer an analysis of either Nawal El Saadawi’s *Memoirs from the Women’s Prison* or Louise Erdrich’s *The Round House*. Drawing on the readings we have done heretofore, develop an argument that explicates the feminism at work in the book. You may certainly draw on secondary materials; I will also put relevant materials on HuskyCT. You are, however, expected to demonstrate how the text you’ve chosen to analyze engages with ideas or arguments put forward in our readings for the course, from Anzaldúa and Moraga forward. You are expected to write in clear analytical prose, free of grammar and spelling mistakes. All citations must follow a standard academic style, such as APA, Chicago, and MLA. Failure to cite consulted work appropriately risks accusations of the university’s plagiarism regulations. Direct any queries about this policy to your instructor or to a qualified librarian for guidance. You are encouraged to attend the writing workshops offered on campus. You may choose to discuss your paper’s subject, argument, and conclusions publicly during the final exam presentation (see below). **30 points**
* An in-class final exam. You will be given salient passages from pieces we have read over the course of the semester. In each case you will be asked to identify the author and the title of the piece and to assess its significance (including its strengths and weakness) within the context of feminist thought. **25 points**

***Other Information:***

**Students with Disabilities:**

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.

**University Policy on Plagiarism:**

*A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting, and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations) . . . [or] 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. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For less serious offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit.*

**Course Policy on In-Class Use of Electronic Devices:** During class time you may use electronic devices *only* in the service of discussion. For example, we may wish to google the date of a particular event or look up the meaning of a particular term. Any violation of this policy will result in a lowering of the participation grade by one-half grade (eg, from A to A-). If there is some personal emergency that requires you to monitor incoming calls to your cell phone, you should explain as much to me before the start of class.

**Grade Scale:**

98- A+

93-97 A

90-92 A-

88-89 B+

83-87 B

80-82 B-

78-79 C+

73-77 C

70-72 C-

68-69 D+

63-67 D

60-62 D-

-59 F

**Course Schedule:**

January

18 Introduction to the course

25 *This Bridge Called My Back*: “The Bridge Poem,” “La Güera,” “Invisibility is an Unnatural Disaster”

*This Bridge Called My Back*: “It’s in My Blood, My Face,” “‘Gee, You Don’t Seem Like an Indian from the Reservation,’” “Speaking in Tongues”

February

1 *Sister Outsider*: “The Transformation of Silence into Action,” “Uses of the Erotic,” “The

Master’s Tools Will Never Dismantle the Master’s House

*Sister Outsider*:“Poetry is Not a Luxury” and “An Interview: Audre Lorde and Adrienne Rich”; Rich’s “‘When We Dead Awaken’: Writing as Re-vision” (\*)

8 Rich “Notes Toward a Politics of Location” (\*); “Capitalism and Gay Identity” (#; recommended)

Crenshaw, “Demarginalizing the Intersections of Race and Sex: A Black Feminist

Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics” (\*)

15 Wittig, “The Straight Mind” (\*) and Rich, “Compulsory Heterosexuality and Lesbian

Existence” (\*)

Rubin, “Thinking Sex” (\*)

22 **Take-home essay exam due.**

Sedgwick, “Epistemology of the Closet” (\*)

Butler, “Imitation and Gender Insubordination” (\*)

March

1 Warner, “The Ethics of Sexual Shame” (\*)

Cohen, “Punks, Bulldaggers, and Welfare Queens” (\*)

8 hooks, *Feminism is for Everybody* (chapters 1-9)

hooks, *Feminism is for Everybody* (chapters 10-19)

**15 Spring Break**

22 Fausto-Sterling, *Sexing the Body* (\*): “Dueling Dualisms” chapter

22 El Saadawi, *Memoirs from the Women’s Prison* (approximately first half)

29 El Saadawi, *Memoirs from the Women’s Prison* (finish up)

Muñoz, “The Future is in the Present” (\*); Edelman “The Future is Kid Stuff” (#;

recommended)

April

5 Erdrich, *The Round House* (approx. the first half)

12 Erdrich, *The Round House*(finish)

19 Mohanty, *Feminism without Borders*: chapters 1-5

26 Mohanty, *Feminism without Borders*: chapters 6- 7; Puar , Introduction to *Terrorist*

*Assemblages* (#; recommended)

26 McRuer, “Notes for a Crip Theory of Sexuality” (\*) and “As Good as It Gets” (\*)

May

3 **Essay due.** Enke: essays 3, 5, 6, 8, 11

Halberstam: Intro to *The Queer Art of Failure* (\*);

Halberstam’s “Transgender Butch” (#; recommended)

**TBA: Final Exam (in class)**

**2018-312 HIST 1801 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9504 |
| **Request Proposer** | Zarrow |
| **Course Title** | History of Asia in the World to 1500 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | History of Asia in the World to 1500 |
| **Course Number** | 1801 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | 'course revision' to qualify for general education credit |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Peter Zarrow |
| **Initiator Department** | History |
| **Initiator NetId** | pez13004 |
| **Initiator Email** | [peter.zarrow@uconn.edu](mailto:peter.zarrow@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** | 2019 |
| **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)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 39 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures-discussions |

|  |  |
| --- | --- |
| **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?** | 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 |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1801. History of Asia in the World to 1500 Three credits. Development and spread of the Indic and Sinitic civilizations, to 1500, with attention to cross-cultural contacts. |
| **Provide proposed title and complete course catalog copy** | 1801. History of Asia in the World to 1500 Three credits. Development and spread of the Indic and Sinitic civilizations, to 1500, with attention to cross-cultural contacts and sources of historical knowledge. CA1-C, CA4-INT. |
| **Reason for the course action** | to meet General Education Area Content Requirements |
| **Specify effect on other departments and overlap with existing courses** | no effect on other departments; very slight overlap with "HIST3808 - East Asia to the Mid-Nineteenth Century" |
| **Please provide a brief description of course goals and learning objectives** | o to provide a basic familiarity with the major cultural traditions of Asia; and a sense of the complex relationships among those traditions and the interconnections across Eurasia; o to explore some of the ways in which those traditions evolved over time; and to examine some of the processes of empire-building; o to introduce some of the analytical tools used in comparing culture and cultural interactions across time and space; to learn techniques for reading “secondary” and “primary” sources; to introduce the problematique of Orientalism; o to improve reading and writing skills. |
| **Describe course assessments** | -discussion participation based on assigned readings -assigned readings are a mix of textbooks, articles, and primary sources in translation -three 4-6 page analytical papers -several "slow reading" papers, which demonstrate close reading of a source |
| **General Education Goals** | This course introduces broad knowledge of major trends over a two-millennium period across the continent of Asia, in effect highlighting the commonalities and variations of human culture in a "world" unfamiliar to students. |
| **Content Area: Arts and Humanities** | This course gives students knowledge of the birth, evolution, and spread of major human civilizations while noting also the interconnections among them. |
| **Content Area: Diversity and Multiculturalism (International)** | Focusing on ancient-medieval India and China, this course also touches on the development of Central Asia, Southeast Asia, Korea, and Japan |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hist1801 SYL fall 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F139878&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C89febe2f6130484844ca08d65221d93d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636786702673738765&sdata=AXSqgvb8zGYNvXmeYh2y2aoHEIGynCUDa0ZY%2BHolCs0%3D&reserved=0) | Hist1801 SYL fall 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Peter Zarrow | 11/16/2018 - 18:17 | Submit |  | CAR submitted for recognition as meeting the needs of the General Education Requirements | | History | Melina A Pappademos | 11/24/2018 - 00:51 | Approve |  | This CAR pants approved will expand History/Asian-Asian American offerings of GEN Ed designated courses. | |

**HIST 1801 History of Asia in the World to 1500**

Fall 2018 Prof. Peter Zarrow, Wood Hall 327

Tu&Th 11-12:15, Wood Hall 228 office hours: Th 3:30-4:30, & by appt.

This course focuses on the formations of the major Asian civilizations in the context of world history, and also on how we construct our knowledge of Asia. Given the scope of this course, we cannot be comprehensive, but we can focus on a few themes.

The first part of the course examines the evolution of different concepts of “Asia” and “Asian race(s)” from outside of Asia. We also examine the similarities and differences among various archaic, ancient, and traditional polities to ask when (or if) Asia became Asia.

The second part of the course introduces the formation of the agrarian polities of the Indic and Sinitic core regions.

The third and final part of the course examines the spread and development of civilizational practices in core and peripheral regions. We note the relationships between agrarian centers of civilization and pastoral-nomadic civilizations, including patterns of trade and cultural exchange with non-Asians. The emphasis here is on religio-philosophical traditions as lived cultures.

The format of this course

* discussions of readings: discussions will take place in small groups, which will give reports to the whole class.
* lectures: lectures will focus on questions raised by the readings and new material

The main objectives of this course

* to provide you with a basic familiarity with the major cultural traditions of Asia; and a sense of the complex relationships among those traditions and the interconnections across Eurasia;
* to explore some of the ways in which those traditions evolved over time; and to examine some of the processes of empire-building;
* to introduce some of the analytical tools used in comparing culture and cultural interactions across time and space; to learn techniques for reading “secondary” and “primary” sources; to acquaint you with problematique of Orientalism—how do we know what we know?
* and to improve your reading and writing skills.

We will weave through breadth and depth—that is, covering a lot of material superficially and covering specific, small topics more thoroughly. This course will notproceed chronologically.

You must complete reading assignments before class; reading assignments should be brought to class in hardcopy or electronic forms to refer to during discussions. Electronic devices must be put away during lectures.

Grading will be based on:

* class discussion: 20%
* slow-reading papers: 10%
* three 4-6 page papers (one is the take-home final exam): 60%
* quizzes: 10%

Five points per day are deducted for late papers.

UConn policies on students’ obligations and rights can be found here:

<http://provost.uconn.edu/syllabi-references>

Plagiarism results in a 0 for the paper and may result in failing the course.

Arrangements will be made for students with disabilities.

During class discussions, electronics many be used (computers, ipads, iphones) in order to reference the readings and your reading notes. During lectures, electronics may NOT be used.

Basic readings (available at the UConn Bookstore)

Patricia Ebrey and Anne Walthall, *Pre-Modern East Asia: To 1800* (Wadsworth

Cengage Learning, 2014). This book is also available on 3-hour reserve at

Babbage Library.

Burjor Avari, *India: The Asian Past: A history of the Indian subcontinent from c.*

*7000 BCE to CE 1200* (2nd ed., Routledge, 2016).

other assigned readings will be available through HuskyCT

**CLASS SCHEDULE**

***Unit One: Defining “Asia,****”* ***Exploring Asia***(weeks 1-6)

Aug. 28: course introduction

Aug. 30: Lecture: Geography 1

Discussion: why the ancient/studying the ‘other’; READINGS:

–Ebrey-Walthall: “Connections” pp. 2-7;

–Avari: “Introduction” 1-19

Sept. 4-6: NO CLASSES, *but* prepare a 4-6 page paper (double-spaced), **due via email at 5 p.m., Friday 9/7**. Your paper should try to answer the question: “Is “Asia” a useful concept?” It should be based on the following READINGS (from Husky CT):

–Martin W. Lewis and Karen E. Wigen, *The Myth of Continents*: 1-19 (Introduction) and 47-72 (Orient and Occident); and

–Teemuy Ruskola, “Where is Asia? When Is Asia” pp. 879-896 (especially pp.

879-885)

*PAPER ONE DUE*, 5 p.m., Sept. 7

Sept. 11: Languages of Asia

readings/discussion of Lewis-Wigen and Ruskola: the concept of ‘Asia’

Sept. 13: Geography 2: maps

“Afroeurasia”: Empires & communication

–Marshall G.S. Hodgson, “The Interrelations of Societies in History,”

*Comparative Studies in Society and History*, vol. 5, no. 2 (Jan. 1963): 227-250

Sept. 18: Geography 3

Asia in Western minds, the ‘west” in Chinese minds

–Herodotus, *Histories* [Oxford University Press, 1998]: 211-216, 438-441

(sections 101-105 on Demaratus; sections 98-113 on India and Arabia)

\*\*\* *“slow reading” assignment due* \*\*\*

Sept. 20: The Silk Road

Travelers’ tales

*–*Marco Polo, *The Travels of Marco Polo* [London: Folio Society, 1968]: 163-

203 (From Peking to Amoy)

Sept. 25: Dunhuang

The ‘East’ and despotism in political theory

–Montesquieu, *The Spirit of the Laws* [Cambridge University Press, 1989]:

116-117 (chapter 6), 126-128 (chapters 19-21), 278-281 (chapters 1-4)

Sept. 27: The early modern world: Chinese explorers and Western missionaries

‘Orientalism’

–Edward Said, “Orientalism (1978)” in *The Edward Said Reader* [Vintage,

2000]: 63-113

Oct.2: Orientalism 1

19th c Orientalism

–Arthur H. Smith, *Chinese Characteristics* [Port Washington, N.Y.: Kennikat

Press, 1970]: 41-73, 82-89, 266-268

\*\*\* *“slow reading” assignment due* \*\*\*

Oct. 4: Orientalism 2

“Asian values” debate

–Daniel Bell, “Are Human Rights Universal?...”

–Amartya Sen, “Human Rights and Asian Values”

***Unit Two: Empires*** (weeks 7-10)

Oct. 9: Asianism. ‘Tribes’ and kinship; state-formation and the Axial Age

ancient India

–Avari, chaps. 2-3: 20-63

Oct.11: Indian history overview

India to 300 BCE

–Avari, chaps. 4-5: 64-121

Oct. 16: ancient Indian thought & “colonial knowledge”

–Avari, chap. 6: 122-149

–excerpts from *Sources of Indian Tradition* [Ainslie T. Embree, ed., Columbia

University Press, 1988], vol. 1: 7-11 (“Cosmic and Ritual Order”)

*\*\*\* “slow reading” assignment due \*\*\**

Oct. 18: Indian religion and politics: to Buddhism

–Avari, chap. 7: 115-179

*–Sources of Indian Tradition*: 29-39 (“Ultimate Reality”)

Oct. 23: China: overview

ancient thought 1

–Ebrey-Walthall, chaps. 1-2: 8-35

–excerpts from *Sources of Chinese Tradition* [Wm. Theodore de Bary et al.,

eds., Columbia University Press, 1960], pp. 3-16 (“Tradition in Antiquity”)

Oct. 25: Chinese thought

empire and religion in East Asia

–Ebrey-Walthall, chaps. 3-4: 36-74

–Wing-tsit Chan, *A Source Book in Chinese Philosophy*: 14-48 (“Confucius”)

Oct. 30: Buddhism

empire versus division

–Ebrey-Walthall, chap. 5: 75-96

–Avari, chap 9: 209-241

Nov. 1: NO CLASS: work on paper 2…

***Unit Three: Nations and trans-national traditions*** (weeks 11-14)

\*\*\**PAPER TWO DUE*, 5 p.m., Nov. 5\*\*\*

Nov. 6: Indic civilization and Southeast Asia

–Avari, chap 11: 272-301

–Carolyn Brown Heinz, “Mainland and Insular Southeast Asia”: 375-409

Nov. 8: Islam in Asia

Religion in Southeast Asia

–Casparis and Mabbet [chap. 5 in Nicholas Tarling ed., *The Cambridge History*

*of Southeast Asia: Volume 1, Part 1 – From the Earliest Times to 1500*,

Cambridge University Press, 2000]: “Religion and Popular Beliefs”: 276-333

Nov. 13: Confucianism in practice

an East Asian civilizational sphere

–Ebrey-Walthall, chaps. 6-8: 97-147

Nov.15: Japanese civilization

Making Japan Japanese; making Korea Korean

–Ebrey-Walthall, chaps. 9-11: 148-197

*\*\*\* “slow reading” assignment due \*\*\**

**November 18-24 Thanksgiving Break**

Nov. 27: Buddhism East & West

Mongol China

–Ebrey-Walthall, chaps. 12: 198-209

Nov. 29: Neo-Confucianism and the East Asian ecumene

The Ming-Qing world: early modern China

–Ebrey-Walthall, chaps. 14-15: 227-269

Dec. 4: Asian empire/Western empire

India in the world

–Avari, chap 11: 272-301

Dec. 6: Conclusions

discussion of final paper

FINAL PAPER

due the day scheduled for the final exam