

2020-270 COGS 3798 Add Factotum Course

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Add a Factotum Course

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular "Add a course" proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

### I. Special Topics course

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the "Offer a Special Topics course" form.

#### Items Included in Catalog Listing

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1. Standard abbreviation for Department, Program or Subject Area:
2. Course Number (must be 'xx85' or 'xx95'):
3. Course Title: Special Topics
4. Credits:  
(choose one)                    \_\_\_ : Credits by arrangement  
   \_\_\_ : \_\_\_ credits  
   \_\_\_ : From \_\_\_ to \_\_\_ credits
5. Prerequisites:  
(check all that apply)        \_\_\_ : By arrangement  
   \_\_\_ : Open only with consent of instructor  
   \_\_\_ : Open to sophomores/juniors of higher (choose one)  
   \_\_\_ : Prerequisites and recommended preparation vary  
   \_\_\_ : Course list: \_\_\_\_\_
6. Repeatability:  
(check all that apply)        \_\_\_ : With a change in content, may be repeated for credit.  
   \_\_\_ : Up to a maximum of \_\_\_ credits

### II. Variable Topics course

A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

#### Items Included in Catalog Listing

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1. Standard abbreviation for Department, Program or Subject Area: COGS
2. Course Number (must be 'xx88' or 'xx98'): 3798
3. Course Title: Variable Topics in Cognitive Science

4. Credits: 3 credits
5. Prerequisites: Prerequisites and recommended preparation vary  
 (check all that apply) \_\_\_X\_\_\_ : Open to freshman/sophomores/juniors of higher (choose one)  
 \_\_\_ : Course list: none
6. Repeatability: With a change in content, may be repeated for credit.  
 \_\_\_X\_\_\_ : Up to a maximum of 6 credits

### III. Foreign Study course

#### Items Included in Catalog Listing

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1. Standard abbreviation for Department, Program or Subject Area:
2. Course Number (must be 'xx83' or 'xx93'):
3. Course Title: Foreign Study
4. Credits: Credits and hours by arrangement  
 \_\_\_ : Up to a maximum of \_\_\_ credits
5. Prerequisites: Consent of Department Head required, normally to be  
 (check all that apply) granted before the student's departure.  
 \_\_\_ : Open to sophomores/juniors of higher (choose one)  
 \_\_\_ : Course list: \_\_\_\_\_
6. Repeatability: May be repeated for credit.  
 \_\_\_ : Up to a maximum of \_\_\_ credits
7. Major: May count toward major with consent of \_\_\_\_\_  
 (For 2000-level and above; choose one of: advisor,  
 director of undergraduate studies, department head)

### IV. Independent Study course

#### Items Included in Catalog Listing

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1. Standard abbreviation for Department, Program or Subject Area:
2. Course Number (must be 'xx99'):
3. Course Title: Independent Study
4. Credits: Credits and hours by arrangement  
 \_\_\_ : Up to a maximum of \_\_\_
5. Prerequisites: Open only with consent of instructor  
 (check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)  
 \_\_\_ : Course list: \_\_\_\_\_
6. Repeatability: With a change in content, may be repeated for credit.  
 \_\_\_ : Up to a maximum of \_\_\_ credits

#### Proposer Information

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1. [Dates approved](#) by  
 Department Curriculum Committee: September 11, 2020  
 Department Faculty: NA

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

Letitia R. Naigles

[Letitia.naigles@uconn.edu](mailto:Letitia.naigles@uconn.edu)

6-4942 (on campus, but I'm not there very much; please let me know if you want my home number).

**2020-271 GERM 1295 Add Factotum Course (S)**

COURSE ACTION REQUEST	
CAR ID	20-3014
Request Proposer	Finger
Course Title	Special Topics
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences > Senate C&C

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GERM
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Special Topics
Course Number	1295
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Sara R Johnson
Initiator Department	Lit, Cultures and Languages
Initiator NetId	srj02004
Initiator Email	<a href="mailto:sara.johnson@uconn.edu">sara.johnson@uconn.edu</a>
Is this request for you or someone else?	Someone else
Proposer Last Name	Finger
Proposer First Name	Anke
Select a Person	akf02001
Proposer NetId	akf02001
Proposer Phone	+1 860 486 3353
Proposer Email	<a href="mailto:anke.finger@uconn.edu">anke.finger@uconn.edu</a>
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30

Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	6
Is this a Multi-Semester Course?	No
Instructional Pattern	Course content varies by section

COURSE RESTRICTIONS	
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?	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?	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	faculty availability
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	GERM 1295. Special Topics 1.00 - 6.00 credits   May be repeated for credit. Prerequisites: None Grading Basis: Graded With a change in content, this course may be repeated for credit.		
Reason for the course action	To provide a needed rubric at the 1000 level		
Specify effect on other departments and overlap with existing courses	none		
Please provide a brief description of course goals and learning objectives	will be provided by instructor		
Describe course assessments	vary by course		
Syllabus and other attachments	Attachment Link	File Name	File Type
	<a href="#">GERM 1295.rtf</a>	GERM 1295.rtf	Other

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Sara R Johnson	09/22/2020 - 09:59	Submit		I hope I did this right! Bounce it back to me if the model needs fixing.
	Literatures, Cultures and Languages	Sara R Johnson	09/22/2020 - 10:13	Approve	9/22/2020	Forwarding it through the system
	College of Liberal Arts and Sciences	Pamela Bedore	09/22/2020 - 11:18	Approve	9/22/2020	CLAS C&C chair approved 9.22.2020. Will be announced to committee on 10.13.2020.

2020-272

GERM 1920

Add Course (guest: Stefan Bronner) (G) (S)

COURSE ACTION REQUEST	
CAR ID	20-2935
Request Proposer	Finger
Course Title	Cyborgs, Robots, and Androids in the German Imaginary
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > 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	GERM
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Cyborgs, Robots, and Androids in the German Imaginary
Course Number	1920
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Anke K Finger
Initiator Department	Lit, Cultures and Languages
Initiator NetId	akf02001
Initiator Email	<a href="mailto:anke.finger@uconn.edu">anke.finger@uconn.edu</a>
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 Year	2020
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	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 B: Literature
General Education Competency	
Environmental Literacy	
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No

Credits	3
Instructional Pattern	Lecture; discussion; flipped classroom; integrated research

### COURSE RESTRICTIONS

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?	Avery Point, 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	GERM 1920. Cyborgs, Robots, and Androids in the German Imaginary Three credits Prerequisites: None Grading Basis: Graded This course examines the figure of the nonhuman-human and explores representations of artificial beings in the German imaginary. The focus is on issues of technology, art, subjectivity, and psychoanalysis, and culture. Both imaginary and real, robots, cyborgs, homunculi, and automata represent humanity's understanding of futurity and innovation. (CA1-B, CA4-INT)
Reason for the course action	German Studies is broadening and deepening its offerings in the area of media studies and data studies to serve data and digital literacy needs for the entire student community and to contribute to international debates and historical understandings of technology in the 21st century.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	This course examines the figure of the nonhuman-human and explores representations of artificial beings in German literature and cinema. The focus is on issues of technology, art, subjectivity, and psychoanalysis. Both imaginary and real, robots, cyborgs, homunculi, and automata represent humanity's understanding of futurity and innovation. However, they also function as a site for debates concerning the limits and definitions of humanity itself. Such 'almost human' beings or 'not human beings anymore' make us wonder about who we are, what we are, and where we might be going in the future. By considering a variety of literary periods, this course provides insight into the imagination of German-speaking authors and filmmakers. Tracing the representation of cyborgs, robots, homunculi, and automata allows us to understand and question the centrality of these liminal and troubling figures within societies worldwide. Using a wide range of historical and theoretical approaches, from a variety of disciplines, alongside literary and film texts, will provide an angle to explore the significance of these complex figures: How are they constructed and represented and by whom? What do they signify? What are the social, cultural, and historical conditions that give rise to their appearance? Why are they unsettling, disturbing, and have such transgressive potential? Why is their presence not only persistent but also popular? The language of instruction is English, and no prior knowledge of the German language is required.
Describe course assessments	Peer-Reviews, Comments Final in-class essay Quizzes Rhizomatic Response Project Each class member will be responsible for producing one RRP over the course of the term. The RRP will focus on the relationship between some aspects of the readings (fictional & theoretical) for a particular week and one or more cultural objects relevant to the subject at hand. A Rhizomatic Response Project can be a creative multimedia reaction to one of the weekly reading assignments in order to provide a broader understanding of it as a cultural artifact that 'communicates' with other discourses. The RRP must always contain an interdisciplinary aspect (i.e. interview, theoretical frameworks, art piece, from areas such as film, science, technology, and artistic or scientific field. Students must also reflect on the cultural artifact's political potential. Aesthetics as a mode of world-perception is intrinsically linked to politics by its capacity to divide the visible from the invisible, the permitted from the prohibited, and the people embedded in a society from those who are excluded. Students are encouraged to select their own objects, in consultation with me. All RRP's must include visual and/or audiovisual elements.
General Education Goals	become articulate - being able to formulate an understanding of robotic and automatized technology outside of Anglo-American contexts acquire intellectual breadth and versatility - by understanding the breadth and depth of the human

	imaginary regarding automata acquire critical judgment - contextualizing historical and cultural discussions on the human imagination of automata acquire moral sensitivity - developing a sense of ethics regarding the interlacing of human and robotic experiences acquire consciousness of the diversity of human culture and experience - exploring not just the German imaginary with regard to discourses on automata, but also beginning to understanding discourses focused on post-humanism acquire a working understanding of the processes by which they can continue to acquire and use knowledge - building on a populist understanding of automata, this course will bring to the forefront ethical, political, aesthetic, and creative aspects of automata that add to current discussions on artificial intelligence, among many other tech discourses						
<b>Content Area: Arts and Humanities</b>	Investigations and historical/critical analyses of human experience - automata and robots have featured in the German (and human) imaginary since the Golem in the Middle Ages – Inquiries into philosophical and/or political theory - robots and automata have played significant roles as projections of political power (war) and/or mirrors of ethical approaches to the future of humanity, including racism and genocide – Investigations into cultural or symbolic representation as an explicit subject of study - robots and automata have great significance in the German imaginary, both in terms of perfecting artistic skills (Hoffmann and Kleist) and in terms of science and technology, including dystopian projections in Sci-Fi literature – Comprehension and appreciation of written, visual, multi-modal and/or performing art forms - this course includes a particular focus on multimodal communication with the Rhizomatic Response Project						
<b>Content Area: Diversity and Multiculturalism (International)</b>	1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity - this course aims to bring into awareness international discussions of pressing questions about technology today, focused on the figure of the robot/android and the adjacent ethical, political, cultural and historical discourses 3. Consider the similarities that may exist among diverse groups - the course will also employ a comparative approach to the the robot/android in other cultural imaginaries						
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">SyllabusCyborgsGenEd.docx</a></td> <td>SyllabusCyborgsGenEd.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">SyllabusCyborgsGenEd.docx</a>	SyllabusCyborgsGenEd.docx	Syllabus
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<a href="#">SyllabusCyborgsGenEd.docx</a>	SyllabusCyborgsGenEd.docx	Syllabus					

### COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
<b>Comments &amp; Approvals Log</b>	Draft	Anke K Finger	09/17/2020 - 11:06	Submit		This course will be offered as a Special Topics course in Spring 2021 (GERM 1295). Once it is approved as a Gen Ed course, it can be taught at Storrs and Avery Point.
	Literatures, Cultures and Languages	Sara R Johnson	09/23/2020 - 17:40	Approve	9/23/2020	Course looks amazing! LCL dept CC&C already saw the earlier version of the syllabus and signed off on it so committee approval is done.

2020-273      HRTS 5401      Add Course (guest: David Richards)

### COURSE ACTION REQUEST

<b>CAR ID</b>	20-3024
<b>Request Proposer</b>	Richards
<b>Course Title</b>	Methods in Human Rights Research and Practice
<b>CAR Status</b>	In Progress
<b>Workflow History</b>	Start > Draft > Human Rights > College of Liberal Arts and Sciences

### COURSE INFO

<b>Type of Action</b>	Add Course
<b>Is this a UNIV or INTD course?</b>	Neither
<b>Number of Subject Areas</b>	1
<b>Course Subject Area</b>	HRTS
<b>School / College</b>	College of Liberal Arts and Sciences
<b>Department</b>	Human Rights
<b>Course Title</b>	Methods in Human Rights Research and Practice
<b>Course Number</b>	5401
<b>Will this use an existing course number?</b>	No

### CONTACT INFO

Initiator Name	Alyssa A Webb
Initiator Department	Human Rights Institute
Initiator NetId	alw13011
Initiator Email	<a href="mailto:alyssa.webb@uconn.edu">alyssa.webb@uconn.edu</a>
Is this request for you or someone else?	Someone else
Proposer Last Name	Richards
Proposer First Name	David
Select a Person	dIm09010
Proposer NetId	dIm09010
Proposer Phone	+1 860 486 1025
Proposer Email	<a href="mailto:david.richards@uconn.edu">david.richards@uconn.edu</a>
Does the department/school/program currently have resources to offer the course as proposed?	Yes

### COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Seminar
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	Lecture and Discussion, heavy emphasis on discussion

### COURSE RESTRICTIONS

Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	N/A
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Graduate
Is there a specific course prohibition?	Yes
List specific classes	HRTS 5899: Methods in Human Rights Research and Practice
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
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<b>At which campuses do you anticipate this course will be offered?</b>	Storrs
<b>If not generally available at all campuses, please explain why</b>	Course will be taught by HRI Faculty members who are all stationed at the Storrs Campus.
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	No

<b>COURSE DETAILS</b>	
<b>Provide proposed title and complete course catalog copy</b>	HRTS 5401. Methods in Human Rights Research and Practice 3.00 Credits Prerequisites: Not open to students who have passed HRTS 5899 when offered as "Methods in Human Rights Research and Practice" Grading Basis: Graded Introduces professional modes of human rights research and practice from multi-disciplinary perspectives. Explores roles of data collection, creation, and analysis in policy making and advocacy using principles of human rights evaluation. Examines the relationship between human rights research and practical interventions affecting human rights outcomes.
<b>Reason for the course action</b>	The proposed course will fill a gap in the existing Human Rights graduate certificate program and will meet demand among students across the university to have research and methods training aimed towards human rights practice. This course will advance students' knowledge of research design, data management, and analysis platforms, and also introduce students to varied methods of research to inform human rights reporting in the practice-based field. This course will build on extant methods training at UConn by applying principles of social science and humanities research methods to specific human rights problems related to students' professional aspirations. Faculty will introduce students to multiple methodological approaches throughout the course to maximize students' exposure to different modes of human rights research, and will provide in-depth training in at least one methodological approach consistent with their research program and expertise. Depending on the instructor, students will be trained in various forms of quantitative research (i.e. measurement, statistical analysis for descriptive, correlational, and causal inquiry, and the operation of quantitative data management platforms such as Stata or SPSS) and qualitative research (i.e. fact finding, comparative legal histories, participant observation, story-seeking/telling, interviews, comparative historical analysis, and case study methods in general). This course also will help HRI better serve our students' academic and professional development needs. The Graduate Certificate in Human Rights program enrolls students from the College of Liberal Arts and Sciences, the School of Law, the School of Social Work, and the Neag School of Education. A human rights specific methods course can further the research skills of this diverse group of students by exposing them to interdisciplinary methodological debates that will be beneficial for their research progress. This course would also extend the methods training from students' home disciplines by applying general principles of social science and humanities research to human rights topics. As this class will be taught by experienced human rights researchers, students will also gain valuable and unique insight into the idiosyncrasies of human rights research, and the innovative ways researchers are leveraging their academic training to advance human rights projects and advocacy. The addition of this course is aligned with our program's commitment to offering content across disciplinary and professional schools that are most active in our educational programs.
<b>Specify effect on other departments and overlap with existing courses</b>	N/A
<b>Please provide a brief description of course goals and learning objectives</b>	Course Goals To produce critically informed, effective, and engaged researchers in the field of human rights: Advance students' ability to apply human rights concepts and principles to contemporary issues Train students in critical inquiry and ethical reasoning skills Introduce students to a range of research and writing approaches, including from social sciences and the humanities, critical for scholarly and practitioner-based research on human rights topics Develop students knowledge of varied methodological approaches to doing research on human rights, including qualitative and quantitative approaches Course Objectives At the end of the semester students should be able to: Demonstrate critical thinking, including the capacity to synthesize, analyze, and integrate human rights knowledge from diverse disciplinary perspectives. Design and execute independent research related to human rights praxis Apply ethical, appropriately specified research and evaluation procedures to contemporary human rights problems Produce empirically supported and theoretically grounded analyses of ongoing human rights matters
<b>Describe course assessments</b>	Stata Assignments In order to learn the basics of data-based research methods, students will be introduced to Stata, a software package for statistical analysis..Each week, except when we have a guest, there will be due Stata homework. In the course schedule in this syllabus students will find, for each week: (a) the chapter to read/work through and (b) the assigned end-of-chapter exercises. These assignments are due by 1:30pm each week, unless otherwise noted. For example, by 1:30pm on 9/17 you are to have turned in the Chpt 3 work (exercises 4, 5, 6). During each class, the instructor will go over that week's assigned exercises, so everyone can see them being done correctly and ask any questions they might have. In this sense, the class is in the "flipped" style, regarding Stata-based work. Guest Faculty Discussion Questions Four times during the semester we will have guest faculty-researchers, each of whom represent a research tradition different than that covered in the rest of the course. The readings for guest faculty weeks have been chosen by these professors. For each "guest week" students will be responsible for the following two things: (1) Submitting three original discussion questions to the instructor at least 24 hours in advance of class. (2) Asking at least two of your three questions during the class session. Participation Excellent participation requires being able to: (1) Ask penetrating and thought-provoking questions to evaluate ideas (2) Be a logical thinker (3) Be diligent in seeking out the truth (4) Be a seeker of alternative views on a topic (5) Base judgments on ideas and evidence (6) Evaluate and solve problems rather than merely compile a set of facts to be memorized (7) Identify arguments and issues (8) Reassess views when new or discordant evidence is introduced and evaluated (9) Recognize errors in thought and persuasion as well as to recognize good arguments (10) See connections between topics and use knowledge from other disciplines to enhance reading and learning experiences (11) Take a critical stance on issues Data-Based Research Paper Students will be responsible for producing a short, data-based research paper on the human rights issue of your choice. During the final class session on 12/17, students will present their findings to the class and we'll process, as a group, the experience of doing these papers using this research method. Grading standards and more detailed assignment descriptions for each assessment can be found in the attached syllabus.

Syllabus and other attachments	Attachment Link	File Name	File Type
	<a href="#">F20 HRTS5899 Syllabus.pdf</a>	HRTS 5401: Methods in Human Rights Research and Practice	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Alyssa A Webb	09/24/2020 - 15:06	Submit		Submitting CAR for review
Human Rights	Cesar Abadia-Barrero	10/08/2020 - 09:18	Approve	9/18/2020	The HRI community is very excited to add this course to our offering for our grad students. The course emphasizes interdisciplinary research methods and Human Rights Practice.	

2020-274      WGSS 5661      Add Course (guest: Laura Mauldin)

COURSE ACTION REQUEST	
CAR ID	20-3255
Request Proposer	Mauldin
Course Title	Feminist Approaches to Disability, Illness, and Care
CAR Status	In Progress
Workflow History	Start > Women's Gender and Sexuality 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	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Title	Feminist Approaches to Disability, Illness, and Care
Course Number	5661
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Laura Mauldin
Initiator Department	Human Dev and Family Sciences
Initiator NetId	lam13012
Initiator Email	<a href="mailto:laura.mauldin@uconn.edu">laura.mauldin@uconn.edu</a>
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 Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	12

Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and discussion

COURSE RESTRICTIONS	
Prerequisites	None
Corequisites	noe
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 proposed title and complete course catalog copy	WGSS 5661 Feminist Approaches to Disability, Illness, and Care Three credits. Prerequisites: None Grading Basis: Graded Examines care and caregiving across different threads of feminist scholarship in sociology, science and technology studies (STS) and disability studies. Key topics to be explored are how care is raced and gendered, that disability is as an axis of inequality, and how approaches to care have evolved, particularly in feminist disability studies/disability justice.
Reason for the course action	Feminist approaches to health and disability is a key area of growth in the WGSS program, particularly at the graduate level. This course will contribute to our Feminist Studies Graduate Certificate program with its specialization in gender, race and health and the integration and expansion of disability studies course offerings into the Program.
Specify effect on other departments and overlap with existing courses	No effects. There are no other courses that conflict. The course syllabus was reviewed by graduate curriculum committee members in sociology and HDFS just in case and no issues with overlap were detected.
Please provide a brief description of course goals and learning objectives	By the end of this course, students will know what feminist lenses on care and caregiving in the context of illness, disability and aging have looked like across feminist science studies, sociological scholarship and disability studies. They will then be able to take this particular context and extrapolate from that how disability is a social category and axis of inequality that intersects with race, class, and gender in particular ways in the context of care and caregiving.
Describe course assessments	Participation 20% – Class preparedness, discussions, presentations Critical essays – 30% You are required to write 2 5-page essays in which you critically engage with the theories we are discussing and the texts we are reading. The topics and due dates for these essays TBD Final Paper– 50% – Pick 1 of the following 3 options: A. JOURNAL. Option 1 is to create a journal selecting a specific health problem, technology, or disease to focus on throughout the semester. The idea here is that you will choose something to reflect upon throughout the course, such as a particular disability or condition or care work (including clinical work/medical providers) or caregiving issue. The journal should take account of your chosen topic through the various theoretical lenses and perspectives we'll engage in class. The journal can take any form you choose (including digital), but it should offer critical reflection alongside creativity. You may integrate narrative, images, essays, journal entries, creative writing, poetry, news coverage, media, objects, and/or other materials into your journal. You will give an oral presentation about your journal during one of our final class sessions. Journal topics will be due by X. The journal is worth 50% of your grade and will be due on or before X DATE. - OR - B. ANALYTICAL PAPER. Option 2 is to write a 15-page analytical paper on a topic related to the course. The paper could do any of the following: analyze a specific "disease," issue, or health problem using literature and ideas from the course; analyze a topic related to your own thesis or applied research, but using material/ideas from the course; offer a synthetic, critical review of several readings from class; innovate theory in the field of feminist care scholarship or disability studies; or anything else you choose and I approve. You will give an oral presentation about your paper during one of our final class sessions. Topics will be due by X DATE. The analytical paper is worth 50% of your grade and will be due on or before X DATE. Papers should be typed, double-spaced, and formatted consistently throughout. - OR - C. CRITICAL BOOK REVIEW. Option 3 is to write a 15-page critical book review that incorporates ideas and material from the class. Your review should offer an intellectual, theoretical engagement with the book you've chosen, first providing a summary and then analyzing the book through a

	"feminist disability/care lens" lens. I would expect that the review would demonstrate a firm grasp of the book's content, while also illustrating your knowledge of ideas, theories, and theorists of feminism and health. You may select for review one of the books listed below, or a book of your own choosing that I approve. Your topic/book will be due by X DATE. You will give an oral presentation about your paper during one of our final class sessions. The book review is worth 50% of your grade and will be due on or before X DATE. Reviews should be typed, double-spaced, and formatted consistently throughout.		
Syllabus and other attachments	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">WGSS 5661 Syllabus.docx</a>	WGSS 5661 Syllabus.docx	Syllabus

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Laura Mauldin	10/07/2020 - 17:02	Submit		Approved by WGSS graduate curriculum committee and then by the entire WGSS faculty on 9/23/20.
	Women's Gender and Sexuality Studies	Sherry L Zane	10/09/2020 - 10:22	Approve	9/16/2020	approved per faculty and director

## WGSS 5661 Feminist approaches to disability, illness, and care

**Spring 2021**

**Class day/time TBA to coordinate with Sociology offerings**

**Laura Mauldin**

[Laura.mauldin@uconn.edu](mailto:Laura.mauldin@uconn.edu)

### Course Overview:

This course investigates care and caregiving across different threads of feminist scholarship in sociology, science and technology studies (STS) and disability studies. A key component of the course is positioning disability as an axis of inequality. We will consider three different literatures, paying particular attention to inequality in the context of illness, disability and care. First, we will examine dominant approaches in feminist sociological scholarship on caregiving and care work, which highlights how care work is raced and gendered. We will then shift to some of the major approaches to thinking about what it means "to care" in the feminist STS literature as it pertains to reinforcing inequalities as researchers and how different technologies reinforce 'normalization.' We will then assess the gaps in these literatures and intervene through a sociological theorization of disability as an axis of inequality. How does theorizing disability as an axis of inequality contribute to these broader literatures on care? We'll also look at how care has been treated in disability studies and how approaches to care have evolved, particularly in feminist disability studies/disability justice. The course will end with a demonstration of how mapping a disability analytic onto sociological/STS literature on care offers new possibilities for feminist sociological inquiry.

### Course Requirements

Participation 20% – Class preparedness, discussions, presentations

Critical essays – 30% You are required to write 2 5-page essays in which you critically engage with the theories we are discussing and the texts we are reading. The topics and due dates for these essays TBD

Final Paper– 50% – Pick 1 of the following 3 options:

A. JOURNAL. Option 1 is to create a journal selecting a specific health problem, technology, or disease to focus on throughout the semester. The idea here is that you will choose something to reflect upon throughout the course, such as a particular disability or condition or care work (including clinical work/medical providers) or caregiving issue. The journal should take account of your chosen topic through the various theoretical lenses and perspectives we'll engage in class. The journal can take any form you choose (including digital), but it should offer critical reflection alongside creativity. You may integrate narrative, images, essays, journal entries, creative writing, poetry, news coverage, media, objects, and/or other materials into your journal. You will give an oral presentation about your journal during one of our final class sessions. Journal topics will be due by X. The journal is worth 50% of your grade and will be due on or before X DATE.

- OR - B. ANALYTICAL PAPER. Option 2 is to write a 15-page analytical paper on a topic related to the course. The paper could do any of the following: analyze a specific "disease," issue, or health problem using literature and ideas from the course; analyze a topic related to your own thesis or applied research, but using material/ideas from the course; offer a synthetic, critical review of several readings from class; innovate theory in the field of feminist care scholarship or disability studies; or anything else you choose and I approve. You will give an oral presentation about your paper during one of our final class sessions. Topics will be due by X DATE. The analytical paper is worth 50% of your grade and will be due on or before X DATE. Papers should be typed, double-spaced, and formatted consistently throughout.

- OR - C. CRITICAL BOOK REVIEW.

Option 3 is to write a 15-page critical book review that incorporates ideas and material from the class. Your review should offer an intellectual, theoretical engagement with the book you've chosen, first providing a summary and then analyzing the book through a "feminist disability/care lens" lens. I would expect that the review would demonstrate a firm grasp of the book's content, while also illustrating your knowledge of ideas, theories, and theorists of feminism and health. You may select for review one of the books listed below, or a book of your own choosing that I approve. Your topic/book will be due by X DATE. You will give an oral presentation about your paper during one of our final class sessions. The book review is worth 50% of your grade and will be due on or before X DATE. Reviews should be typed, double-spaced, and formatted consistently throughout.

### **Required Texts**

Duffy, Mignon, Amy Armenia, and Clare L Stacey. 2015. *Caring on the Clock: The Complexities and Contradictions of Paid Care Work*. New Brunswick, New Jersey: Rutgers University Press. [Available online through the library]

Folbre, Nancy (Ed.). 2012. *For Love and Money: Care Provision in the United States*. New York, NY: Russell Sage Foundation. [Available online through the library]

## **Course Schedule**

### **Jan 19: What is care? Who cares? Why should we care?**

Folbre, N. Introduction (p. xi-xvii) and chapter one (p. 1-20) of *For Love and Money: Care Provision in the United States*.

Fineman, Martha. 2004. *The autonomy myth: a theory of dependency*. New York: New Press.[Introduction]

Family Caregiving Alliance 2015. “Caregiver Statistics: Demographics” and “Women and Caregiving: Facts and Figures”

### **Jan 26: Historical context & the influence of feminist ethics of care**

Kittay, Eva F., 1999, *Love's Labor: Essays on Women, Equality, and Dependency*, New York: Routledge. [selection]

Tronto, Joan. 2005. “Care as the Work of Citizens: A Modest Proposal,” in M. Friedman (ed.), *Women and Citizenship*, Oxford: Oxford University Press, pp. 130–145.

Duffy, Mignon. 2015. Beyond Outsourcing: Paid Care work in a historical perspective. In M. Duffy, A. Armenia, and C. Stacey (Eds), *Caring on the Clock: The Complexities and Contradictions of Paid Care Work* (p. 14-26). New Brunswick, NJ: Rutgers University Press.

### **Feb 2: Major approaches to care in sociology**

England, Paula. 2005. “Emerging Theories of Care Work.” *Annual Review of Sociology* 31(1):381–99.

Duffy, Mignon, Amy Armenia and Clare L. Stacey. 2015. On the Clock, Off the Radar: paid Care Work in the United States. In M. Duffy, A. Armenia, and C. Stacey (Eds), *Caring on the Clock: The Complexities and Contradictions of Paid Care Work* (p. 3-13). New Brunswick, NJ: Rutgers University Press.

### **Feb 9: Current innovations in the sociology of care**

Cranford, Cynthia. 2020. *Homecare Fault lines: Understanding Tensions and Creating Alliances*. Ithaca, NY: ILR Press. [Selections]

Francisco-Menchavez, Valerie. 2018. *The Labor of Care: Filipina Migrants and Transnational Families in the Digital Age*. Springfield: University of Illinois Press. [Selections]

Showers, Fumilayo. 2015. Building a Professional Identity: Boundary Work and Meaning making among West African Immigrant Nurses. In M. Duffy, A. Armenia, and C. Stacey (Eds), *Caring on the Clock: The Complexities and Contradictions of Paid Care Work* (p. 3-13). New Brunswick, NJ: Rutgers University Press.

### **Feb 16: Care in feminist STS**

Bellacasa, Maria Puig de la. 2011. “Matters of Care in Technoscience: Assembling Neglected Things.” *Social Studies of Science* 41(1):85–106.

Murphy, Michelle. 2015. “Unsettling Care: Troubling Transnational Itineraries of Care in Feminist Health Practices.” *Social Studies of Science* 45(5):717–37.

Mol, Annemarie, Ingunn Moser and Jeanette Pols (Eds). 2010. *Care in Practice: On Tinkering in Clinics, Homes and Farms*. New York: Transcript publishing, distributed by Columbia University Press. [Selections]

### **Feb 23: Disability and care in STS**

Winance, Myriam. 2016. "Rethinking Disability: Lessons from the Past, Questions for the Future. Contributions and Limits of the Social Model, the Sociology of Science and Technology, and the Ethics of Care." *Alter* 10(2):99–110.

Moser, Ingunn. 2000. "Against Normalisation: Subverting Norms of Ability and Disability." *Science as Culture* 9(2):201–40.

Mauldin, Laura. 2014. "Precarious Plasticity Neuropolitics, Cochlear Implants, and the Redefinition of Deafness." *Science, Technology & Human Values* 39(1):130–53.

### **Feb 23: Making the invisible visible: Bringing disability studies into sociology**

Shakespeare, Tom. "The Social Model of Disability" in *The Disability Studies Reader* edited by Lennard Davis. New York: Routledge.

Shakespeare, T. and Watson, N. 2002. "The social model of disability: an outdated ideology?" *Research in Social Science and Disability*, 2: 9-28

Mauldin, Laura. Perspectives in the Sociology of Disability forthcoming in *Oxford Handbook in the Sociology of Disability*. Oxford: Oxford University Press.

Additional suggested readings in disability and feminist theory (Garland Thomson and also Schalk and Kim)

### **Mar 2: Examining sociology's relationship to disability**

Charmaz, Kathy. 2020. "Experiencing Stigma and Exclusion: The Influence of Neoliberal Perspectives, Practices, and Policies on Living with Chronic Illness and Disability." *Symbolic Interaction* 43(1):21–45.

Frederick, Angela, and Dara Shifrer. 2018. "Race and Disability: From Analogy to Intersectionality." *Sociology of Race and Ethnicity* 5(2):200–214.

### **Mar 9: Recasting disability as an axis of inequality: Care in the Context of COVID19**

Mauldin, Laura, Brian R. Grossman, Alice Wong, Sharon Barnartt, Jennifer Brooks, Angela Frederick, and Ashley Volion. 2020. "Disability as an Axis of Inequality: A Pandemic Illustration (Disability in Society)." *American Sociological Association* 48(3):15.

Stramondo, Joseph. 2020. "COVID-19 Triage and Disability: What NOT to Do." *Bioethics.Net*. Retrieved August 6, 2020 (<http://www.bioethics.net/2020/03/covid-19-triage-and-disability-what-not-to-do/?fbclid=IwAR1h8RcueMcdn6spIPnhjVXz0Sn08-ir2LfUwCB5aeS0bzdEK9XNbpLU8yM>).

Disability Rights Education Fund. 2020. The Illegality of medical rationing on the basis of disability. Dredf.org <https://dredf.org/the-illegality-of-medical-rationing-on-the-basis-of-disability/>

#NoBodyIsDisposable Campaign: <https://nobodyisdisposable.org/>

### **Mar 16: SPRING BREAK**

### **Mar 23: Disability studies/activism and care: historically tenuous relations**

Kröger, Teppo. 2009. "Care Research and Disability Studies: Nothing in Common?" *Critical Social Policy* 29(3):398–420.

Morris, Jenny. 1999. *Pride Against Prejudice: A Personal Politics of Disability*. London: Women's Press Ltd. [Selections]

### **Mar 30: New social science research grappling with care and disability**

Kelly, Christine. 2016. *Disability Politics and Care: The Challenge of Direct Funding*. Vancouver: UBC Press. [Selections]

### **Apr 6: Disability justice: Community innovations in disability, intersectionality and care**

Piepzna-Samarasinha, Leah Lakshmi. 2018. *Care Work: Dreaming Disability Justice*. Vancouver: Arsenal Pulp Press. [Selections]

Wong, Alice. 2020. "Freedom for Some Is Not Freedom for All." *Disability Visibility Project*. Retrieved (<https://disabilityvisibilityproject.com/2020/06/07/freedom-for-some-is-not-freedom-for-all/>).

### **Apr 13: Moving Forward: Innovations in disability across sociology and STS**

Bell, Susan. 2017. "Bringing Our Bodies and Ourselves Back in: Seeing Irving Kenneth Zola's Legacy." Pp. 143–58 in *Research in Social Science and Disability*. Vol. 9, edited by S. Green and S. Barnartt. Bingley, U.K.: Emerald Group Publishing Limited.

Barnartt, Sharon N. 2016. "How Erving Goffman Affected Perceptions of Disability within Sociology." Pp. 29–37 in *Sociology Looking at Disability: What Did We Know and When Did We Know it*. Vol. 9, *Research in Social Science and Disability*. Emerald Group Publishing Limited.

Hamraie, Aimi, and Kelly Fritsch. 2019. "Crip Technoscience Manifesto." *Catalyst: Feminism, Theory, Technoscience* 5(1):1–33.

### **Apr 20: Student Presentations and discussions**

### **April 27: Student Presentations and discussions**



2020-275

WGSS 2253

Add Course (guest: Nancy Naples) (S)

COURSE ACTION REQUEST	
CAR ID	20-3023
Request Proposer	Naples
Course Title	Introduction to Queer Studies
CAR Status	In Progress
Workflow History	Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Title	Introduction to Queer Studies
Course Number	2253
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Nancy A Naples
Initiator Department	Sociology
Initiator NetId	nan02005
Initiator Email	<a href="mailto:nancy.naples@uconn.edu">nancy.naples@uconn.edu</a>
Is this request for you or someone else?	Someone else
Proposer Last Name	Naples
Proposer First Name	Nancy
Select a Person	nan02005
Proposer NetId	nan02005
Proposer Phone	+1 860 486 3049
Proposer Email	<a href="mailto:nancy.naples@uconn.edu">nancy.naples@uconn.edu</a>
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	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 and discussion

## COURSE RESTRICTIONS

<b>Prerequisites</b>	Prerequisites: Not open to students who have passed WGSS 3995 when offered as "Introduction to Queer Studies."
<b>Corequisites</b>	none
<b>Recommended Preparation</b>	WGSS 2250
<b>Is Consent Required?</b>	No Consent Required
<b>Is enrollment in this course restricted?</b>	No

<b>GRADING</b>	
<b>Is this course repeatable for credit?</b>	No
<b>What is the Grading Basis for this course?</b>	Graded

<b>SPECIAL INSTRUCTIONAL FEATURES</b>	
<b>Do you anticipate the course will be offered at all campuses?</b>	No
<b>At which campuses do you anticipate this course will be offered?</b>	Storrs
<b>If not generally available at all campuses, please explain why</b>	
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	No

<b>COURSE DETAILS</b>	
<b>Provide existing title and complete course catalog copy</b>	WGSS 2253. Introduction to Queer Studies 3.00 credits Prerequisites: Not open to students who have passed WGSS 3995 when offered as "Introduction to Queer Studies." Grading Basis: Graded Introduction to the interdisciplinary field of queer studies. Explores a range of issues including how to study queer sexualities in a globalizing world, methodological and theoretical approaches, the role of feminism and social justice activism in Queer Studies, and the integration of transgender studies into the field. Provides an understanding of intersectional approaches to human sexuality and how LGBTQA movements are shaped globally.
<b>Provide proposed title and complete course catalog copy</b>	WGSS 3251: Feminist, Queer, and Trans Theories 3.00 credits Prerequisites: Not open to students who have passed WGSS 3995 when offered as "Introduction to Queer Studies." Recommended Preparation: WGSS 2250 Grading Basis: Graded Exploration of foundational and current critical theory in feminist, queer, trans studies. Emphasis on the shared historical development, transnational and intersectional approaches, as well as controversies within and between these theoretical perspectives. Among diverse approaches to be considered are: major feminist, queer, and trans revisions of critical race, psychoanalytic, Marxist, Foucauldian, indigenous and postcolonial theories.
<b>Reason for the course action</b>	WGSS is in the process of revising the major and have been reviewing all the required courses and in doing so realized that there is both an overlap in the goals of WGSS 2250 and those of 2253. In fact 2250 is the broader introduction to the field, while Queer Studies is one dimension of it. That said, we also realized the the course are originally defined included in its definition attention to feminist and trans theories, but did not do so in its title. For both of these reasons we decided it needed a rethinking in terms of: 1. Need to move it to a 3000 level to reflect the sequencing of the scholarship addressed in 2250 with 2253 redefined as a 3000 level course. 2. Broadening the title and revising the description to reflect the attention to feminist, trans, and queer scholarship as outlined in the current description as well as intersectional and international perspectives that is also part of the current description in 2250 with a clearer relationship to the main goals of the major. 3. One new dimension that is added to the proposed description is the articulation of the diverse theoretical approaches that WGSS scholars are in dialogue with and that are not covered as extensively in 2250
<b>Specify effect on other departments and overlap with existing courses</b>	none
<b>Please provide a brief description of course goals and learning objectives</b>	Objectives Students will: • Situate major contributions to feminist, queer, and trans theory within their cultural and historical moments • Develop strategies and techniques for reading challenging and complex critical theory • Relate major strands of feminist, queer, and trans theory (compare, contrast, critique, etc.) • Analyze how power is produced and maintained within economic, political, and cultural structures and processes • Discuss how intersections of gender, sexuality, race, class, nationality, and ability structure personal identity, social and economic injustice, and interpersonal relationships • Identify and critique representations of gender and sexuality in media and cultural artifacts using theories from the humanities and social sciences • Apply critical theories of gender and sexuality to their own lives, cultural experiences, and political moment
<b>Describe course assessments</b>	Grade Distribution and Assessments To achieve and measure the course objectives, students will complete bi-weekly written and oral response activities to assigned readings and take two examinations. • Professionalism and Participation: 10% • Daily Response Activities: 40% • Midterm Exam: 25% • Final Exam: 25% Participation and Professionalism: To succeed in this course it is essential that you be fully engaged in class discussion and group activities. If you do, you will learn more and have more fun. By holding back, you injure not only yourself, but also the class as a whole. Everyone can benefit from hearing your unique and valuable ideas. Therefore, credit for participation and professionalism will be awarded only to those who significantly contribute, demonstrate that they have done all the reading with care, and participate meaningfully, respectfully, and enthusiastically in group activities. If talking in class is difficult for you, please see me early in the term, so we can strategize. Remember that groundbreaking discoveries about the material are not required. Asking questions of your peers, encouraging others, and listening actively are all great (and important) ways to

	<p>participate! Other factors that impact your professionalism grade include: showing up on time, minimizing disruptions to the class meetings, silencing electronic devices and refraining from the use of electronic devices during class, bringing required materials to class meetings, and showing respect for your peers, the instructor, and the course materials. In other words, this course asks you to behave in a mature, respectful, professional manner that demonstrates that you take your education and that of your peers seriously. Daily Activities: This includes a variety of different assignments and activities, some of which will take place in class, and some of which will be completed outside of class, but all of which are designed to produce active and energetic in-class discussion of the assigned reading materials. This course exposes you to relentlessly challenging reading. In order to succeed, you will need to develop active reading strategies. These assignments are designed to do just that. Sample activities include: article annotations, article summaries, article outlines, short responses, group activities, reading guides, presentations, and personal reflections. There is a daily activity associated with almost every class, but I will drop the two lowest grades in this category. Completing the daily activities helps you. In addition to keeping the class up on the reading, these activities foster a deeper level of engagement with the texts—both individually and in our in-class conversations. They will also ensure that you are learning the material AS WE GO, so that studying for the exams is manageable—a process of reviewing rather than learning for the first time.</p>		
Syllabus and other attachments	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">revision to WGSS3261 3 30.docx</a>	revision to WGSS3261 3 30.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Nancy A Naples	09/24/2020 - 12:38	Submit		WGSS curriculum and faculty passed this course addition Sept. 23, 2020.
	Women's Gender and Sexuality Studies	Sherry L Zane	10/09/2020 - 10:23	Approve	9/23/2020	approved per faculty and director

**WGSS 3251**  
**Feminist, Queer, and Trans Theories**  
 University of Connecticut

**Fall 2021**

**Instructor:** Dr. Ariana Reilly Codr  
**Email:** [ariana.codr@uconn.edu](mailto:ariana.codr@uconn.edu)  
**Pronouns:** she/her/hers

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## Course Description:

Exploration of foundational and current critical theory in feminist, queer, trans studies. Emphasis on the shared historical development, transnational and intersectional approaches, as well as controversies within and between these theoretical perspectives. Among diverse approaches to be considered are: major feminist, queer, and trans revisions of critical race, psychoanalytic, Marxist, Foucauldian, indigenous, and postcolonial theories.

## Objectives

Students will:

- Situate major contributions to feminist, queer, and trans theory within their cultural and historical moments
- Develop strategies and techniques for reading challenging and complex critical theory
- Relate major strands of feminist, queer, and trans theory (compare, contrast, critique, etc.)
- Analyze how power is produced and maintained within economic, political, and cultural structures and processes
- Discuss how intersections of gender, sexuality, race, class, nationality, and ability structure personal identity, social and economic injustice, and interpersonal relationships
- Identify and critique representations of gender and sexuality in media and cultural artifacts using theories from the humanities and social sciences
- Apply critical theories of gender and sexuality to their own lives, cultural experiences, and political moment

## Required Texts and Subscriptions

All other course materials will be available for free online (through HuskyCT or the UConn Library)

## Rules and Expectations

**Office Hours:** I am more than happy to discuss your work with you during office hours or by appointment. My office hours and office number are listed at the top of the syllabus. Preparing some thoughts in advance helps but is not necessary. If you're completely stumped by a concept, don't be shy about reaching out for help. Make an appointment as soon as possible so that we can get things rolling. There is no reason to wait until the exam is just around the corner!

**Plagiarism:** All your writing for the course must be your own, and plagiarism will not be tolerated. Plagiarism can be defined as failing to properly credit a source such that another's *ideas* or *words* are presented as your own. Please note that **unintentional plagiarism is still plagiarism**. There are no excuses or extenuating circumstances when it comes to plagiarism. If I find evidence of plagiarism, **I will file a formal report with Community Standards and assign a "0" to the assignment. A second offense will result in failure for the course.** If you're having difficulty with any assignment you should contact me right away. I can help!

**Technology:** Without special permission, students may not use (**or have visible!**) phones or any electronic devices during class. Occasionally, you may be asked to bring your laptop in order to complete an activity. At such times, **students may not have any window open besides those immediately necessary for completion of the activity.** Unless instructed, students should never be on the Internet during class, checking email, or doing coursework for another instructor. Students who violate these policies will have points deducted from their professionalism grade and, if the problem continues, may be asked to leave the class.

## Grading Scale

*Final Grades are assigned with the following scale:			
Grades Between		Scored	Letter Equivalent
93	to	100	A
90	to	Less than 93	A-
87	to	Less than 90	B+
83	to	Less than 87	B
80	to	Less than 83	B-
77	to	Less than 80	C+
73	to	Less than 77	C
70	to	Less than 73	C-
67	to	Less than 70	D+
63	to	Less than 67	D
60	to	Less than 63	D-
		Less than 60	F

### Grade Distribution and Assessments

To achieve and measure the course objectives, students will complete bi-weekly written and oral response activities to assigned readings and take two examinations.

- Professionalism and Participation: 10%
- Daily Response Activities: 40%
- Midterm Exam: 25%
- Final Exam: 25%

**Participation and Professionalism:** To succeed in this course it is essential that you be fully engaged in class discussion and group activities. If you do, you will learn more and have more fun. By holding back, you injure not only yourself, but also the class as a whole. Everyone can benefit from hearing your unique and valuable ideas. **Therefore, credit for participation and professionalism will be awarded only to those who significantly contribute to each and every class, demonstrate that they have done all the reading with care, and participate meaningfully, respectfully, and enthusiastically in group activities.** *If talking in class is difficult for you, please see me early in the term, so we can strategize. Remember that groundbreaking discoveries about the material are not required. Asking questions of your peers, encouraging others, and listening actively are all great (and important) ways to participate!*

Other factors that impact your professionalism grade include: **showing up on time, minimizing disruptions to the class meetings, silencing electronic devices and refraining from the use of electronic devices during class, bringing required materials to class meetings, and showing respect for your peers, the instructor, and the course materials.** In other words, this course asks you to behave in a mature, respectful, professional manner that demonstrates that you take your education and that of your peers seriously.

**Daily Activities:** This includes a variety of different assignments and activities, some of which will take place in class, and some of which will be completed outside of class, but all of which are designed to produce active and energetic in-class discussion of the assigned reading materials. This course exposes you to relentlessly challenging reading. In order to succeed, you will need to develop active reading strategies. These assignments are designed to do just that. Sample activities include: article annotations, article summaries, article outlines, short responses, group activities, reading guides, presentations, and personal reflections. There is a daily activity associated with almost every class, but **I will drop the two lowest grades in this category.**

Completing the daily activities helps you. In addition to keeping the class up on the reading, these activities foster a deeper level of engagement with the texts—both individually and in our in-class conversations. They

will also ensure that you are learning the material AS WE GO, so that studying for the exams is manageable—a process of reviewing rather than learning for the first time.

## **Course Schedule**

### Week 1: Why Theory?

#### **Tues 8/31:**

Introductions

#### **Thurs 9/1:**

bell hooks, “Theory as Liberatory Practice”

Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”

Maria Lugones and Elizabeth Spelman, “Have We Got a Theory for You: Feminist Theory, Cultural Imperialism and the Demand for The Woman's Voice”

### Week 2: Psychoanalytic Foundations and L’écriture Feminine

#### **Tues 9/7:**

Freud, *Three Essays on the Theory of Sexuality*

#### **Thurs 9/9**

Hélène Cixous, “The Laugh of the Medusa”

Luce Irigaray, “This Sex Which Is Not One”

### Week 3: Learning and Performing Gender

#### **Tues 9/14**

Simone de Beauvoir, *The Second Sex*: “Introduction” and excerpts of “Childhood”

Judith Butler, “Sex and Gender in Simone de Beauvoir's Second Sex”

#### **Thurs 9/16**

Judith Butler, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory”

Cheri J. Pascoe, selections from *Dude You are a Fag: Masculinity and Sexuality in High School*

### Week 4: Marxism and Political Economy

#### **Tues 9/21**

Friedrich Engels, “Origins of the Family, Private Property and the State”

Heidi I. Hartmann, “The Family as the Locus of Gender, Class, and Political Struggle: The Example of Housework”

#### **Thurs 9/23**

Gayle Rubin, “The Traffic in Women: Notes on the 'Political Economy' of Sex”

### Week 5: Compulsory Heterosexuality and Continuums

#### **Tues 9/28:**

Michel Foucault, selections from *The History of Sexuality*, vol. I

Gayle Rubin “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”

#### **Thurs 9/30:**

Adrienne Rich, “Compulsory Heterosexuality”

Eve Sedgwick, “Introduction” to *Between Men*

### Week 6: Heteronormativity to Homonormativity

#### **Tues 10/5**

Michael Warner and Lauren Berlant, “Sex in Public”

#### **Thurs 10/7**

Lisa Duggan, "The New Homonormativity: The Sexual Politics of Neoliberalism"

Week 7: Midterm Exam

**Tues 10/12**

Exam Review

**Thurs 10/14**

Midterm Exam

Week 8: Race and Intersectionality

**Tues 10/19:**

Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics"

Patricia Hill Collins, selections from *Black Feminist Thought*

**Thurs 10/21**

Gloria Anzaldúa, selections from *Borderlands/La Frontera: The New Mestiza*

Week 9: Gender, Colonialism, and Nationalism

**Tues 10/26:**

Anne McClintock, "Massa and Maids: Power and Desire in the Imperial Metropolis"

**Thurs 10/28:**

Sara Ahmed, "The Melancholic Migrant"

Jasbir K. Puar, "Queer Times, Queer Assemblages"

Week 10: Queering Affect/Queer Negativity

**Tues 11/2**

Leo Bersani and Adam Phillips, selections from *Intimacies*

Lee Edelman, "The Future is Kid Stuff: Queer Theory, Disidentification, and the Death Drive"

**Thurs 11/4**

Heather Love, "Introduction" to *Feeling Backward*

José Esteban Muñoz, "Feeling Brown, Feeling Down: Latina Affect, The Performativity of Race, and the Depressive Position"

Week 11: Queer Futures

**Tues 11/9**

José Esteban Muñoz, "Queerness as Horizon: Utopian Hermeneutics in the Face of Gay Pragmatism"

Mari Ruti, "Why There is Always a Future in the Future"

**Thurs 11/11**

Lauren Berlant and Lee Edelman, selections from *Sex, or the Unbearable*

Week 12: Border Wars and Border Zone Dwellers

**Tues 11/16**

Jack Halberstam, "F2M: The Making of Female Masculinity"

Jay Prosser, "No Place Like Home: The Transgendered Narrative of Leslie Feinberg's *Stone Butch Blues*"

**Thurs 11/18**

Jacob C. Hale, "Consuming the Living, Dis(re)membering the Dead in the Butch/Ftm Borderlands"

Week 13: Thanksgiving

Week 14: Relational and Aspirational Gender Identities

**Tues 11/30:**

Cressida Heyes, “Feminist Solidarity After Queer Theory: The Case of Transgender”

**Thurs 12/2:**

Christine Overall, “Sex/Gender Transitions and Life-Changing Aspirations”

Week 15: Trans/Feminism

**Tues 12/7**

Emi Koyama, “Whose Feminisms Is It Anyway? The Unspoken Racism of the Trans Inclusion Debate”

Julia Serano, “Trans Woman Manifesto”

**Thurs 12/9**

Talia Mae Bettcher, “Evil Deceivers and Make-Believers: Transphobic Violence and the Politics of Illusion”

**Final Exam : TBD**

**Campus Policies and Resources**

**Resources for Students Experiencing Distress**

*The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.*

*Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health \(SHaW-MH\)](#) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.*

*Mental health services are included as part of the university’s student health insurance plan and also partially funded through university fees. If you do not have UConn’s student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health** located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.*

**Accommodations for Illness or Extended Absences**

*Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.*

*If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.*

*COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:*

- Fever,
- Cough,



- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

### **Academic Integrity:**

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

### **Center for 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/>.

### **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 (OIE). 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.

An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. More information, including resources and reporting options, is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

### **Final Exam Policy:**

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the [Dean of Students](#). If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Copyright Policy:**

*My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

**2020-276      WGSS 3265W      Add Course (guest: Nancy Naples) (G) (S)**

COURSE ACTION REQUEST	
CAR ID	20-3040
Request Proposer	Naples
Course Title	3265W. Research Methodology
CAR Status	In Progress
Workflow History	Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Title	3265W. Research Methodology
Course Number	3265W
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is a request to revise and update the title, name and course description of the course in keeping with the elaboration of clear articulation of what the course actually does. The current title is too vague and the description does not reflect the interdisciplinary focus of the course and how it has been taught over the years. It remains a Research Methods course but one that is clearly focused on WGSS scholarship.

CONTACT INFO	
Initiator Name	Nancy A Naples
Initiator Department	Sociology
Initiator NetId	nan02005
Initiator Email	<a href="mailto:nancy.naples@uconn.edu">nancy.naples@uconn.edu</a>
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 Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	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
Will there also be a non-W section?	No
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/debate

COURSE RESTRICTIONS	
Prerequisites	WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011
Corequisites	none
Recommended Preparation	NONE
Is Consent Required for course?	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	WGSS 3265W. Research Methodology Three credits. Prerequisites: Any 1000-level WGSS course, or HIST 1203; ENGL 1007 or 1010 or 1011 or 2011; open only to Women's, Gender, and Sexuality Studies majors. Grading Basis: Graded Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies. Women's, Gender, and Sexuality Studies majors are strongly urged to take this course as early as possible and before PHIL 3218. SM 11/3/14
Provide proposed title and complete course catalog copy	WGSS 3265W. Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship Three credits. Prerequisites: WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary, intersectional, and transnational field. Explication of the ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.
Reason for the course action	In review WGSS course offerings in preparation for updating and revising the major, WGSS faculty determined that the title and description did not reflect the goals and actual content of the course as currently taught. The revision better reflects the goals and objectives of the course
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	This course has four primary goals: (1) to provide a broad introduction to producing intersectional, interdisciplinary and transnational WGSS Scholarship, (2) to improve students' ability to identify the appropriate methods for particular research questions; (3) to give students experience in the design and implementation of feminist scholarship; and (4) to produce an original research paper.

<b>Describe course assessments</b>	<p><b>COURSE REQUIREMENTS</b> Participation: You are expected to attend each class, present weekly progress reports on your course project. You are also expected to complete the assigned readings each week and be ready to discuss the main points raised by the authors. [20% of grade]. Research Articles: Each student is also expected to identify at least 3 articles from major WGSS journals that are relevant to the research project. WS librarian will meet with us to discuss how to locate and review academic journals in the area you have identified for your course paper project. You are expected to read and write short written summaries and assessments of these articles and hand them in for a mid-term grade. (Due: October 6). [20% of grade]. Paper Assignment (60% of grade): You must complete a term paper of at least 15 double spaced pages (excluding footnotes, bibliography, diagrams, etc.). You will be able to choose a topic within the broad-based area of WGSS that is of particular interest to you. This will enable you to explore a topic that we will not have an extended opportunity to examine in the course. Once you identify a topic for your paper, please submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path. You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. You will also submit your second draft to a classmate for peer review . Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, you will give a short presentation on your course project during the last week of class. v Paper Proposal Due: September 17 v Draft #1 Due: October 15 v Draft #2 Due: November 12 v Final Due: December 13 Grading in W courses According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.</p>								
<b>General Education Goals</b>	<p>Definition of Writing Competency for General Education: Since its inception WGSS 3265W has worked to further the writing instruction of upper division undergraduates by: 1. setting up the context by which writing is integrated into all assignments and reflections which includes both peer and instructor feedback that connects the writing to the course content. 2. throughout the semester there are embedded "writing workshops" focused primarily on writing strategies, organization, style, and forms of expression. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness.</p>								
<b>Writing Competency</b>	<p>Paper Assignment (60% of grade): To succeed in this course you must complete a term paper of at least 15 double spaced pages (excluding footnotes, bibliography, diagrams, etc.). You will be able to choose a topic within the broad-based area of the feminist, queer and trans studies that is of particular interest to you. This will enable you to explore a topic that we will not have an extended opportunity to examine in the course. Once you identify a topic for your paper, please submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path. You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. You will also submit your second draft to a classmate for peer review. Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, you will give a short presentation on your research paper during the last week of class. Final papers should be posted on the course Husky CT site no later than our scheduled final exam time. v Paper Proposal Due: September 17 v Draft #1 Due: October 15 v Draft #2 Due: November 12 v Final Due: December 13 Grading in W courses According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components. Writing Support A major portion of three classes will be set aside to focus on writing. These writing workshops are designed to address some of the important ways you can improve your writing skills and apply them to the work in the writing assignments in this course. For additional support, I encourage you to who contact the University Writing Center, <a href="https://writingcenter.uconn.edu/">https://writingcenter.uconn.edu/</a>, at 860-486-4387</p>								
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th data-bbox="410 1287 865 1346">Attachment Link</th> <th data-bbox="873 1287 1344 1346">File Name</th> <th data-bbox="1344 1287 1429 1346">File Type</th> </tr> </thead> <tbody> <tr> <td data-bbox="410 1346 865 1413"><a href="#">producing interdisciplinary intersectional and international scholarship outline.doc</a></td> <td data-bbox="873 1346 1344 1413">producing interdisciplinary intersectional and international scholarship outline.doc</td> <td data-bbox="1344 1346 1429 1413">Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">producing interdisciplinary intersectional and international scholarship outline.doc</a>	producing interdisciplinary intersectional and international scholarship outline.doc	Syllabus		
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<b>COMMENTS / APPROVALS</b>						
<b>Comments &amp; Approvals Log</b>	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Nancy A Naples	09/25/2020 - 09:46	Submit		Revision approved by WGSS Curriculum Community and Faculty, Wednesday September 23, 2020.
	Women's Gender and Sexuality Studies	Sherry L Zane	10/09/2020 - 10:25	Approve	9/23/2020	approved per faculty and director

**Professor Nancy A. Naples**

**University of Connecticut**

Producing Interdisciplinary, Intersectional and International Scholarship

***SAMPLE COURSE OUTLINE***

**Overview of the Course**

Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary, intersectional, and transnational field. Explication of the ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.

This course is designed to explore the theoretical underpinnings of diverse feminist methodologies, contemporary debates in the field, and ethical dilemmas faced by researchers using feminist research approaches as well as give you a guided experience in designing and conducting a feminist research project. This course has four primary goals: (1) to provide a broad introduction to producing intersectional, interdisciplinary and transnational WGSS Scholarship, (2) to improve students' ability to identify the appropriate methods for particular research questions; (3) to give students experience in the design and implementation of feminist scholarship; and (4) to produce an original research paper.

**Structure of the Course:**

The course will meet once weekly and will be composed of lecture, class discussion, and small group working sessions in which you will develop and discuss your research with other members of the class.

***COURSE REQUIREMENTS***

**Participation:** You are expected to attend each class

, present weekly progress reports on your course project. You are also expected to complete the assigned readings each week and be ready to discuss the main points raised by the authors. [20% of grade].

**Research Articles:** Each student is also expected to identify at least 3 articles from major WGSS journals that are relevant to the research project. WS librarian will meet with us to discuss how to locate and review academic journals in the area you have identified for your course paper project. You are expected to read and write short written summaries and assessments of these articles and hand them in for a mid-term grade. (Due: October 6). [20% of grade].

**Paper Assignment** (60% of grade): To succeed in this course you must complete a term paper of at least *15 double spaced pages* (excluding footnotes, bibliography, diagrams, etc.). You will be able to choose a topic within the broad-based area of the feminist, queer and trans studies that is of particular interest to you. This will enable you to explore a topic that we will not have an extended opportunity to examine in the course. Once you identify a topic for your paper, please submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path. You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. *You will also submit your second draft to a classmate for peer review.* Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, you will give a short presentation on your research paper during the last week of class. Final papers should be posted on the course Husky CT site no later than our scheduled final exam time.

- Paper Proposal Due: Week 3
- Draft #1 Due: Week 7
- Draft #2 Due: Week 12
- Final Due: Finals Week

### ***Grading in W courses***

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

### ***Writing Support***

A major portion of three classes will be set aside to focus on writing. These *writing workshops* are designed to address some of the important ways you can improve your writing skills and apply them to the work in the writing assignments in this course. For additional support, I encourage you to who contact the University Writing Center, <https://writingcenter.uconn.edu/>, at 860-486-4387.

### **Required Texts:**

Allen, Chadwick. 2012. *Trans-indigenous: methodologies for Global Native Literary studies*. 2012. Compton, D’Lane, Tey Meadow, and Kristen Schilt. 2018. *Other, Please Specify: Queer Methods in Sociology*. Berkeley, CA: University of California.

[Davis, Dána-Ain](#), and [Craven Christa](#). 2016. *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Rowman & Littlefield.

Ghaziani, Amin, and Matt Brim, eds. 2019. *Imagining Queer Methods*. NY: NYU.

Jaggar, Alison M., 2014. Pp. 417-456 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publisher.

- Leavy, Patricia. 2013. *Fiction as Research Practice: Short Stories, Novellas, and Novels*. NY: Routledge.
- Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. *Telling Stories: The Use of Personal Narratives in the Social Sciences and History*. Cornell University Press.
- Parker, Joe, Ranu Smantrai, and Mary Romero, eds. *Interdisciplinarity and Social Justice: Revisioning Academic Accountability*. Albany, NY: SUNY Press.
- Sandoval, Chela. *Methodology of the Oppressed*. Theory out of Bounds ; v. 18. Minneapolis: University of Minnesota Press, 2000.
- Smith, Linda Tuhiwai. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. NY/London: Zed Books.

## **Course Outline (NOTE: Subject to change):**

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### **Week 1. Introduction to the Course**

#### **Week 2. Epistemologies of Feminist and Queer Methodologies**

##### ***List of Potential Research Questions Due***

- Hesse-Biber, Sharlene Nagy. 2013. Pp. 14-72 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage Publications.
- Jaggar, Alison M., 2014. Pp. 213-226, 308-19 & 346-351 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.
- Leavy, Patricia. 2013. Pp. 95-146 in *Fiction as Research Practice: Short Stories, Novellas, and Novels*.
- Ghaziani, Amin, and Matt Brim, eds. 2019. Selections from *Imagining Queer Methods*. NY: NYU.

#### **Week 3. Ethics of Feminist and Queer Research**

##### ***Completion of IRB Citi Training***

- Human Subjects in Research. UConn Human Subject Guidelines.
- Oral History Association. Code of Ethics.
- Jaggar, Alison M., 2014. Pp. 460-495 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.
- Parker, Joe, Ranu Samanthrai, and Mary Romero, eds. 2010. Pp.87-103, 301-316 in *Interdisciplinarity and Social Justice: Reinvisioning Academic Accountability*. Albany: SUNY Press.
- Smith, Linda Tuhiwai. 1999. Pp. 42-57 & 107-122, 142-162 in *Decolonizing Methodologies: Research and Indigenous Peoples*. NY/London: Zed Books.
- Compton, D' Lane, Tey Meadow, and Kristen Schilt. 2018. Selections from *Other, Please Specify: Queer Methods in Sociology*. Berkeley, CA: University of California.

#### **Week 4. Disciplinarity and Interdisciplinarity**

##### ***Research Proposal Due***

- Jaggar, Alison M., 2014. Pp. 6-33 & 97-104 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.
- Leavy, Patricia. 2013. Pp. 17-36 in *Fiction as Research Practice: Short Stories, Novellas, and Novels*. NY: Routledge.
- Parker, Joe, Ranu Samanthrai, and Mary Romero, eds. 2010. Pp. 37-58 & 63-81 in *Interdisciplinarity and Social Justice: Reinvisioning Academic Accountability*. Albany: SUNY Press.

## **Week 5. Feminism & Science**

- Hesse-Biber, Sharlene Nagy, ed. 2013. Pp. 14-35 & 296-329 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage Publications.
- Jaggar, Alison M., 2014. Pp. 257-267, 320-341 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publisher.

## **Week 6. Critical Disabilities Studies**

### ***Research Notes Due for Review***

- Berger, Ronald J., and Laura S. Lorenz, eds. Pp. 57-88 in *Disability and Qualitative Inquiry*. NY: Routledge.
- Simplican, Stacy Clifford. 2017. "Feminist Disability Studies as Methodology: Life-writing and the Able/Disabled Binary." *Feminist Review* 115(1):46-60.
- Schalk, Sami. 2017. "BeForever?: Disability in American Girl Historical Fiction." *Children's Literature* 45:164-187.
- Schalk, Sami. 2016. Happily Ever After for Whom? Blackness and Disability in Romance Narratives." *Journal of Popular Culture* 49(6):1249-1269.
- Beril, A. 2015. "Transness as Disability: Rethinking Intersections between Trans and Disabled Embodiments." *Feminist Review* 111:59-74

## **Week 7. Narrative Analysis**

### ***Research Notes Due for Review***

- Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. Pp. 43-125 in *Telling Stories: The Use of Personal Narratives in the Social Sciences and History*. Cornell University Press.

## **Week 8. SPRING BREAK**

## **Week 9. Theorizing Feminist Ethnography**

- [Davis, Dána-Ain](#), and [Craven Christa](#). 2016. Pp. 7-74 in *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Rowman & Littlefield.
- Stacey, Judith. 1991. "Can There Be a Feminist Ethnography?" Pp. 111-119 in *Women's Words*, ed. Sherna Berger Gluck and Daphne Patai. New York, NY: Routledge.
- Narayan, Uma. 1997. Pp. 161-188 in *Dislocating Cultures: Identities, Traditions, and Third World Feminism*. NY: Routledge.

## **Week 10. Practicing Feminist and Queer Ethnography**

### ***Article Review Due***

- [Davis, Dána-Ain](#), and [Craven Christa](#). 2016. Pp. 75-172 in *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Rowman & Littlefield.
- Compton, D'Lane, Tey Meadow, and Kristen Schilt. 2018. Selections from *Other, Please Specify: Queer Methods in Sociology*. Berkeley, CA: University of California.

## **Week 11. Queer and Trans Epistemologies and Methodologies**

- Browne, Kath, and Catherine J. Nash, eds. 2010. Pp. 55-67 & 129-142 in *Queer Methods and Methodologies: Intersecting Queer Theories and Social Science Research*.



- Bettcher, Talia. 2014. "Trapped in the Wrong Theory: Re-Thinking Trans Oppression and Resistance," *Signs: Journal of Women in Culture and Society* 39(2):383-406.
- Bettcher, Talia. 2012. "Full-Frontal Morality: The Naked Truth about Gender," *Hypatia: A Journal of Feminist Philosophy* 27:2 (2012), 319-337
- Bettcher, Talia. See performance pieces at <http://www.calstatela.edu/faculty/talia-mae-bettcher-professor-and-chair>

### **Week 12. Sexual Subjectivity**

- Juno*,. 2007. Directed by Jason Reitman.
- Willis, Jessica L. 2008. "Sexual Subjectivity: A Semiotic Analysis of Girlhood, Sex, and Sexuality in the Film *Juno*." *Sexuality & Culture* 12:240-256.

### **Week 13. Praxis and Activist Research**

- Jaggar, Alison M., 2014. Pp. 417-456 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publisher.
- Hesse-Biber, Sharlene Nagy, ed. 2013. Pp. 498-518 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage Publications.
- Parker, Joe, Ranu Smantrai, and Mary Romero, eds. Pp. 353-362 in *Interdisciplinarity and Social Justice: Revisioning Academic Accountability*. Albany, NY: SUNY Press.
- Ghaziani, Amin, and Matt Brim, eds. 2019. Selections from *Imagining Queer Methods*. NY: NYU.

### **Week 14. Presentations of Final Project**

### **Week 15. Finals Week**

Recommended Texts: Prepared by Nancy A. Naples, University of Connecticut

- Abu-Lughod, Lila. 1993. Writing Women's Worlds: Bedouin Stories. Berkeley: University of California Press.
- Anderson, I. 2006. *Accounting For Rape: Psychology, Feminism and Discourse Analysis*. NY: Routledge.
- Behar, Ruth. 1995. The Vulnerable Observer: Anthropology That Breaks Your Heart. Boston: Beacon Press.
- Baxter, Judith. 2004. *Positioning Gender in Discourse: A Feminist Methodology*. Palgrave Macmillan.
- Bloom, Leslie. 1999. *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation*. Albany: SUNY Press.
- Campbell, Marie, and Frances Gregor. 2004. *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. WalnutCreek Alta Mira Press.
- Devault, Marjorie L. 1999. *Liberating Method: Feminism and Social Research*. Philadelphia: Temple.
- Fonow, Mary Margaret, and Judith A. Cook, eds. 1991. Beyond Methodology: Feminist Scholarship as Lived Research. Bloomington: Indiana University Press.
- Gluck, Sherna Berger, and Daphne. Patai, eds. 1991. Women's Words: The Feminist Practice of Oral History. New York: Routledge.
- Gottfried, Heidi, ed. 1996. Feminism and Social Change: Bridging Theory and Practice. Urbana: University of Illinois Press.
- Hawkesworth, Mary E. 2006. *Feminist Inquiry: From Political Conviction to Methodological Innovation*. New Brunswick, NJ: Rutgers University Press.
- Hesse-Biber, Sharlene, Christina Gilmartin, and Robin Lydenberg, eds. 1999. *Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader*. NY:Oxford.
- Hesse-Biber, Sharlene Nagy, and Patricia L. Leavy, eds. 2006. *Emergent Methods in Social Research*. SAGE Publications.
- Hesse-Biber, Sharlene, and Michelle L. Yaiser, eds. 2003. *Feminist Perspectives on Social Research*. NY: Oxford University Press.
- Lather, Patti, and Chris Smithies. 1997. Troubling the Angels: Women Living with HIV/AIDS. Boulder, Colorado: Westview Press.
- Lazar, Michelle M. 2005. *Feminist Critical Discourse Analysis: Studies in Gender, Power and Ideology*. Palgrave Macmillan.
- Letherby, Gayle. 2003. *Feminist Research in Theory and Practice*. Open UP.
- Livia, Anna, and Kira Hall. 1997. *Queerly Phrased: Language, Gender, and Sexuality*. NY: Oxford University Press.
- Manicom, Ann, and Marie Campbell, eds. 1995. Knowledge, Experience, and Ruling Relations: Studies in the Social Organization of Knowledge. Toronto: University of Toronto Press.
- Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. *Telling Stories: The Use of Personal Narratives in the Social Sciences and History*. Cornell.
- Moss, Pamela J., ed. 2002. *Feminist Geography in Practice: Research and Methods*. Oxford, UK: Wiley-Blackwell.
- Naples, Nancy A. 2003. *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research*. NY: Routledge.

Personal Narratives Group, ed. 1989. Interpreting Women=s Lives: Feminist Theory and Personal Narratives. Philadelphia: Temple University Press.\

Ramazanoglu, Caroline, and Janet Holland. 2002. *Feminist Methodology: Challenges and Choices*. London, UK, and Thousands Oaks, CA: Sage Publications Ltd.

Reinharz, Shulamit. 1992. *Feminist Methods in Social Research*. New York: Oxford.

Ristock, Janice L., and Joan Pennell. 1996. Community Research as Empowerment: Feminist Links, Postmodern Interruptions. New York: Oxford University Press.

Skinner, Tina, Marianne Hester, and Ellen Mabs, eds. 2005. *Researching Gender Violence: Feminist Methodology In Action*. Willan Publishing (UK).

Smith, Linda Tuhiwai. 1999/2002. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books.

Speer, S. A. 2005. *Gender Talk: Feminism, Discourse and Conversation*. NY: Routledge.

Sprague, Joey. 2005. *Feminist Methodologies for Critical Researchers Bridging Differences*. Lanham: Rowman and Littlefield.

Tannen, Deborah. 1994. *Gender and Discourse* NY: Oxford University.

Weeks, Kathi. 1998. Constituting Feminist Subjects. Ithaca, New York: Cornell.

Weis, Lois and Michelle Fine. 2004. *Working Method: Research and Social Justice*. NY: Routledge.

Wilkinson, Sue, and Celia Kitzinger, eds. 1996. *Feminism and Discourse: Psychological Perspectives*. SAGE Publications.

Wolf, Marjery.1992. A Thrice Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility. Stanford, CA: Stanford University Press.

**2020-278      AFRA/ANTH 3155   Add Course (guest: Eshe Cole)**

COURSE ACTION REQUEST	
<b>CAR ID</b>	20-3258
<b>Request Proposer</b>	Cole
<b>Course Title</b>	Anthropology of the African Diaspora
<b>CAR Status</b>	In Progress
<b>Workflow History</b>	Start > Anthropology > Africana Studies Institute > UICC > Return > Anthropology > Africana Studies Institute > College of Liberal Arts and Sciences

COURSE INFO	
<b>Type of Action</b>	Add Course
<b>Is this a UNIV or INTD course?</b>	Neither
<b>Number of Subject Areas</b>	2
<b>Course Subject Area</b>	ANTH
<b>School / College</b>	College of Liberal Arts and Sciences
<b>Department</b>	Anthropology
<b>Course Subject Area #2</b>	AFRA
<b>School / College #2</b>	College of Liberal Arts and Sciences
<b>Department #2</b>	Africana Studies Institute
<b>Reason for Cross Listing</b>	I am joint faculty in Anthropology and the Africana Studies Institute. Additionally, the course content is relevant to both fields of study.
<b>Course Title</b>	Anthropology of the African Diaspora
<b>Course Number</b>	3155

Will this use an existing course number?	No
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CONTACT INFO	
Initiator Name	Haile E Cole
Initiator Department	Anthropology
Initiator NetId	hec20005
Initiator Email	<a href="mailto:haile.cole@uconn.edu">haile.cole@uconn.edu</a>
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 Year	2020
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and discussions

COURSE RESTRICTIONS	
Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	N/A
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Instructor is based at Storrs
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS	
Provide proposed title and complete course catalog copy	ANTH 3155. Anthropology of the African Diaspora (Also offered as AFRA 3155) 3.00 Credits Prerequisites: None Grading Basis: Graded An exploration of the racial, political, and social similarities and differences within and between the communities constituting the African Diaspora from an anthropological perspective.
Reason for the course action	This course not only centers on Black diasporic experiences but it also contributes to the existing Anthropology course offerings by focusing on work by anthropologists from the African Diaspora.
Specify effect on other departments and overlap with existing courses	N/A

<b>Please provide a brief description of course goals and learning objectives</b>	Comprehension: It is important, first and foremost, that primary concepts in this course are understood. Teaching methods, lecture, discussion sections, and assignments are all structured with the purpose of providing various ways of hearing, processing, and communicating new concepts. Critical Thinking: This course aims to provide opportunities for students to hone their critical thinking skills. Students will not only be exposed to new concepts and given information, but they will also be asked to think deeply about these concepts, how they all related to one another, as well as the ways that these concepts are applicable and practical to society on a day to day basis. Students will be encouraged to think for themselves and discover new ideas on their own. Writing Skills: This course has a significant writing component. Students will be required to present clear, concise, and grammatically correct essays. Furthermore, students will be evaluated based on their ability to communicate multiple ideas clearly in a written format. The instructor will provide not only feedback about the content of the student's essays but also concrete feedback about the student's writing will also be central to the evaluation process. Students are encouraged to seek assistance at the Writing Center as well as with the instructor. Cultural Awareness: Foundational to this course is the intent to expose students a multiplicity of cultures and alternatives ways of knowing and being in the world. This course will provide opportunities for students to not only critically examine their own culture and society but also the ways that other societies operate and how different societies interact with each other globally. Inherent in this is examining the ways in which power and privilege have impacts on our understandings and experiences of difference. Hopefully, this exposure will provide a new lens for students to view the world and others who are different from them, begin dialogues, and increase cultural awareness, acceptance, understanding, and sensitivity.		
<b>Describe course assessments</b>	Most assignments and assessments for this course are in written format. Students will have weekly readings and will be asked to respond to their readings with short written responses. Their major assignments will include 3 short essays to assess their understanding and analysis of the course content. They will also have a final project that will allow them to explore a topic from the course that interests them, engage in research, and present their findings to their peers.		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">Anthropology of the African Diaspora syllabus.docx</a>	Anthropology of the African Diaspora syllabus.docx	Syllabus

<b>COMMENTS / APPROVALS</b>						
<b>Comments &amp; Approvals Log</b>	<b>Stage</b>	<b>Name</b>	<b>Time Stamp</b>	<b>Status</b>	<b>Committee Sign-Off</b>	<b>Comments</b>
	Start	Haile E Cole	10/08/2020 - 11:28	Submit		That you for reviewing my request. Please do not hesitate to contact me if you have any questions.
	Anthropology	Cesar Abadia-Barrero	10/08/2020 - 14:34	Approve	9/14/2020	The anthropology department is very excited about this new course.
	Africana Studies Institute	Shawn Salvant	10/08/2020 - 15:19	Approve	10/8/2020	ASI faculty have reviewed and approved this course via e-mail by consent.
	UICC	Cheryl D Galli	10/09/2020 - 05:57	Return	10/9/2020	Returning to proposer- please remove the INTD designation and resubmit.
	Return	Haile E Cole	10/09/2020 - 09:22	Resubmit		I changed the INTD option to neither.
	Anthropology	Cesar Abadia-Barrero	10/09/2020 - 11:31	Approve	9/14/2020	Minor problem in the CAR has been corrected.
	Africana Studies Institute	Shawn Salvant	10/09/2020 - 11:54	Approve	10/9/2020	Approved

## **Anthropology 207: Anthropology of the African Diaspora**

**Instructor:** Haile Cole  
**Meeting Place/Time:**  
**Email:** haile.cole@uconn.edu  
**Office Hours:**  
**Office Location:** Beach Hall, 433

**Course Description:** This course begins with a brief overview of the African societies from which people were taken and enslaved. It then focuses on the dispersal of slaves throughout the world, asking “What is the African Diaspora”? Using ethnographies, documentaries, and

novels, as well as critical theory emanating from Anthropology and beyond, the course explores the racial, political, and social similarities and differences within and between the communities constituting the African Diaspora, opening the category up to a non-essentializing, socio-historical nuance.

**This course will examine:**

- The Geographies and colonial histories of continental African.
- The meaning of Diaspora.
- The Intersections of diaspora and gender, sexuality, resistance, art, and culture.
- Ethnographic texts from various geographic locations in the African Diaspora.

**Required Texts:**

Allen, Jafari S. *¡Venceremos?: The erotics of black self-making in Cuba*. Duke University Press, 2011. ISBN: 0822349507

Brown, Jacqueline Nassy. *Dropping anchor, setting sail: Geographies of race in black Liverpool*. Princeton University Press, 2009. ISBN: 0691115634

Hartman, Saidiya. *Lose your mother: A journey along the Atlantic slave route*. Macmillan, 2008. ISBN: 0374531153

Jackson, John L. *Harlemworld: Doing race and class in contemporary Black America*. University of Chicago Press, 2001. ISBN: 0226389995

**Kincaid, Jamaica. *A small place*. New York, N.Y.: Penguin, 1988. ISBN: 0374527075**

Mintz, Sidney Wilfred, and Richard Price. *The birth of African-American culture: An anthropological perspective*. No. 2. Beacon Press, 1976. ISBN: 0807009172

Pierre, Jemima. *The predicament of blackness: Postcolonial Ghana and the politics of race*. University of Chicago Press, 2012. ISBN: 0226923037

Wekker, Gloria. *The politics of passion: Women's sexual culture in the Afro-Surinamese diaspora*. Columbia University Press, 2006. ISBN: 0231131631

## Course Objectives:

**Comprehension:** It is important, first and foremost, that primary concepts in this course are understood. Teaching methods, lecture, discussion sections, and assignments are all structured with the purpose of providing various ways of hearing, processing, and communicating new concepts.

**Critical Thinking:** This course aims to provide opportunities for students to hone their critical thinking skills. Students will not only be exposed to new concepts and given information, but they will also be asked to think deeply about these concepts, how they all related to one another, as well as the ways that these concepts are applicable and practical to society on a day to day basis. Students will be encouraged to think for themselves and discover new ideas on their own.

**Writing Skills:** This course has a significant writing component. Students will be required to present clear, concise, and grammatically correct essays. Furthermore, students will be evaluated based on their ability to communicate multiple ideas clearly in a written format. The instructor will provide not only feedback about the content of the student's essays but also concrete feedback about the student's writing will also be central to the evaluation process. Students are encouraged to seek assistance at the Undergraduate Writing Center as well as with the instructor.

**Cultural Awareness:** Foundational to this course is the intent to expose students a multiplicity of cultures and alternatives ways of knowing and being in the world. This course will provide opportunities for students to not only critically examine their own culture and society but also the ways that other societies operate and how different societies interact with each other globally. Inherent in this is examining the ways in which power and privilege have impacts on our understandings and experiences of difference. Hopefully, this exposure will provide a new lens for students to view the world and others who are different from them, begin dialogues, and increase cultural awareness, acceptance, understanding, and sensitivity.

## Class Policies:

1. Please attend every class session. You will be graded on attendance and participation.
2. All assignments are due that the beginning of class on their respective due dates. Extenuating circumstances will be considered on a case by case basis.
3. Please complete all reading assignments prior to attending class. Preparation significantly enhances the depth of our classroom discussion.
4. Students are expected to adhere to the University Honor Code.

## Course Requirements:

- 1) **Participation (10%):** Please attend every class period and actively participate in class discussions. Attendance will be recorded at every session. If for any reason, you are unable to attend lecture or class, please contact your instructor and let them know.
- 2) **Reading Responses/Reflections (15%):** Each student is required to submit a written reflection each week on the assigned readings. The reflections should be approximately one page in length and will make up 15% of the final grade.
- 3) **Three Short Essays (60%):** These essays will be approximately 5-7 pages in length and will cover

all the material up to that point in the semester. The purpose of these essays will be to assess not only the students understanding of the information up to that point, but also the student's ability to tie together multiples ideas. The question will be formulated by the instructor and given a week in advance. Responses should be typed, double-spaced, and 12 point Times New



Roman or Calibri Font. Hard copies of the essays will be handed in at the beginning of class on their respective due dates. The essay will be graded based on content, organization, conceptual understanding, and clarity of written communication.

- 4) **Final Project (15%):** The final group project will include both a presentation and a short, written summary. Students will form small groups of 3 and choose a topic of their choice related to the African Diaspora. Topics must be approved by the instructor. Each group will research their topic and develop a short 15-minute presentation for the class. A 2-3-page summary of their findings (with references) will be turned in to the instructor.

## **Grading:**

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Participation:	10%
Reflections:	15%
Short Essay 1:	20%
Short Essay 2:	20%
Short Essay 3:	20%
Final Project:	15%
Total:	100%

## **Reading Schedule: Unit 1 – Examining Diaspora**

### **W1-1: Introduction and Orientation**

The Danger of a single Story. <https://www.youtube.com/watch?v=D9Ihs241zeg>

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## **W2-1: Power, History, and Positionality**

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Trouillot, Michel-Rolf. "The power in the Story." *Silencing the Past. Power and the Production of History* (1995).

### **Activity 1: Positionality**

### **and Reflexivity W2-2:**

### **Race and Racism**

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Winant, Howard. *The World is a Ghetto: Race and Democracy Since WWII* (2002). (Chapters 2, 3, 11)

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## **W3-1: Anthropology and Africa**

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Excerpts from *Anthropology and Africa: Changing Perspectives on a Changing Scene*. By Sally Falk Moore (*pp. 1-48, pp.122-133*)

“How to talk about Africa” <https://granta.com/How-to-Write-about-Africa/Wainaina>, Binyavanga, “How to Write About Africa II:

## **W3-2: Introduction to Africa**

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Gordon, April A., and Donald L. Gordon. *Understanding Contemporary Africa*. (2013)  
“Introduction” and “The Historical Context.”

## **W4-1: Defining Diaspora**

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Hall, Stuart. "Cultural identity and diaspora." (1990): 37.

Gordon, E., & Anderson, M. (1999). The African Diaspora: Toward an Ethnography of Diasporic Identification. *The Journal of American Folklore*, 112(445), 282-296.

Patterson, Tiffany Ruby, and Robin DG Kelley. "Unfinished migrations: reflections on the African diaspora and the making of the modern world." *African Studies Review* 43, no. 1 (2000): 11-45.

## **W4-2: Examining Diaspora – Double Consciousness**

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Du Bois, W.E.B. “Of Our Spiritual Strivings.” *The Souls of Black Folk*. (2008) .

Gilroy, Paul. “Cheer the Weary Traveler: W.E.B. DuBois, Germany, and the Politics of Displacement.” *The Black Atlantic. Modernity and Double Consciousness* (1993).

### **Activity 2: Quotes**

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#### **W5-1: Examining Diaspora-Post-Colonial**

Economies [Video: Life and Debt](#)

#### **W5-2: Examining Diaspora-Post-Colonial Economies**

Kincaid, Jamaica. *A Small Place*.

## **W6-1: Examining Diaspora-African Survivals**

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Mintz and Price. *The Birth of African-American Culture*.

Selected Writings by Molefi Asante. <http://www.asante.net/articles/42/the-role-of-an-afrocentric-ideology/>

## **W6-2: Examining Diaspora-African Survivals (cont.)**

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<---Essay 1 Due!

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**W7-1: Diasporic Intersections**

Hartman, Saidiya. *Lose your mother:*

## **W7-2: Diasporic**

### **Intersections (cont.)**

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### **Activity 3: Mapping**

### **Diaspora**

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#### **Unit 2 – Ethnographies of Diaspora**

##### **W8-1: Early Anthropologists**

Introduction to *African American Pioneers in Anthropology*.

Drake, St Clair. "Anthropology and the Black experience." *The Black Scholar* 11, no. 7 (1980): 2-31.

#### **W8-1: Early Anthropologists (cont.)**

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Hurston, Zora Neal. *Mules and Men*. (pp. xiii-35)

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#### **W9-1: Contemp. Ethnographies - Africa**

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The Predicament of Blackness: Postcolonial Ghana and the Politics of Race by Jemima Pierre

#### **W9-2: Africa (cont.)**

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##### **W10-1: Contemp. Ethnographies Europe**

Dropping Anchor, Setting Sail by Jacqueline Nassy Brown

#### **W10-2: Europe (cont.)**

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← **Essay 2 Due!!**

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##### **W11-1: Contemp. Ethnographies South America- Suriname**

Omise'eke Natasha Tinsley. "Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage." *GLQ: A Journal of Lesbian and Gay Studies* (2008) Volume 14, Number 2-3: 191-215.

Politics of Passion by Gloria Wekker

**W11-2:**

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**Suriname**

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**(cont.) W12-1:**

**Thanksgiving**

**Break! W12-2:**

**Thanksgiving**

**Break!**

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**W13-1: Contemp. Ethnographies - United States**

*Harlemworld* by John Jackson Jr.

## W13-2: United States (cont.)

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W14-1: Contemp. Ethnographies - Cuba

Venceremos! by Jafari Allen

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## W14-2: Cuba (cont.)

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W15-1: Class

Presentations! W15-

2: Class

Presentations!

← Essay 3 Due during exam week!!

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*Instructor reserves the right to make changes to the syllabus when necessary to meet learning objectives.*

2020-277      AFRA/ANTH 3320    Add Course (guest: Eshe Cole)

COURSE ACTION REQUEST	
CAR ID	
Request Proposer	Cole
Course Title	Race, Culture, and Reproductive Health
CAR Status	
Workflow History	Start

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	INTD
Number of Subject Areas	2
Course Subject Area	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Subject Area #2	AFRA
School / College #2	College of Liberal Arts and Sciences
Department #2	Africana Studies Institute

<b>Reason for Cross Listing</b>	I am joint faculty member in both the Anthropology department and the Africana Studies Institute. Additionally, the course content address issues that relevant to both subject areas.
<b>Course Title</b>	Race, Culture, and Reproductive Health
<b>Course Number</b>	3320
<b>Will this use an existing course number?</b>	Yes
<b>Please explain the use of existing course number</b>	For Anthropology, course numbers are informally clustered together based on topic. The associated number for the course was chosen accordingly.

<b>CONTACT INFO</b>	
<b>Initiator Name</b>	Haile E Cole
<b>Initiator Department</b>	Anthropology
<b>Initiator NetId</b>	hec20005
<b>Initiator Email</b>	<a href="mailto:haile.cole@uconn.edu">haile.cole@uconn.edu</a>
<b>Is this request for you or someone else?</b>	Myself
<b>Does the department/school/program currently have resources to offer the course as proposed?</b>	Yes

<b>COURSE FEATURES</b>	
<b>Proposed Year</b>	2020
<b>Will this course be taught in a language other than English?</b>	No
<b>Is this currently a General Education course or is it being proposed for General Education?</b>	No
<b>Scheduling Components</b>	Lecture, Discussion
<b>Enrollment Component</b>	Discussion
<b>Number of Sections</b>	1
<b>Number of Students per Section</b>	35
<b>Is this a Variable Credits Course?</b>	No
<b>Is this a Multi-Semester Course?</b>	No
<b>Credits</b>	3
<b>Instructional Pattern</b>	

<b>COURSE RESTRICTIONS</b>	
<b>Prerequisites</b>	N/A
<b>Corequisites</b>	N/A
<b>Recommended Preparation</b>	N/A
<b>Is Consent Required?</b>	No Consent Required
<b>Is enrollment in this course restricted?</b>	No

<b>GRADING</b>	
<b>Is this course repeatable for credit?</b>	No
<b>What is the Grading Basis for this course?</b>	Graded

<b>SPECIAL INSTRUCTIONAL FEATURES</b>	
<b>Do you anticipate the course will be offered at all campuses?</b>	No
<b>At which campuses do you anticipate this course will be offered?</b>	Storrs



<b>If not generally available at all campuses, please explain why</b>	
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	Yes

COURSE DETAILS								
<b>Provide proposed title and complete course catalog copy</b>	ANTH 3320 Also offered as AFRA 3320 Title: Race, Culture, and Reproductive Health 3.00 credits. Prereq: None Grading Basis: Graded Concerns the reproductive health experiences, including those focused on sexuality, birth, and motherhood, of women in the United States. Explores the complex relationship between women's reproductive experiences and their contemporary racial and socioeconomic locations in American society.							
<b>Reason for the course action</b>	This course expands the courses offered in the Medical Anthropology specialization and focuses specifically on reproductive health. It also expands the course offerings that center health disparities and race. While the course includes anthropological course content, it is also relevant to Africana Studies in that it centers the experiences of Black women in the United States.							
<b>Specify effect on other departments and overlap with existing courses</b>	N/A							
<b>Please provide a brief description of course goals and learning objectives</b>	<p>Course Objectives: Content: The content of the course seeks to help students understand the ways in which various historic and social processes impact health and wellness. Comprehension: It is important, first and foremost, that primary concepts in this course are understood. Teaching methods, lecture, discussion sections, and assignments are all structured with the purpose of providing various ways of hearing, processing, and communicating new concepts. Critical Thinking: This course aims to provide opportunities for students to hone their critical thinking skills. Students will not only be exposed to new concepts and given information but they will also be asked to think deeply about these concepts, how they all related to one another, as well as the ways that these concepts are applicable and practical to society on a day to day basis. Students will be encouraged to think for themselves and discover new ideas on their own. Writing Skills: This course has a significant writing component. Students will be required to present clear, concise, and grammatically correct essays. Furthermore, students will be evaluated based on their ability to communicate multiple ideas clearly in a written format. The instructor will provide not only feedback about the content of the student's essays but more importantly concrete feedback about the student's writing will also be central to the evaluation process. Students are encouraged to seek assistance at the Writing Center as well as with the instructor. Cultural Awareness: Foundational to this course is the intent to expose students a multiplicity of cultures and alternatives ways of knowing and being in the world. This course will provide opportunities for students to not only critically examine their own culture and society but also the ways that other societies operate and how different societies interact with each other globally. Inherent in this is examining the ways in which power and privilege have impacts on our understandings and experiences of difference. Hopefully, this exposure will provide a new lens for students to view the world and others who are different from them, begin dialogues, and increase cultural awareness, acceptance, understanding, and sensitivity.</p>							
<b>Describe course assessments</b>	Students will have weekly readings for the course and will be required to write weekly response papers that respond to the readings. In addition, students will have 3 short essays that will be used to assess their understanding and analysis of the course content. Finally, students will also have a creative assignment where they create a zine (short for magazine). This assignment provides a different medium and creative mechanism for students to process the course content and express what they are learning. The zine assignment also allows students to explore their own interests related to the course content and create a project where they can share their knowledge in an accessible way.							
<b>Syllabus and other attachments</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Attachment Link</th> <th style="width: 33%;">File Name</th> <th style="width: 33%;">File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">Repro Syllabus.docx</a></td> <td>Repro Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>		Attachment Link	File Name	File Type	<a href="#">Repro Syllabus.docx</a>	Repro Syllabus.docx	Syllabus
Attachment Link	File Name	File Type						
<a href="#">Repro Syllabus.docx</a>	Repro Syllabus.docx	Syllabus						

COMMENTS / APPROVALS	
<b>Initiator Comments</b>	
<b>Comments &amp; Approvals Log</b>	

## Race, Culture, and Reproductive Health

**Instructor:** Haile Cole  
**Meeting Place/Time:**  
**Email:** haile.cole@uconn.edu  
**Phone:**  
**Office Hours:**

**Course Description:**

This course concerns the reproductive health experiences, including those focused on sexuality, birth, and motherhood, of women in the United States. It explores the relationship between these experiences and the fact of having a black female body (as was first constructed under slavery). It also explores the complex relationship between women's reproductive experiences and their contemporary racial and socioeconomic locations in American society. The aim is to garner a thorough and sophisticated understanding of why "reproductive justice" is elusive in the contemporary United States and to consider what might be done about it.

**This course will examine:**

- The social, political, and economic underpinnings that inform conceptualizations of black women's bodies from slavery.
- How law and policy intersect with the black female body.
- Understanding of Black motherhood.
- Racial disparities in birth outcomes

**Required Texts:**

Roberts, Dorothy E. *Killing the black body: Race, reproduction, and the meaning of liberty*. New York: Pantheon Books, 1997.

Roberts, Dorothy E. *Shattered Bonds: The Color of Child Welfare*. New York: Basic Cavitas Books, 2003. Print.

Fadiman, Anne. *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*.

Khiara Bridges. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*

**All other readings will be posted on Blackboard.**

**Course Objectives:**

**Comprehension:** It is important, first and foremost, that primary concepts in this course are understood. Teaching methods, lecture, discussion sections, and assignments are all structured with the purpose of providing various ways of hearing, processing, and communicating new concepts.

**Critical Thinking:** This course aims to provide opportunities for students to hone their critical thinking skills. Students will not only be exposed to new concepts and given information but they will also be asked to think deeply about these concepts, how they all related to one another, as well as the ways that these concepts are applicable and practical to society on a day to day basis. Students will be encouraged to think for themselves and discover new ideas on their own.

**Writing Skills:** This course has a significant writing component. Although it is an introductory course, students will be required to present clear, concise, and grammatically correct essays. Furthermore, students will be evaluated based on their ability to communicate multiple ideas clearly in a written format. The instructor will provide not only feedback about the content of the student's essays but more importantly concrete feedback about the student's writing will also be central to the evaluation process. Students are encouraged to seek assistance at the Undergraduate Writing Center as well as with the instructor.

**Cultural Awareness and Sensitivity:** Foundational to this course is the intent to expose students a multiplicity of cultures and alternatives ways of knowing and being in the world. This course will provide opportunities for students to not only critically examine their own culture and society but also the ways that other societies operate and how different societies interact with each other globally. Inherent in this is examining the ways in which power and privilege have impacts on our understandings and experiences of difference. Hopefully, this exposure will provide a new lens for students to view the world and others who are different from them, begin dialogues, and increase cultural awareness, acceptance, understanding, and sensitivity.

**Course Requirements:**

- 1) **Participation (10%):** All students are required to attend every class period and actively participate in class discussions. If for any reason, you are unable to attend lecture or class, please contact your instructor and let them know.
- 2) **Reflection/Blog Posts (30%):** Each student is required to submit 10 written reflections during the course. Reflections will be based on the readings for the week and should be 1-2 pages in length. Students will be able to select which weeks and topics they would like to focus their reflection. Reflections will be graded based on completion, content, and quality. Each reflection will be written in blog format in order to practice writing about complex and significant subjects in a way that is concise and accessible to broader audiences.
- 3) **Three Short Essays (45%):** These essays will be approximately 5-7 pages in length and will cover all the material up to that point in the semester. The purpose of these essays will be to assess not only the students understanding of the information up to that point, but also the student's ability to tie together multiples ideas. The question will be formulated by the instructor and given a week in advance. Responses should be typed, double-spaced, and 12-point Times New Roman or Calibri Font. Hard copies of the essays will be handed in at the beginning of class on their respective due dates. The essay will be graded based on content, organization, conceptual understanding, and clarity of written communication.
- 4) **Group Project/Zines (15%):** For this assignment, students will work in a group to do a small zine making project. Students will form small groups of no more than 4 students and create a print zine from idea and conception to publication. Topics must be related to reproductive health and justice. Final products will be shared online.

<b>Participation</b>	10 points
<b>Blog Posts</b>	30 points
<b>Essays</b>	45 points

<b>Group Zine Project</b>	15 points
<b>Total</b>	<b>100 points</b>

**Class Policies:**

1. Students are required to attend every lecture and discussion section. You will be graded on participation. Please let the professor know if you have any conflicts with class.
2. All assignments are due that the beginning of class on their respective due dates. Extenuating circumstances will be considered on a case by case basis.
3. Students are required to do all the reading in preparation for class. Instructor maintains to the right to call on you unexpectedly during class to answer questions. Be prepared!
4. Students are expected to adhere to the University Honor Code. Academic dishonesty of any form will not be tolerated.

**READING SCHEDULE: PART I: INTRODUCTION**

**Week 1-D1: Orientation**

Introduction and Orientation

**Week 1-D2: Intersectionality**

Combahee River Collective. "The Combahee River Collective Statement." In *Home Girls: A Black Feminist Anthology*, edited by Barbar Smith. New York: Kitchen Table Press, 1983.

Crenshaw, Kimberle. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, Vol. 43, No. 6. pp. 1241-1299. 1991.

Davis, Kathy. "Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful."

Nash, Jennifer. Rethinking Intersectionality. 2012.

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**Week 2-D1: Reproductive Justice: What exactly is it?**

Loretta Ross and Rickie Solinger. *Reproductive Justice: An introduction. (Intro, 1, 2, epilogue)*

**Activity: Body Mapping**

**Week 2-D2: Abortion**

Rickie Solinger. *Pregnancy and Power: A Short History of Reproductive Politics on America.* (Chapters 5 and 6)

**Blog Writing Workshop**

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**PART II: RACE, CULTURE, AND MEDICINE**

**Week 3-D1: Colonialism and Medicine**

Jean Comoroff. "The Diseased Heart of Africa"

Harriet Washington. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* (Part 1)

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**Week 3-D2: Colonialism and Medicine (cont.)**

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**Week 4-D1: Cultural Difference and Medicine**

*The Spirit Catches You and You Fall Down* by Anne Fadiman

**Week 4-D2: Cultural Difference and Medicine (cont.)**

.....

**PART III: RACE, CULTURE, AND REPRODUCTION**

**Week 5-D1: American Slavery and Reproduction**

Spillers, Hortense. *Interstices: A Small Drama of Words.*

Omolade, Barbara. "Hearts of Darkness." *Words of Fire: Anthology of African-American Feminist Thought.* New York: The New Press, 1995. Print.

Sartin, Jeffrey S. "J. Marion Sims, the father of gynecology: hero or villain?" *Southern Medical Journal* 97, no. 5 (May 2004): 500-505. *Academic Search Premier*, EBSCOhost (accessed September 27, 2017).

**Week 5-D2: Race, Law, and Reproduction**

Saidya Hartman. *Scenes of Subjection: Terror, Slavery, and Self-making in nineteenth century America.* New York: Oxford University Press, 1997.

Alexander, Jacqui M. "Transnationalism, Sexuality, and the State" in *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred.* Duke University Press, 2006.

.....

**Week 6-D1: American Slavery and Motherhood**

Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty.* New York: Vintage Books, 1999. Print.

**Week 6-D2: American Slavery and Motherhood (cont.)**

.....

**Week 7-D1: Cross Cultural Perspectives in the U.S.**

*Conquest* by Andrea Smith (TBD)

Iris Lopez. *Matters of Choice: Puerto Rican Women's Struggle for Reproductive Freedom* (Intro, 1)

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Elena Gutierrez. Excerpts from *Fertile Matters: The Politics of Mexican - Origin Women's Reproduction* (TBD)

**Week 7-D2: Cross Cultural Perspectives in the U.S.**

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**Activity: Timeline and Guest Speakers**

**Essay 1 Due!**

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**Week 8-D1: SPRING BREAK!!**

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**READING SCHEDULE: PART III: BIRTH AND HEALTH**

**Week 9-D1: Race and Reproduction**

Khiara Bridges. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*

**Week 9-D2: Race and Reproduction (cont.)**

**Speaker: Zine How-To/Group Formation**

.....

**Week 10-D1: Maternal Health Disparities**

Amnesty International. *Deadly Delivery*. Report.

Dominguez, Tyan Parker, Christine Dunkel-Schetter, Laura M. Glynn, Calvin Hobel, and Curt A. Sandman. 2008. "Racial Differences in Birth Outcomes: The Role of General, Pregnancy, and Racism Stress." *Health Psychology: Official Journal of the Division of Health Psychology, American Psychological Association* 27 (2) (March): 194–203. doi:10.1037/0278-6133.27.2.194.

Lu, Michael C., and Belinda Chen. 2004. "Racial and Ethnic Disparities in Preterm Birth: The Role of Stressful Life Events." *American Journal of Obstetrics and Gynecology* 191 (3) (September): 691–699.

Rosenthal, Lisa, and Marci Lobel. 2011. "Explaining Racial Disparities in Adverse Birth Outcomes: Unique Sources of Stress for Black American Women." *Social Science & Medicine* 72 (6) (March): 977–983. doi:10.1016/j.socscimed.2011.01.013.

Alicia Bonaparte and Jennie Joseph. "Becoming an Outsider-Within: Jennie Joseph's Activism in Florida Midwifery" in *Birthing Justice: Black Women, Pregnancy, and Childbirth*.

**Week 10-D2: Maternal Health Disparities (cont.)**

**Video and Discussion:** *When the Bough Breaks*.

**Video and Discussion:** *JJ Way*.

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**Week 11-D1: Midwifery**

**Video and Discussion:** *Bringin' in da Spirit*.

**Week 11-D2: Midwifery (cont.)**

Robinson, Sharon A. 1984. "A Historical Development of Midwifery in the Black Community: 1600–1940." *Journal of Nurse-Midwifery* 29 (4) (July): 247–250. doi:10.1016/0091-2182(84)90128-9.

Gertrude Fraser. "Modern bodies, modern minds: Midwifery and reproductive change in an African American community" in *Conceiving the New World Order*.

Laurie Wilkie. *Archaeology of Mothering: An African American Midwife's Tale*. (Ch. 5, 6)

Open letter to the MANA Board. <https://mana.org/pdfs/MOCLetter.pdf>

**READING SCHEDULE: PART IV: FAMILIES AND CHILDREN**

**Week 12-D1: Child Welfare**

Daniel Patrick Moynihan. *The Negro Family: The Case for National Action*.

Roberts, Dorothy. *Shattered Bonds. The Color of Child Welfare*

**Week 12-D2: Child Welfare (cont.)**

**Final Zines due!!**

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**Week 13-D1: Women and Mass Incarceration**

Carolyn, Sufrin. *Jailcare*. (Ch. 5, 6)

Sandra Enos. *Mothering from the Inside: Parenting in a Women's Prison* (Ch. 1)

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Eric Stanley and Nat Smith. *Captive Genders: Trans Embodiment and the Prison Industrial Complex*. (Intro)

Julia Sudbury. "Celling black bodies: Black women in the global prison industrial complex."

Priscilla A. Ocen and Julia Chinyere Oparah. "Beyond Shackling: Prisons, Pregnancy, and the Struggle for Birth Justice" in *Birthing Justice*.

**Week 13-D4: Women and Mass Incarceration (cont.)**

## Video and Discussion: Babies Behind Bars

### Prison Birth Project Speaker Marisa Pizii.

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#### Week 14-D1: “Non-Traditional” Families

Mignon Moore. *Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women*. (Ch. 4, 6, conclusion)

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Syrus Marcus Ware. “Confessions of a Black Pregnant Dad” in *Birth Justice*.  
Ellen Lewin. “On the Outside Looking in: The Politics of Lesbian Motherhood” in *Conceiving the New world order*

#### Week 14-D2: “Non-Traditional” Families (cont.)

Young Women United. “Dismantling Teen Pregnancy Prevention.”  
<https://youngwomenunited.org/wp-content/uploads/2016/06/ywu-dismantlingtp-DEC2016-digital-interactive.pdf>

Leith Mullings. “Households Headed By Women: The Politics of Race, Class, and Gender” in *Conceiving the New World Order*

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#### Week 15: Violence/Brutality and Activism

Smith, Andrea, et al. "The Color of Violence: INCITE! Anthology." *Cambridge, MA: South End* (2006).

Excerpts from *Undivided Rights: Women of Color Organizing for Reproductive Justice*  
*Revolutionary Motherhood*

### Final Essay Due During Exam Week!

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*Instructor reserves the right to make changes to the syllabus when necessary to meet learning objectives.*

2020-279      ECON 3209      Add Course

COURSE ACTION REQUEST	
CAR ID	20-3018
Request Proposer	Langlois
Course Title	Behavioral Economics
CAR Status	In Progress
Workflow History	Start > Economics > 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	ECON
School / College	College of Liberal Arts and Sciences
Department	Economics
Course Title	Behavioral Economics
Course Number	3209
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Richard N Langlois
Initiator Department	Economics
Initiator NetId	rn02002
Initiator Email	<a href="mailto:richard.langlois@uconn.edu">richard.langlois@uconn.edu</a>
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 Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	70
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture

COURSE RESTRICTIONS	
Prerequisites	ECON 2201 or 2211Q; STAT 1000Q or 1100Q
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

<b>At which campuses do you anticipate this course will be offered?</b>	Storrs
<b>If not generally available at all campuses, please explain why</b>	Faculty members with appropriate expertise are at Storrs campus.
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	No

COURSE DETAILS			
<b>Provide proposed title and complete course catalog copy</b>	Economics 3209. Behavioral Economics. 3.00 credits Prerequisites: ECON 2201 or 2211Q; STAT 1000Q or 1100Q Overview of the field of behavioral economics, the intersection between economics and psychology. Behavioral models of individual decision-making, with particular focus on intertemporal choice, decisions under uncertainty, and probabilistic judgments and learning. Applications to fields such as development economics and health economics.		
<b>Reason for the course action</b>	To provide students with a course in what is an increasingly popular and important field of economics, taking advantage of the skills of a new hire.		
<b>Specify effect on other departments and overlap with existing courses</b>	The Psychological Sciences Department views this as "a great course addition" and proposes to add it to their list of approved related courses.		
<b>Please provide a brief description of course goals and learning objectives</b>	This class has four overarching learning objectives. The first is to introduce students to key models and concepts in behavioral decision theory. The second is to help students gain a deeper understanding of some of the most important models of choice in neoclassical economics by turning a critical eye on them. The third is to help students develop their own critical thinking skills, particularly in the context of scientific inquiry. Finally, this class will help students develop practical skills involved in doing science, such as reading academic papers, critiquing them, and giving scientific presentations.		
<b>Describe course assessments</b>	Course grade will be based on 3 kinds of assessment: two exams (a midterm and a cumulative final exam), covering the material we discuss in class; one writing assignments (a 2-3 page referee report of a recent working paper); and a 30 minute presentation of a published research paper from the reading list below. Student presentations will take place throughout the semester. Instructor will provide the class with lists of working papers to choose from for the referee report, as well as detailed instructions on how to write the report and structure the presentation. In addition, 5% of the grade will be based on active participation in class discussions. Midterm – 25% – (Oct. 8th) Working paper referee report – 15% – (Due Oct. 29th) Published paper presentation – 20% - (throughout semester) Final – 35% – Finals week (Dec. 14th – 18th) Class participation – 5%		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">ECON 3209 Syllabus.docx</a>	ECON 3209 Syllabus.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Richard N Langlois	09/23/2020 - 11:18	Submit		No comments.
	Economics	Richard N Langlois	09/23/2020 - 11:35	Approve	9/21/2020	Approved by the Undergraduate Committee and the Economics Department on September 21, 2020

## Econ 3209: Behavioral Economics

University of Connecticut, Fall 2020

Tuesday and Thursday, 9:30-10:45

Modality: Distance Learning, fully synchronous via WebEx ([lectures link](#))

### Instructor Information

Professor Remy Levin

Email: [Remy.levin@uconn.edu](mailto:Remy.levin@uconn.edu)

Office Hours: Mondays 12:15 – 1:30, or by appointment. [WebEx Link](#).

## **Note on taking this class during the current situation**

These are extraordinarily difficult times for all of us, with the global pandemic, Black Lives Matter protests, and economic crisis all happening at the same time. *The only way we will get through this time is if we all take care of one another.* As your professor I care about your success in this class, and also about your personal health and well-being, which go hand in hand. *If you are struggling with your physical or mental health, or need help for any reason, please do not hesitate to reach out to me.* While stress is almost always a part of the college experience, it can be especially acute right now. At the bottom of the syllabus I've included several resources that might help, which I encourage you to peruse.

Online teaching is not my preferred modality, and I know that for many of you it is not your preferred way of learning. I urge us all to be patient with each other and to treat any difficulties we may experience with understanding and compassion. Please note that *attendance in this class is strongly encouraged.* Part of your grade is based on class participation. This is the case because of the small seminar set-up of the class. Besides having the opportunity to participate fully, you will likely find that the routine is good for you given all of the other disorder in our lives. If attending lecture at the designated times is an issue for any reason please contact me immediately.

Even with everything that is going on, I firmly believe that together we can make this class a positive experience for everyone. I look forward to a great semester studying some interesting economics with you!

## **Course Overview**

Behavioral Economics, typically thought of as the intersection between economics and psychology, is a growing and exciting field of research. It is also a vast area of inquiry, with work that spans behavioral models of individual decision-making, group behavior, strategic interaction, as well as applications of these models to existing fields, such as development economics or health economics. It is not possible to do justice to all these topics in the span of a single semester. Therefore, in this class we will be focusing on behavioral models of individual decision-making, an area also known as behavioral decision theory. Within behavioral decision theory we will study three primary topics: (1) how individuals make decisions over time, (2) how they make decisions in the face of risk and uncertainty, and (3) how they perceive probabilities and learn when confronted with new information.

The general set-up for the class will be as follows: we will start by introducing and analyzing a canonical (aka "neoclassical") economic model of choice. For instance, we will spend some time setting up the Expected Utility model, which is the standard way that economists think about risky decision-making, and discuss its structure and limitations. What are the model's underlying assumptions? Are they realistic? Do they hold in the real world when confronted with the data? We will then set up and explore the main alternative behavioral models (in this example, prospect theory and reference-dependence). In the course of doing so we will also explore empirical research (often, but not always, experimental in nature) that can help us distinguish between the neoclassical and the behavioral models.

This class has four overarching learning objectives. The first is to introduce you to key models and concepts in behavioral decision theory. The second is to help you gain a deeper understanding of some of the most important models of choice in neoclassical economics by turning a critical eye on them. The third is to help you develop your own critical thinking skills, particularly in the context of scientific inquiry. Finally, this class should help you develop practical skills involved in doing science, such as reading academic papers, critiquing them, and giving scientific presentations. While these skills are useful in general, regardless of the career you choose, they will come in handy in particular if you intend to continue your studies in graduate school.

### **Prerequisites**

Formally: ECON 2201/2211Q and STAT 1000. Familiarity with microeconomic theory and concepts is particularly important. Since this is primarily a theory class, we will be using some math in the class, and comfort with calculus, along with probability and statistics should be especially helpful.

### **Assessment + important dates (subject to change)**

Midterm – 25% – (Oct. 8<sup>th</sup>)

Working paper referee report – 15% – (Due Oct. 29<sup>th</sup>)

Published paper presentation – 20% - (throughout semester)

Final – 35% – Finals week (Dec. 14<sup>th</sup> – 18<sup>th</sup>)

Class participation – 5%

Your grade in the class will be based on 3 kinds of assessment: two exams (a midterm and a cumulative final exam), covering the material we discuss in class; one writing assignments (a 2-3 page referee report of a recent working paper); and a 30 minute presentation of a published research paper from the reading list below. Student presentations will take place throughout the semester. I will provide the class with lists of working papers to choose from for the referee report, as well as detailed instructions on how to write the report and structure the presentation. In addition, 5% of your grade will be based on your active participation in class discussions.

### **Textbook**

*There is no required textbook for this class.* Rather, I will assign readings each week (see below). I will be updating the schedule of readings continuously as the semester progresses based on the rate of our progress, so please check back on the syllabus frequently.

### **Tentative Course Outline (subject to change)**

#### ***Module 0: Preliminaries (week 1)***

- Introductions + syllabus overview
- Choice, utility, and rationality in Economics
- What is Behavioral Economics, and why is it useful?

**Module 1: Intertemporal choice – choices over time (weeks 2-4)**

- The standard model: exponential discounting
- Self-control, procrastination, and demand for commitment
- Hyperbolic discounting
- Partially sophisticated beta-delta
- Myopia and discounting
- The origins of time preferences

**Module 2: Decisions under uncertainty – choices over risk (weeks 5-9)**

- The standard model: expected utility
- Prospect theory
- The endowment effect
- Expectations-based Reference dependence
- Ambiguity aversion
- The origins of risk preferences

**Module 3: Probabilistic Reasoning + Learning (weeks 10-13)**

- Biased beliefs about random sequences – the gambler's fallacy and the hot hand
- The standard model of learning: Bayesian updating
- Theories of biased inference
- The representativeness heuristic
- Prior-based inference

**Readings Schedule (subject to change)**

We will read and discuss roughly one paper per week in the class. The readings will expose you to classic studies in behavioral economics as well as contemporary advances in the field. The first reading is due on the Tuesday of week 2.

1. Thaler, R., Benartzi, S., 2004. **Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving.** *Journal of Political Economy* 112 (S1), S164-S187.
2. DellaVigna, S., Malmendier, U., 2006. **Paying Not to Go to the Gym.** *American Economic Review* 96 (3), 694-719.
3. Galor, O., Özak, Ö., 2016. **The Agricultural Origins of Time Preference.** *American Economic Review* 106 (10), 3064-3103.
4. Rabin, M., 2000. **Risk Aversion and Expected-Utility Theory: A Calibration Theorem.** *Econometrica* 68 (5), 1281-1292.
5. Kahneman, D., Tversky, A., 1979. **Prospect Theory: An Analysis of Decision Under Risk.** *Econometrica* 47 (2), 263-292.

6. Kahneman, D., Knetsch, J., Thaler, R., 1990. **Experimental Tests of the Endowment Effect and the Coase Theorem.** *Journal of Political Economy* 98 (6), 1325-1348.
7. Callen, M., Isaqzadeh, M., Long, J., Sprenger, C., 2014. **Violence and Risk Preference: Experimental Evidence from Afghanistan.** *American Economic Review* 104 (1), 1-28.
8. Levin, R., Vidart, D., 2020. **Risk-Taking Adaptation to Macroeconomic Experiences: Theory and Evidence from Developing Countries.** *Working Paper*.
9. Chen, D., Moskowitz, T., Shue, K., 2016. **Decision making under the gambler's fallacy: evidence from asylum judges, loan officers, and baseball umpires.** *The Quarterly Journal of Economics* 131 (3), 1181-1242.
10. Bordalo, P., Coffman, K., Gennaioli, N., Shleifer, A., 2016. **Stereotypes.** *The Quarterly Journal of Economics* 131 (4), 1753-1794.
11. Fryer, R., Harms, P., Jackson, M., 2019. **Updating Beliefs when Evidence is Open to Interpretation: Implications for Bias and Polarization.** *Journal of the European Economic Association* 17 (5), 1470-1501.

## Academic Misconduct

Academic Misconduct in any form is in violation of the University of Connecticut *Student Code* and will not be tolerated. This includes but is not limited to: copying or sharing answers on tests, using "cheat sheets" or notes during the exam (except as authorized), and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University.

## 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. Detailed information regarding the accommodations process is available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).**

## Mental Health

Each of us responds to these turbulent times in our own way. As school, work, and family life changes, worries can even threaten to take over our lives. Here are some common Mental Health Related Reactions:

· Anxiety, worry, or panic · Feeling overwhelmed or helpless · Social withdrawal beyond practicing safe social distancing · Sadness and loneliness · Difficulty concentrating · Increased

boredom and loss of interest in daily life activities · Frustration, anger, or irritability · Increased sensitivity to physical sensations · Hypervigilance to health for ourselves and others

*If you are struggling, please know that you are not alone.* Things will, eventually, get better. There are actions you can take and resources that are available to you.

### **Healthy Ways to Cope with Stress**

- Know what to do if you are sick and are concerned about COVID-19. Contact a health professional before you start any self-treatment for COVID-19.
- Know where and how to get treatment and other support services and resources, including counseling or therapy (in person or through telehealth services).
- Take care of your emotional health. Taking care of your emotional health will help you think clearly and react to the urgent needs to protect yourself and your family.
- Take breaks from watching, reading, or listening to news stories, including those on social media. Hearing about the pandemic repeatedly can be upsetting.
- Take care of your body.
  - Take deep breaths, stretch, or meditate.
  - Try to eat healthy, well-balanced meals.
  - Exercise regularly.
  - Get plenty of sleep.
  - Avoid excessive alcohol and drug use.
- Make time to unwind. Try to do some other activities you enjoy.
- Connect with others. Talk with people you trust about your concerns and how you are feeling.
- Connect with your community- or faith-based organizations. While social distancing measures are in place, consider connecting online, through social media, or by phone or mail.

### **If you are Experiencing Distress**

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

SHaW's mental health services has moved to exclusively telehealth (online) or phone platforms for providing services to support students. In order to access services, students must call 860-486-4705.

**Mental health services are included as part of the university's student health insurance plan** and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

**2020-280      GSCI/MARN 4130    Revise Course**

COURSE ACTION REQUEST	
<b>CAR ID</b>	17-5686
<b>Request Proposer</b>	Dierssen
<b>Course Title</b>	Geomicrobiology
<b>CAR Status</b>	In Progress
<b>Workflow History</b>	Start > Geosciences > College of Liberal Arts and Sciences > Return > Geosciences > Marine Sciences > College of Liberal Arts and Sciences

COURSE INFO	
<b>Type of Action</b>	Revise Course
<b>Is this a UNIV or INTD course?</b>	Neither
<b>Number of Subject Areas</b>	2
<b>Course Subject Area</b>	GSCI
<b>School / College</b>	College of Liberal Arts and Sciences
<b>Department</b>	Geosciences
<b>Course Subject Area #2</b>	MARN
<b>School / College #2</b>	College of Liberal Arts and Sciences
<b>Department #2</b>	Marine Sciences
<b>Reason for Cross Listing</b>	The content has a strong aquatic focus that is of high relevance to Marine Sciences majors and the course fits into the Marine Sciences curriculum.
<b>Course Title</b>	Geomicrobiology
<b>Course Number</b>	4130
<b>Will this use an existing course number?</b>	Yes
<b>Please explain the use of existing course number</b>	Revising a course and cross-listing with Marine Sciences

CONTACT INFO	
<b>Initiator Name</b>	Heidi M Dierssen
<b>Initiator Department</b>	Marine Sciences
<b>Initiator NetId</b>	hmd03003
<b>Initiator Email</b>	<a href="mailto:heidi.dierssen@uconn.edu">heidi.dierssen@uconn.edu</a>
<b>Is this request for you or someone else?</b>	Myself



Does the department/school/program currently have resources to offer the course as proposed?	Yes
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COURSE FEATURES	
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
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	2 75 minute lectures per week

COURSE RESTRICTIONS	
Prerequisites	GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070; or BIOL 1108 or instructor consent.
Corequisites	none
Recommended Preparation	GSCI 3010, MCB 2610
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, 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	GSCI 4130. Geomicrobiology Three credits. Prerequisite: GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070; or BIOL 1108 or instructor consent. Recommended preparation: GSCI 3010, MCB 2610. Dupraz, Visscher Microbial diversity and biogeochemistry, microbe-mineral interactions, fossil record, atmospheric record, microbialites, and research methodology in geomicrobiology. A weekend field trip may be required.
Provide proposed title and complete course catalog copy	GSCI/MARN 4130. Geomicrobiology Three credits. Prerequisite: GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070; or BIOL 1108 or instructor consent. Recommended preparation: GSCI 3010, MCB 2610. Microbial diversity and biogeochemistry in aquatic ecosystems, microbe-mineral interactions, fossil record, atmospheric record, microbialites, and research methodology in geomicrobiology. A weekend field trip may be required.
Reason for the course action	We wish to cross-list this course with marine sciences, update the prerequisites, remove Dupraz as instructor (left UConn), and add "aquatic ecosystems" to the description.
Specify effect on other departments and overlap with existing courses	This is a cross-listing between Geosciences and Marine Sciences and the instructor will teach the course in distance learning between Avery Point and Storrs campus.

<b>Please provide a brief description of course goals and learning objectives</b>	By the end of the semester, students should be able to: 1) understand the fundamentals of geosciences, geochemistry and microbiology as they relate to the role of microbes in planetary evolution 2) know the major processes involved in mineral precipitation and dissolution (focusing on carbonates) 3) understand the element cycles of C, (N), S, Fe, (As) and their role in biogeochemistry 4) understand and carry out basic measurements to gain understanding of biogeochemistry (specifically, understanding of the processes governing Fayetteville Green Lakes, NY) 5) be able to do a literature study that forms the basis of a short geobiology/exobiology presentation in class						
<b>Describe course assessments</b>	Midterm 20% Final 30% Assignments/HW 5% Class/Field participation 30% Final presentation 15%						
<b>Syllabus and other attachments</b>	<table border="1" style="width: 100%;"> <tr> <th style="width: 30%;">Attachment Link</th> <th style="width: 30%;">File Name</th> <th style="width: 40%;">File Type</th> </tr> <tr> <td><a href="#">GSCI_4130.pdf</a></td> <td>GSCI_4130.pdf</td> <td>Syllabus</td> </tr> </table>	Attachment Link	File Name	File Type	<a href="#">GSCI_4130.pdf</a>	GSCI_4130.pdf	Syllabus
Attachment Link	File Name	File Type					
<a href="#">GSCI_4130.pdf</a>	GSCI_4130.pdf	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	12/13/2017 - 15:16	Submit		Requesting permission from Geosciences as well as Marine Sciences faculty.
	Geosciences	Robert M Thorson	12/12/2018 - 12:28	Approve		Late, but already approved, I think. Lisa Park Boush, the former geoscience rep to the CLAS C&C, was replaced by Robert Thorson, who was unaware of this website until recently. I recall us approving this a long time ago. I note that GSCI 1070, 1010, and 1055 are not listed as meeting the introductory pre-requisites, which they should be, and can be at a later time.
	College of Liberal Arts and Sciences	Pamela Bedore	12/12/2018 - 15:13	Return	12/12/2018	Returning to proposer. As this is a proposal for a cross-list, you must select both subject areas in the first tab (Course Info). That way the proposal will be officially approved by both departments before it comes to the college level.
	Return	Heidi M Dierssen	12/13/2018 - 07:28	Resubmit		I corrected for two courses and Pieter Visscher is still on board to cross-list this course.
	Geosciences	Robert M Thorson	12/13/2018 - 08:09	Approve		I removed "Visscher" from the proposed description because this is becoming a standard for all courses, not to link courses to individual people. I approved the pre-req on this second pass even though it does not match our preferred formula of "1050 or 1052 plus 1051 or 1010 or 1055 or 1070." We consider that any of the 1000 level courses plus the lab (1052) count as introductory geology, certainly 1055, the honors version. This detail can be handled in committee. or tweaked by Pam.
	Marine Sciences	Heidi M Dierssen	10/02/2020 - 13:04	Approve	10/2/2020	Sorry, this took so long. I think we should proceed.

**2020-281      HRTS 2100/W      Add Course (G) (S)**

COURSE ACTION REQUEST	
<b>CAR ID</b>	20-2715
<b>Request Proposer</b>	Abadia-Barrero
<b>Course Title</b>	Human Rights and Social Change
<b>CAR Status</b>	In Progress
<b>Workflow History</b>	Start > Human Rights > College of Liberal Arts and Sciences > Return > Human Rights > College of Liberal Arts and Sciences

<b>COURSE INFO</b>	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Human Rights and Social Change
Course Number	2100W
Will this use an existing course number?	No

<b>CONTACT INFO</b>	
Initiator Name	Cesar Abadia-Barrero
Initiator Department	Anthropology
Initiator NetId	cea14002
Initiator Email	<a href="mailto:cesar.abadia@uconn.edu">cesar.abadia@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

<b>COURSE FEATURES</b>	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	Yes
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
General Education Competency	W
Will there also be a non-W section?	Yes
Environmental Literacy	No
Scheduling Components	Seminar
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	Seminar style. Intensive writing with peer to peer and instructor to peer feedback. Several rounds of editing expected.

<b>COURSE RESTRICTIONS</b>	
Prerequisites	ENGL 1007 or 1010 or 1011 or 2011
Corequisites	None

<b>Recommended Preparation</b>	None
<b>Is Consent Required?</b>	No Consent Required
<b>Is enrollment in this course restricted?</b>	No
<b>Is Consent Required for course?</b>	No Consent Required

<b>GRADING</b>	
<b>Is this course repeatable for credit?</b>	No
<b>What is the Grading Basis for this course?</b>	Graded

<b>SPECIAL INSTRUCTIONAL FEATURES</b>	
<b>Do you anticipate the course will be offered at all campuses?</b>	No
<b>At which campuses do you anticipate this course will be offered?</b>	Storrs
<b>If not generally available at all campuses, please explain why</b>	Most of our Faculty and students are located at the Storrs campus. Some students who start at other campuses, transfer to storrs to finish the major requirements.
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	No

<b>COURSE DETAILS</b>	
<b>Provide proposed title and complete course catalog copy</b>	HRTS 2100. Human Rights and Social Change. Three credits. Prerequisites: None Grading Basis: Graded Interdisciplinary exploration of the contrast, complementarity, or incompatibility that results at the intersection of human rights and social movements struggles. HRTS 2100W. Human Rights and Social Change. Three credits. Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded
<b>Reason for the course action</b>	Our current course offering lacks a course that speaks to the intersection between human rights and social change. Our major and minor in Human Rights have important practice-oriented and advocacy components that will be strengthened with this course. Furthermore, we are proposing this course as a W, which will increase our offering in this important GenEd area. We are proposing this as a stand-alone HRTS course, and several Faculty from different disciplines have already expressed interest in teaching this course in the future.
<b>Specify effect on other departments and overlap with existing courses</b>	We find no overlap with existing courses. While other departments such as sociology, political science, or anthropology have courses that deal with social movements/social change, the proposed course draws from a wide interdisciplinary scholarship, which reflects the interdisciplinary character of the field of Human Rights. Furthermore, the course is also topical around Human Rights, and we found no other course that gives this topical emphasis. Anthropology, Political Science, and Sociology were consulted for overlap and support the course.
<b>Please provide a brief description of course goals and learning objectives</b>	1. Develop a critical perspective on how conquering human rights requires deep political, social, cultural, and human transformations through several examples around the world that deal with specific human rights topics in different historical, geographical, and political contexts. Students will study how collective organization varies depending on the kind of human right at stake and the particular political, social, economic, and cultural history of each group that sees a right being violated or in need of protection. 2. Introduce various conceptual, historical, theoretical, and methodological approaches to the interdisciplinary study of Human Rights and Social Change. Students will be exposed to the tools that social scientists use to unveil structures of power, denounce injustices, and participate in proposals for social change. Such a mix between academia and activism constitutes one of the most significant challenges that social scientists committed to human rights advocacy face. 3. Promote the incorporation of key theories and concepts into the student's topics of interest. Students will have the opportunity to explore a topic of their own interest for their final paper. The course includes a systematic process to conduct research papers to facilitate the incorporation of class materials and research skills in the writing of their papers. 4. Enhance writing skills through the effective and powerful use of concepts, arguments, and narratives in different assignments and through several editing and drafting moments. Since this is a W course, students are expected to demonstrate that they have mastered the course material through writing assignments every session. Students will also assess and make specific suggestions to their peers' writing, aiming for clarity and effectiveness. In every session, I will select an example of a peer review process that allows for discussions about style, grammar, structure, and composition so that students notice, reflect, and produce more powerful and effective ways to communicate social science findings and arguments through texts. Hence, a positive feedback between course content and writing quality is expected. Assignments and Exams are also designed to assess writing quality. Self-editing, peer-editing and instructor-editing are core components of the weekly assignments and the longer final paper. Grading will take into account writing improvement. Note: You must pass the W portion of the course in order to pass the course. The W portion is evaluated through the production of 1) A final 15-20 pages polished and revised final paper.

	<p>2) Mid-term and final exams in essay format, an additional 3-5 pages for each exam. 3) Weekly discussion points.</p>
<p><b>Describe course assessments</b></p>	<p>1) Individual presentation(s): 15% 2) Class participation: 35%. -Weekly Responses 15% -In-class participation 10% -Peer editing: 10% 3) Individual Paper: 20% 4) Mid-term: 15% 5) Final exam: 15% Individual Presentations For most sessions, one student will be assigned the mandatory reading plus background/optional reading(s) and will have the task of preparing a formal presentation. (Think of it as a lecture.) Presentations are not meant to repeat exactly the contents of the reading but rather offer a critical synthesis in which the student: 1) highlights the main points and examples in an organized manner, 2) clarifies key terms/concepts/ideas, 3) formulates two exam questions that addresses the key terms/concepts/ideas in an essay format (make sure the questions motivate thinking and integration of concepts to data), and 4) formulates interesting points for debates based on his/her colleagues' weekly responses. Presentations should not exceed 20 minutes and should be accompanied by a power point presentation and a handout. Handouts should have two parts: First, a brief one-page summary of the material. Second, the sequence and highlights of your presentation, emphasizing the most important takeaway messages. The power point presentation and handout should be sent to the professor as an attachment at 4 pm the day before the presentation. Weekly Responses (concepts + inquiry + quality of writing) Besides grading individual presentations, all students (including the student assigned to present) will upload to Husky CT for each required session one discussion point before 3 pm the night before. The discussion points are not based personal opinions. They should build on aspects of the paper that are not entirely clear, are debatable, or deserve further analysis. This is the chance to hear others about their take on the reading and learn from one another. For each discussion point, the students should, in one-page maximum: 1) Write the full citation of the text (APA format) 2) Identify (and write) the key concepts of the reading 3) Explain the key arguments and mention one example (or more if necessary) that support the argument. You can also select the best quotes of the reading. Remember citation format and quality of writing. 4) Write your discussion point in a clear way. Make it engaging! Individual Paper Each student will write one paper (10-15 double space), in which they demonstrate mastering of the course material by applying it to a case study of a social movement/organization that works on human rights, whether under a clear human rights framework or not. You could also center on the life of an activist and inquire about the relationships between the activist, the collectives, and their specific agenda. The course offers a sequence of assignments to facilitate a systematic and continuous work on the paper. The paper intends to enhance research and writing skills. You will have an opportunity to work on your paper in class and make revisions based on peer feedback and instructor's feedback. Editing is a fundamental component of the grade. A paper guide/rubric has been uploaded. Peer Editing Feedback: Each week, choose two weekly responses from peers and offer edits using track changes. Change the peers you offer feedback every week so that you get familiar with different writing styles. The following assignments for the individual paper (abstract, first draft, and final draft) will also receive peer editing. Peer editing is a fundamental skill of good writers and it enhances self-editing. The instructor will comment on the editing process. Discussions and Class Participation Discussions are of utmost importance for learning during seminars. They prepare us for critical reading and critical thinking. Discussions help us not only to organize our thinking process to explain our points or raise important questions in effective and succinct ways, but they also constitute the basis for collective learning. Through discussions we learn from the authors and the texts and from the different takes, experiences, and interpretations of the other students and the instructor. In-class discussion dynamics, however, require some collective agreements: 1) Be respectful of other people's ideas and interpretations. One of the arts of discussions is to listen attentively to the other person's point of view. We all can agree or disagree on certain topics but a productive discussion does not intend to convince the other of your point of view but rather to support your argument through the use of concepts, authors, or examples. The best seminars sessions are those in which there are more questions than answers on the table and we keep on thinking about them. 2) Be mindful of your use of time. Try to present your point as succinctly as possible so that other students have the chance to participate. If you feel you have participated more than others try to give the others a chance to raise their opinions. If you feel you have not participated as much, you are denying others the opportunity to learn from you. Being attentive to your participation helps you become a better listener and to appreciate more other people's ideas. Mid-term and Final (Essays = Content + Writing): The instructor will select 3 essay questions produced by the students. The students will select one of the questions and have 3 days to turn in a 3-5 page essay to the selected question. You can consult the material, your peers, and even ask for/offer editing suggestions from in-class peers. Remember this is about learning and not about the grades. Note: Exams will be graded for both mastering of course content and writing competencies. In-text proper citation for all written assignments is mandatory and it should follow the author-date annotation system of the American Psychological Association guideline (APA, website: <a href="http://www.apastyle.org">http://www.apastyle.org</a>). Complete bibliography should always be included at the end of the documents and should only include cited documents. The library has citation guides (<a href="https://guides.lib.uconn.edu/citationguides">https://guides.lib.uconn.edu/citationguides</a>) and offers a web-based software (RefWorks) that helps you with the adequate formatting of the bibliography). Papers will be screened for plagiarism. As a course that fulfills W requirements, you will constantly work on writing. A portion of class time will be dedicated to discussing edits and ways to improve writing. The weekly responses, peer editing, the mid-term and final exams in essay format, the sequence of assignments towards your paper, including drafts, and the instructor's feedback to your writing will improve your writing skills.</p>
<p><b>General Education Goals</b></p>	<p>The intended Human Rights and Social Change course will foster in students an intellectual and historical perspective by offering them concepts, theories, and examples that span across time, cultures, and topics. Through this process, students will develop a nuanced but sophisticated understanding of the complexity involved in social science analysis as we engage with the articulation between human rights and social change. Furthermore, by strengthening critical thinking skills through the different pedagogical strategies, students will be able to assess when, how, and why the integration of human rights frameworks with social change has been more or less successful in achieving its goals. Importantly, discussions around specific social justice struggles (i.e., issues around health, education, violence, environment, poverty, gender, race, and so</p>

	on) should enable the students to dissect how each example illuminates connections, conflicts, and possibilities to advance human rights through social change. The in-depth understanding of class material that is built through the different pedagogical strategies should build strong critical and analytical skills, which should support a broad range of students' future professional careers. Furthermore, by strengthening students' writing competencies, they should be able to deliver more effective ways of communication through writing, which are also fundamental to any career path.		
<b>Content Area: Social Sciences</b>	The various conceptual, historical, and theoretical approaches should allow the students to understand how social scientists engage in an activist-oriented research while maintaining methodological rigor. Students will be exposed to the tools that social scientists use to unveil structures of power, denounce injustices, and participate in proposals for social change. Such mix between academia and activism constitutes one of the most significant challenges that social scientists committed to human rights advocacy or social justice face.		
<b>Content Area: Diversity and Multiculturalism (International)</b>	The course will use examples from across the globe, which allows students to understand how different groups might approach a human rights and social justice mobilization. Students will study how collective organization vary depending on the kind of human right at stake and the particular political, social, economic and cultural history of each group that sees a right being violated or in need of protection.		
<b>Writing Competency</b>	Students are expected to demonstrate that they have mastered the course material through writing assignments every session. Students will also assess and make specific suggestions to their peers' writing, aiming for clarity and effectiveness. In every session, I will select an example of a peer review process that allows for discussions about style, grammar, structure, and composition so that students notice, reflect, and produce more powerful and effective ways to communicate social science findings and arguments through texts. Hence, a positive feedback between course content and writing quality is expected. The grading of the quality of writing will take into account writing improvement. Students must pass the W portion of the course in order to pass the course. The W portion is evaluated through the production of 1) A final 15-20 pages polished and revised final paper. 2) Mid-term and final exams in essay format, an additional 3-5 pages for each exam. 3) Weekly discussion points.		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">HRTS 2100W HUMAN RIGHTS AND SOCIAL CHANGE v.9-21-2020.docx</a>	HRTS 2100W HUMAN RIGHTS AND SOCIAL CHANGE v.9-21-2020.docx	Syllabus
	<a href="#">HRTS 2100 HUMAN RIGHTS AND SOCIAL CHANGE 1082020.docx</a>	HRTS 2100 HUMAN RIGHTS AND SOCIAL CHANGE 1082020.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Cesar Abadia-Barrero	09/02/2020 - 15:02	Submit		This course was approved by the UG committee of the Human Rights Institute on August 31, 2020. The course is the result of a CETL, GenEd award.
	Human Rights	Cesar Abadia-Barrero	09/02/2020 - 15:58	Approve	8/31/2020	The Human Rights Institute Faculty is very enthusiastic about this new addition to our course offering. The course was unanimously approved. Consultations with Sociology, Political Science, and Anthropology about potential overlap were made. We are waiting for Sociology to comment on any potential overlap but we feel strongly that there is no overlap with existing courses.
	College of Liberal Arts and Sciences	Pamela Bedore	09/18/2020 - 18:24	Return	9/18/2020	Returning to proposer for updates as per email 9.18.2020. PB.
	Return	Cesar Abadia-Barrero	10/08/2020 - 10:40	Resubmit		Anthropology, Sociology and Political Sciences were consulted. No overlap was identified.
	Human Rights	Cesar Abadia-Barrero	10/08/2020 - 11:42	Approve	8/31/2020	This course was developed as part of a Provost GenEd grant. HRI is very excited to have this new course on the catalog.

**HRTS 2100 (CA 2. CA 4-Int)  
HUMAN RIGHTS AND SOCIAL CHANGE**

Instructor: César E. Abadía-Barrero

Email: [cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu)

### **Course Description**

Human Rights need to be conquered. Aspirations towards justice and equality become realities when people organize, fight, demand, and revolt against power structures that are oppressive to their rights. But structures of power resist transformation or coopt emancipatory language and group ideals. This course investigates the historical, political, legal, socioeconomic, and cultural context in which social change promotes human rights, and evaluates the effectiveness of the strategies and mechanisms that individuals and groups use to transgress and transform the structures of power that sustain injustices and inequalities.

This Gen Ed course (CA 2. CA 4-Int.) presents key social science frameworks, historical sources, and case studies to examine how human rights have been promoted or fulfilled through social change. It offers students opportunities to discuss areas of contrast, complementarity, or incompatibility between social change and human rights. In addition, the course presents several international and domestic examples in which human rights language and frameworks have been incorporated as part of local or larger political platforms and examples of social change that has promoted, intentionally or not, the protection and fulfillment of human rights. In short, the course offers an opportunity to answer the following questions: What are the key social science conceptual frameworks that allow us to examine the effectiveness or limitations of social change in promoting human rights? How have local, national or transnational groups incorporated the human rights framework in their social change and social justice platforms and in what specific ways? How has the incorporation of human rights frameworks enhanced, complemented, or hindered agendas for social change?

### **Learning Outcomes:**

1. Introduce various conceptual, historical, theoretical, and methodological social science approaches to the study of the interconnection between Human Rights and Social Change.

Students will be exposed to the tools that social scientists use to unveil structures of power, denounce injustices, and participate in proposals for social change. Such a mix between academia and activism constitutes one of the most significant challenges that social scientists committed to human rights advocacy or social movements face.

2. Develop a critical perspective on Human Rights with Social Change articulations through several examples around the world that deal with specific human rights topics in different historical, geographical, and political contexts.

Students will study how collective organization varies depending on the kind of human right at stake and the particular political, social, economic, and cultural history of each group that sees a right being violated or in need of protection.

3. Promote the incorporation of key theories and concepts into the student's topics of interest.

Students will have the opportunity to explore a topic of their own interest for their group's final project. The course includes a systematic process to conduct group projects to facilitate the incorporation of class materials and research skills. Non-Disposable Assignments are encouraged.

### **Methodology: Critical Pedagogy/Peer Learning/Seminar**

The class methodology follows the Critical Pedagogy school of thought, teaching and learning. Critical Pedagogy aims to unveil the structural forces that shape a particular reality in order to propose actions that can transform that reality. Rather than relying on outside experts, critical pedagogy believes that everybody's knowledge and experience are the most valuable assets in learning, which is why this course relies heavily on students' deep engagement and reflections, collaborations, and peer exercises.

Students are required to complete ALL assigned readings and assignments. Part of the class time will be dedicated to making suggestions about how the student's writing can better convey summaries of the course material, arguments, and examples. In this methodology, the professor's role is that of a discussion "facilitator," which includes reinforcing concepts, clarifying ideas, and fomenting critical debate.

### **Grading:**

Grades, a disservice to educational processes according to critical pedagogy, will be turned upside down to help us learn and reflect. Critical pedagogy argues against equating evaluation of knowledge with memorization of facts. It proposes, instead, deep engagement with the meanings of the material. Everybody should be attentive to the group dynamics, make sure that all members find a role in the group and feel comfortable. Language (oral and written) should always be respectful and everybody's opinions should be considered fully. Collaborative work is more demanding but more rewarding.

### ***Individual Presentations***

For most sessions, one student will be assigned the mandatory reading plus background/optional reading(s) and will have the task of preparing a formal presentation. (Think of it as a lecture.) Presentations are not meant to repeat exactly the contents of the reading but rather offer a critical synthesis in which the student: 1) highlights the main points and examples in an organized manner, 2) clarifies key terms/concepts/ideas, 3) formulates two exam questions that address the key terms/concepts/ideas in a multiple-choice format (make sure the questions motivate thinking and integration of concepts to data), and 4) formulates interesting points for debates based on his/her colleagues' weekly responses. Presentations should not exceed 20 minutes and should be accompanied by a power point presentation and a handout. Handouts should have two parts: First, a brief one-page summary of the material. Second, the sequence and highlights of your presentation, emphasizing the most important takeaway messages. **The power point presentation and handout should be sent to the professor as an attachment at 4 pm the day before the presentation.**

### ***Weekly Responses***

Besides grading individual presentations, all students (including the student assigned to present) will upload to Husky CT for each required session one discussion point before 3 pm the night before. The discussion points **are not based on personal opinions**. They should build on aspects of the paper that are not entirely clear, are debatable, or deserve further analysis. This is the chance to hear others about their take on the reading and learn from one another. For each discussion point, the students should, in one-page maximum:

- 1) Write the full citation of the text (APA format)
- 2) Identify (and write) the key concepts of the reading



- 3) Explain the key arguments and mention one example (or more if necessary) that support the argument. You can also select the best quotes of the reading. Remember citation format and quality of writing.
- 4) Write your discussion point in a clear way. Make it engaging!

### ***Individual Short Paper***

Each student will write one paper (3-5 double space), in which they demonstrate mastering of the course material by applying it to a case study of a social movement/organization that works on human rights, whether under a clear human rights framework or not. You could also center on the life of an activist and inquire about the relationships between the activist, the collectives, and their specific agenda. The course offers a sequence of assignments to facilitate a systematic and continuous work on the paper. The paper intends to enhance research and writing skills. You will have an opportunity to work on your paper in class and make revisions based on peer feedback and instructor's feedback. Editing is a fundamental component of the grade. A paper guide/rubric has been uploaded.

### ***Discussions and Class Participation***

Discussions are of utmost importance for learning during seminars. They prepare us for critical reading and critical thinking. Discussions help us not only to organize our thinking process to explain our points or raise important questions in effective and succinct ways, but they also constitute the basis for collective learning. Through discussions we learn from the authors and the texts and from the different takes, experiences, and interpretations of the other students and the instructor. In-class discussion dynamics, however, require some collective agreements:

- 1) Be respectful of other people's ideas and interpretations. One of the arts of discussions is to listen attentively to the other person's point of view. We all can agree or disagree on certain topics but a productive discussion does not intend to convince the other of your point of view but rather to support your argument through the use of concepts, authors, or examples. The best seminars sessions are those in which there are more questions than answers on the table and we keep on thinking about them.
- 2) Be mindful of your use of time. Try to present your point as succinctly as possible so that other students have the chance to participate. If you feel you have participated more than others try to give the others a chance to raise their opinions. If you feel you have not participated as much, you are denying others the opportunity to learn from you. Being attentive to your participation helps you become a better listener and to appreciate more other people's ideas.

**Mid-term and Final Exams:** The instructor will select some of the multiple choice questions created by students for the exams. The instructor will tweak and add some other questions so that the exam helps to consolidate key lessons from the material.

**Group Project:** Students will have the opportunity to work in small groups and develop a group project. Non-disposable assignments are encouraged. Specific guidelines will be provided.

**In-text proper citation for all written assignments is mandatory** and it should follow the author-date annotation system of the American Psychological Association guideline (APA, website: <http://www.apastyle.org>). Complete bibliography should always be included at the end

of the documents and should only include cited documents. The library has citation guides (<https://guides.lib.uconn.edu/citationguides>) and offers a web-based software (RefWorks) that helps you with the adequate formatting of the bibliography). Papers will be screened for plagiarism.

### **Grading Scale**

- 1) Individual presentation(s): 15%
- 2) Class participation: 30%.
  - Weekly Responses 15%
  - In-class participation 15%
- 3) Group Project: 25%
- 4) Mid-term: 15%
- 5) Final exam: 15%

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

## University Policies and Course Policies

### Code of Conduct:

Student's participation in this seminar and all their written products should conform to UCONN's student code of conduct. <http://provost.uconn.edu/syllabi-references/>. Please review, in particular, Section B. Conduct Rules and Regulations, including the appendix that talks about academic integrity.

Please remember that UCONN has strict policies *Against Discrimination, Harassment and Inappropriate Romantic Relationships*. Note that instructors are required to report to the Office of Institutional Equity any sexual assaults that we witness or that are reported to us.

Accommodations for students with disabilities are possible. If this applies to you, please contact the Center for Students with Disabilities (<http://www.csd.uconn.edu/>) during the first week of the semester to set up necessary accommodations.

Any absences for medical, religious or family matters have to be notified in writing ahead of time when possible and, if adequate, with supporting documentation. To receive participation for missed classes, you can write a discussion paper, which I will accept up to a week from the missed class (in extenuating circumstance I will grant an extension).

If there are any concerns during the seminar, please let me know.

## COURSE SCHEDULE & READINGS

Course Materials are uploaded on the course's HuskyCT or you can download them from the library's website. Make sure you get familiar with the library search options for both finding the course material and searching material for your individual and group papers. (<http://classguides.lib.uconn.edu/search>).

Recommended book for writing:

Clark, Roy Peter. *Writing Tools*. 55 essential strategies for every writer. Several editions available.

### Week 1. Human Rights need social change: A history of continuities and discontinuities

- "Write a Sentence as Clean as a Bone" And Other Advice from James Baldwin  
You Can Never Go Wrong Listening to This Guy. By Emily Temple, August 2, 2018.  
<https://lithub.com/write-a-sentence-as-clean-as-a-bone-and-other-advice-from-james-baldwin/>

Accessing Social Change

- Conway, Janet. 2017. "Modernity and the Study of Social Movements: Do We Need a Paradigm Shift?" pp. 17-34 in *Social Movements and World-System Transformation*, edited by J. Smith, M. Goodhart, P. Manning and J. Markoff. New York: Routledge.
- Gupta, Devashree. 2017. *Protest Politics Today*. Ch. 1. The Politics of Protest, pp. 1-31. Medford: Polity Press.

### Week 2. Human Rights as local action

Mandatory

- Tsutsui, Kiyoteru and Jackie Smith. 2019. "Human Rights and Social Movements: From the Boomerang Pattern to a Sandwich Effect." pp. 586-601 in *The Wiley Blackwell Companion to Social Movements*, edited by D. A. Snow, S. A. Soule, H. Kriesi and H. McCammon. New York: Wiley Blackwell.
- Merry S.E. and Levitt P. (2017) *Human Rights Futures: The Vernacularization of Women's Human Rights*. pp. 213-236. In *Human Rights Futures*, edited by Hopgood and Snyder. Cambridge: Cambridge University Press.

Optional:

- Smith, Jackie and Joshua Cooper. 2019. "Bringing Human Rights Home: New Strategies for Local Organizing ". *Open Global Rights*. <https://www.openglobalrights.org/bringing-human-rights-home-new-strategies-for-local-organizing/>
- Helling, Anne, et. al. (2013). Rights claiming and rights making in Zimbabwe: A study of three human rights NGOs. pp. 22-54. In: *Human Rights, Power and Civic Action: Comparative Analyses of Struggles for Rights in Developing Societies*, edited by Bård A. Andreassen, and Gordon Crawford. Routledge, New York.

*Assignment:* Submit your topic/idea to the professor. Include one paragraph of why you want to study the topic/idea and be specific in terms of what you want to study, when (timeframe), where (location), who (particular group). Is there a specific organization/social movement/activist you would like to study?

### **Week 3. Protecting human rights through civil rights movements Part I: United States**

- Movie 13<sup>th</sup> (2016) Directed by Ava DuVernay.
- Robinson, Cedric (1997). *Black Movements in America*. Routledge, New York. Ch. 6. Skim Ch. 3, 4 and 5.
- Day, Elizabeth (2015). #BlackLivesMatter: the birth of a new civil rights movement. [https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement?CMP=Share\\_iOSApp\\_Other](https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement?CMP=Share_iOSApp_Other)

*Assignment:* Students will be assigned into groups. Discuss your idea with your peers.

### **Week 4. Protecting human rights through civil rights movements Part II Authoritarianism and Dictatorships**

- Kraus, Michael (2007). Did the Charter 77 Movement Bring an End to Communism? *New England Review*: 28 (2): 134-146
- Cavallaro, James and Brewer, Stephanie Erin (2008). Review: Never Again? The Legacy of the Argentine and Chilean Dictatorships for the Global Human Rights Regime. *The Journal of Interdisciplinary History*, 39 (2) 233-244.

Optional:

- Hájek, Jiri (2015). The human rights movement and social progress, pp. 134-140. In *The Power of the Powerless*, edited by Václav Havel, et. al. New York: Routledge.
- Dubow, Saul (2012). *South Africa's Struggle for Human Rights: The History of Rights in South Africa*. Ch. 7-9, pp. 65-112. Athens, Ohio: Ohio University Press.

*Assignment:* Final groups will be assembled. Think of a conceptual map for your work. Is there an organization/group you would like to learn about?

### **Week 5. Actions to protect and promote women's rights as human rights**

- Desai, Manisha (2016). *Subaltern movements in India gendered geographies of struggle against neoliberal development*. Excerpts. New York, N.Y. Routledge

- Wright, Melissa W. (2006). Disposable Women and Other Myths of Global Capitalism. Ch. 7. Paradoxes and Protests, pp. 151-170. New York: Routledge.

Optional:

- Morgan, Lynn (2015). Reproductive Rights or Reproductive Justice? Lessons from Argentina. Health and Human Rights Journal, 17(1): 136-147.

Assignment: Discuss among your group the different conceptual maps.

### **Week 6. Labor rights: confronting old and new threats, advancing old and new agendas**

- Pialoux, Michel and Beaud, Stéphane (1999 [1993]). Permanent and Temporary Workers. Pp. 257-296. In Bourdieu, Pierre et. al. The Weight of the World. Social Suffering in Contemporary Society.
- Jeffrey, Juris (2012). "Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation." American Ethnologist 39(2): 259-79.

Optional:

- Razsa, Maple and Kurnik, Andrej (2012). "The Occupy Movement in Zizek's hometown: Direct democracy and the politics of becoming." American Ethnologist 39(2): 238-258.

*Assignment:* Identify 3 key sources, academic or not, that inform your group project. Make a summary and share it with your peers.

### **Week 7. A human right to the city**

- Smith, Jackie (2020, 15th May). Responding to coronavirus pandemic: human rights movement-building to transform global capitalism. Interface: a journal for and about social movements Sharing stories of struggles: Mayday 2020
- Hoover, Joe (2015). The human right to housing and community empowerment: home occupation, eviction defence and community land trusts. 36(6): 1092-1109.

Background/Optional:

- Harvey, David (2008). The Capitalist City: The Right to the City. New Left Review 53: 23-40

Assignment: Discuss with your peers your project.

### **Week 8. Human rights in contemporary struggles**

- Marks, Stephen P. and Naraharisetti, Ramya (2013). Cambodia: Civil society, power and stalled Democracy. pp. 189-217. In: Human Rights, Power and Civic Action: Comparative Analyses of Struggles for Rights in Developing Societies, edited by Bård A. Andreassen, and Gordon Crawford. Routledge, New York.
- Coleman, Lara Montesinos (2015). Struggles, over rights: humanism, ethical dispossession and resistance. Third World Quarterly, 36(6): 1060-1075.

Optional

- Mokhtari, Shadi (2015). Human rights and power amid protest and change in the Arab world. Third World Quarterly, 36(6): 1207-1221.
- Ahmed, A. (2018). Human Rights and the Non-Human Black Body. HRLR Online, 3, 1-17.

*Assignment:* Create a title and abstract for your group project.

**MID-TERM EXAM. Take at home over the weekend. Exam in essay format = Content plus writing.**

### **Week 9. Fighting for the human right to education**

- Stromquist, Nelly P. and Sanyal, Anita (2013) Student resistance to neoliberalism in Chile, International Studies in Sociology of Education, 23:2, 152-178.

- Cesar Guzman-Concha (2012) The Students' Rebellion in Chile: OccupyProtest or Classic Social Movement?, *Social Movement Studies*, 11:3-4, 408-415, DOI:10.1080/14742837.2012.71074
- Thapliyal, Nisha et. al. (2013). "Until We Get Up Again to Fight": Education Rights and Participation in South Africa. *Comparative education review*, Vol.57 (2), p.212-231

Optional:

- Escoffier, Simón (2018). Mobilisational citizenship: sustainable collective action in underprivileged urban Chile. *Citizenship studies*, Vol.22 (7), p.769-790
- Inzunza, Jorge et. al. (2019). Public education and student movements: the Chilean rebellion under a neoliberal experiment. *British journal of sociology of education*, Vol.40 (4), p.490-506

Assignment: Discuss the format for your final group project.

### **Week 10. Indigenous rights as human rights: shifting the conversation**

- Warren, Kay (2018). Indigenous Movements as a Challenge to the Unified Social Movement Paradigm for Guatemala. Pp. 165-195, In *Cultures of Politics and Politics of Cultures: re-visioning Latin American social movements*, edited by Sonia E. Alvarez, Evelina Dagnino and Arturo Escobar. New York: Routledge.
- Interview with Ailton Krenak, Parts I and II.  
<https://revistaperiferias.org/en/materia/ailton-krenak-the-power-of-the-collective-subject-part-i/>  
<https://revistaperiferias.org/en/materia/ailton-krenak-the-power-of-the-collective-subject-part-ii/>

Optional:

- Bruckmann, Monica (2010-12). Alternative Visions of the Indigenous People's Movement in Latin America: Reflections on Civilisation and Modernity. *Social Change*, Vol.40 (4), p.601-608
- Richard Wilson (1995). *Maya Resurgence in Guatemala*. Ch 8, pp. 260-303. University of Oklahoma Press.

Assignment: Work on your group project.

### **Week 11. Solidarities that promote intersectional rights as human rights**

- Movie *Pride* (2014). written by Stephen Beresford and directed by Matthew Warchus.
- Murray, Kerrigan and Paiva (2018): Rites of Resistance: Sex Workers' Fight to Maintain Rights and Pleasure in the Centre of the Response to HIV in Brazil, *Global Public Health*, DOI: 10.1080/17441692.2018.1510020
- Davis, Angela Y. (1981). *Women, race & class*. New York: Random House. Excerpts

Optional: explore the following websites

- <https://www.raceforward.org>
- <https://dignityandrights.org>

Option 2. *Disability Rights: beyond access*.

- Movie [Lives Worth Living](#) or *Crip Camp*.

- Meyers, Stephen (2019) *Civilizing Disability Society: The Convention on the Rights of Persons with Disabilities Socializing Grassroots Disabled Persons' Organizations in Nicaragua*. Cambridge University Press, Ch. 6, *Innovations at the Crossroads*, pp. 137-162 and Ch. 7. *The CRPD'S civilizing mission*, pp. 163-166.

*Assignment:* Send a summary of how your final project will look like to the instructor.

### **Week 12. Activism for the human right to health**

- Nandi, Sulakshana, Vračar, Ana , and Pachauli, Chhaya (2020). *Resisting privatisation and marketisation of health care: People's Health Movement's experiences from India, Philippines and Europe*. *Saúde em Debate* 44(1): 37-50.
- Wispelwey, Bram and Jamei, Yasser Abu (2020). *The Great March of Return: Lessons from Gaza on Mass Resistance and Mental Health*. *Health and Human Rights Journal*. Issue 22.1

Optional:

- Piyush Pushkar (2018): *NHS Activism: The Limits and Potentialities of a New Solidarity*, *Medical Anthropology*, DOI: 10.1080/01459740.2018.1532421
- Mbali, Mandisa (2019): *South African AIDS activism: Lessons for high-impact global health advocacy*. In Parker, Richard and García, Johathan. *Routledge Handbook on the Politics of Global Health*. pp. 33-43.
- Higgs, Rory Nirin (2020). *Reconceptualizing Psychosis: The Hearing Voices Movement and Social Approaches to Health*. *Health and Human Rights Journal*. Issue 22.1

*Assignment:* Discuss the feedback provided by the instructor.

### **Week 13. Human rights to food and nature Nature**

- Holt-Giménez, E. (2019). *Capitalism, food, and social movements: The political economy of food system transformation*. *Journal of Agriculture, Food Systems, and Community Development*. Advance online publication. <https://doi.org/10.5304/jafscd.2019.091.043>
- Kinkaid, Eden (2019). "Rights of nature" in translation: Assemblage geographies, boundary objects, and translocal social movements. *Transactions of the Institute of British Geographers*, Vol.44 (3), p.555-570

Optional: explore the following organizations

- <https://viacampesina.org/en/>
- <https://climatejusticealliance.org/>

*Assignment:* Work on your group's final project.

### **Week 14. Decolonial human rights: A need for structural social change:**

- Nelson, Paul and Dorsey, Ellen (2003). *At the Nexus of Human Rights and Development: New Methods and Strategies of Global NGOs*. *World Development* Vol. 31, No. 12, pp. 2013–2026.
- Oslender, Ulrich (2016). *The Geographies of Social Movements. Afro-Colombian Mobilization and the Aquatic Space*. Ch. 2 and Ch5. Durham and London: Duke University Press.

Optional:

- Escobar, Arturo (2010). *LATIN AMERICA AT A CROSSROADS. Alternative modernizations, post-liberalism, or post-development?* *Cultural Studies* Vol. 24, No. 1 January 2010, pp. 1-65.
- Fregoso, Rosa-Linda. 2014. "For a Pluriversal Declaration of Human Rights." *American Quarterly* 66(3):583-608. doi: <https://doi.org/10.1353/aq.2014.0047>.
- Movie *The Rights of Nature: A Global Movement*. <https://filmsfortheearth.org/en/films/rights-nature>

**Final group projects due at the end of the reading period.  
FINAL EXAM ON THE LAST WEEKEND AFTER END OF CLASSES.  
HRTS 2100W (CA 2. CA 4-Int)  
HUMAN RIGHTS AND SOCIAL CHANGE**

Instructor: César E. Abadía-Barrero  
Email: [cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu)

**Course Description**

Human Rights need to be conquered. Aspirations towards justice and equality become realities when people organize, fight, demand, and revolt against power structures that are oppressive to their rights. But structures of power resist transformation or coopt emancipatory language and group ideals. This course investigates the historical, political, legal, socioeconomic, and cultural context in which social change promotes human rights, and evaluates the effectiveness of the strategies and mechanisms that individuals and groups use to transgress and transform the structures of power that sustain injustices and inequalities.

This Gen Ed course (CA 2. CA 4-Int. W) presents key social science frameworks, historical sources, and case studies to examine how human rights have been promoted or fulfilled through social change. It offers students opportunities to discuss areas of contrast, complementarity, or incompatibility between social change and human rights. In addition, the course presents several international and domestic examples in which human rights language and frameworks have been incorporated as part of local or larger political platforms and examples of social change that has promoted, intentionally or not, the protection and fulfillment of human rights. In short, the course offers an opportunity to answer the following questions: What are the key social science conceptual frameworks that allow us to examine the effectiveness or limitations of social change in promoting human rights? How have local, national or transnational groups incorporated the human rights framework in their social change and social justice platforms and in what specific ways? How has the incorporation of human rights frameworks enhanced, complemented, or hindered agendas for social change?

Completion of this seminar satisfies the writing in the major and information literacy exit requirements.

**Learning Outcomes:**

1. Develop a critical perspective on how conquering human rights requires deep political, social, cultural, and human transformations through several examples around the world that deal with specific human rights topics in different historical, geographical, and political contexts.

Students will study how collective organization varies depending on the kind of human right at stake and the particular political, social, economic, and cultural history of each group that sees a right being violated or in need of protection.

2. Introduce various conceptual, historical, theoretical, and methodological approaches to the interdisciplinary study of Human Rights and Social Change.

Students will be exposed to the tools that social scientists use to unveil structures of power, denounce injustices, and participate in proposals for social change. Such a mix between academia and activism constitutes one of the most significant challenges that social scientists committed to human rights advocacy face.



3. Promote the incorporation of key theories and concepts into the student's topics of interest.

Students will have the opportunity to explore a topic of their own interest for their final paper. The course includes a systematic process to conduct research papers to facilitate the incorporation of class materials and research skills in the writing of their papers.

4. Enhance writing skills through the effective and powerful use of concepts, arguments, and narratives in different assignments and through several editing and drafting moments.

Since this is a W course, students are expected to demonstrate that they have mastered the course material through writing assignments every session. Students will also assess and make specific suggestions to their peers' writing, aiming for clarity and effectiveness. In every session, I will select an example of a peer review process that allows for discussions about style, grammar, structure, and composition so that students notice, reflect, and produce more powerful and effective ways to communicate social science findings and arguments through texts. Hence, a positive feedback between course content and writing quality is expected. Assignments and Exams are also designed to assess writing quality. Self-editing, peer-editing and instructor-editing are core components of the weekly assignments and the longer final paper. Grading will take into account writing improvement.

*Note:* You must pass the W portion of the course in order to pass the course. The W portion is evaluated through the production of 1) A final 15-20 pages polished and revised final paper. 2) Mid-term and final exams in essay format, an additional 3-5 pages for each exam. 3) Weekly discussion points.

### **Methodology: Critical Pedagogy/Peer Learning/Seminar**

The class methodology follows the Critical Pedagogy school of thought, teaching and learning. Critical Pedagogy aims to unveil the structural forces that shape a particular reality in order to propose actions that can transform that reality. Rather than relying on outside experts, critical pedagogy believes that everybody's knowledge and experience are the most valuable assets in learning, which is why this course relies heavily on students' deep engagement and reflections, collaborations, and peer exercises.

Students are required to complete ALL assigned readings and assignments. Part of the class time will be dedicated to making suggestions about how the student's writing can better convey summaries of the course material, arguments, and examples. In this methodology, the professor's role is that of a discussion "facilitator," which includes reinforcing concepts, clarifying ideas, and fomenting critical debate.

### **Grading:**

Grades, a disservice to educational processes according to critical pedagogy, will be turned upside down to help us learn and reflect. Critical pedagogy argues against equating evaluation of knowledge with memorization of facts. It proposes, instead, deep engagement with the meanings of the material. Everybody should be attentive to the group dynamics, make sure that all members find a role in the group and feel comfortable. Language (oral and written) should always be respectful and everybody's opinions should be considered fully. Collaborative work is more demanding but more rewarding.

### ***Individual Presentations***

For most sessions, one student will be assigned the mandatory reading plus background/optional reading(s) and will have the task of preparing a formal presentation. (Think of it as a lecture.) Presentations are not meant to repeat exactly the contents of the reading but rather offer a critical synthesis in which the student: 1) highlights the main points and examples in an organized manner, 2) clarifies key social science terms/concepts/ideas, that is, how the authors explain what is going on 3) formulates two exam questions that addresses the key terms/concepts/ideas in an essay format (make sure the questions motivate thinking and integration of concepts to data), and 4) formulates interesting points for debates based on his/her colleagues' weekly responses. Presentations should not exceed 20 minutes and should be accompanied by a power point presentation and a handout. Handouts should have two parts: First, a brief one-page summary of the material. Second, the sequence and highlights of your presentation, emphasizing the most important takeaway messages. **The power point presentation and handout should be sent to the professor as an attachment at 4 pm the day before the presentation.**

### ***Weekly Responses (concepts + inquiry + quality of writing)***

Besides grading individual presentations, all students (including the student assigned to present) will upload to Husky CT for each required session one discussion point before 3 pm the night before. The discussion points **are not based personal opinions**. They should build on aspects of the paper that are not entirely clear, are debatable, or deserve further analysis. This is the chance to hear others about their take on the reading and learn from one another. For each discussion point, the students should, in one-page maximum:

- 5) Write the full citation of the text (APA format)
- 6) Identify (and write) the key concepts of the reading
- 7) Explain the key arguments and mention one example (or more if necessary) that support the argument. You can also select the best quotes of the reading. Remember citation format and quality of writing.
- 8) Write your discussion point in a clear way. Make it engaging!

### ***Individual Paper***

Each student will write one paper (10-15 double space), in which they demonstrate mastering of the course material by applying it to a case study of a social movement/organization that works on human rights, whether under a clear human rights framework or not. You could also center on the life of an activist and inquire about the relationships between the activist, the collectives, and their specific agenda. The course offers a sequence of assignments to facilitate a systematic and continuous work on the paper. The paper intends to enhance research and writing skills. You will have an opportunity to work on your paper in class and make revisions based on peer feedback and instructor's feedback. Editing is a fundamental component of the grade. A paper guide/rubric has been uploaded.

### ***Peer Editing Feedback:***

Each week, choose two weekly responses from peers and offer edits using track changes. Change the peers you offer feedback every week so that you get familiar with different writing styles. The following assignments for the individual paper (abstract, first draft, and final draft) will also receive peer editing. Peer editing is a fundamental skill of good writers and it enhances self-editing. The instructor will comment on the editing process.

### **Discussions and Class Participation**

Discussions are of outmost importance for learning during seminars. They prepare us for critical reading and critical thinking. Discussions help us not only to organize our thinking process to explain our points or raise important questions in effective and succinct ways, but they also constitute the basis for collective learning. Through discussions we learn from the authors and the texts and from the different takes, experiences, and interpretations of the other students and the instructor. In-class discussion dynamics, however, require some collective agreements:

- 3) Be respectful of other people's ideas and interpretations. One of the arts of discussions is to listen attentively to the other person's point of view. We all can agree or disagree on certain topics but a productive discussion does not intend to convince the other of your point of view but rather to support your argument through the use of concepts, authors, or examples. The best seminars sessions are those in which there are more questions than answers on the table and we keep on thinking about them.
- 4) Be mindful of your use of time. Try to present your point as succinctly as possible so that other students have the chance to participate. If you feel you have participated more than others try to give the others a chance to raise their opinions. If you feel you have not participated as much, you are denying others the opportunity to learn from you. Being attentive to your participation helps you become a better listener and to appreciate more other people's ideas.

**Mid-term and Final (Essays = Content + Writing):** The instructor will select 3 essay questions produced by the students. The students will select one of the questions and have 3 days to turn in a 3-5 page essay to the selected question. You can consult the material, your peers, and even ask for/offer editing suggestions from in-class peers. Remember this is about learning and not about the grades.

Note: Exams will be graded for both mastering of course content and writing competencies.

**In-text proper citation for all written assignments is mandatory** and it should follow the author-date annotation system of the American Psychological Association guideline (APA, website: <http://www.apastyle.org>). Complete bibliography should always be included at the end of the documents and should only include cited documents. The library has citation guides (<https://guides.lib.uconn.edu/citationguides>) and offers a web-based software (RefWorks) that helps you with the adequate formatting of the bibliography). Papers will be screened for plagiarism.

As a course that fulfills W requirements, you will constantly work on writing. A portion of class time will be dedicated to discussing edits and ways to improve writing. The weekly responses, peer editing, the mid-term and final exams in essay format, the sequence of assignments towards your paper, including drafts, and the instructor's feedback to your writing will improve your writing skills.

The following table shows how assessment tools enhance the different learning outcomes:

	<b>Assessment Tools</b>
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<b>Learning Outcomes</b>	<b>Presentations</b> . Presenting students should:	<b>Class Participation</b> . All students should:	<b>Weekly Responses.</b> Due the day before class. All students should:	<b>Mid-term and final exams.</b> Will include:	<b>Final Paper.</b> Step by step assignments include:
1. Introduce Theories and Concepts that connect HR with SC	Offer clear definitions of the theories and concepts	Use theories and concepts adequately	Extract key concepts and key arguments	Questions about key theories and concepts	Select theories and concepts to include in your paper
2. Develop a critical perspective on HR and SC articulations	Extract critical points of HR and SC intersection	Demonstrate a progressively critical perspective on class topics	Write about the integration or lack thereof between HR and SC and why.	Essay questions to demonstrate a critical perspective	Develop an argument that integrates or challenges HR and SC
3. Integrate key theories and concepts in their topics of interest		Use their own interests to explain theories and concepts.			Use theories and concepts to enhance their own argument.
4. Enhance writing skills (effective and powerful use of concepts, arguments and narrative)	Provide a useful handout with notes elaborated in a narrative form.	Discuss what makes a clear, purposeful, compelling and effective writing.	Offer concrete suggestions and recommendations to improve argumentation and style.	Through the writing of answers to essay questions	Constant redrafting and editing based on detailed feedback from peers and instructor.

**Grading Scale**

- 1) Individual presentation(s): 15%
- 2) Class participation: 35%.
  - Weekly Responses 15%
  - In-class participation 10%
  - Peer editing: 10%
- 3) Individual Paper: 20%
- 4) Mid-term: 15%
- 5) Final exam: 15%

*Version 1 subject to modifications  
Updated version on course's Husky*

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

## University Policies and Course Policies

### Code of Conduct:

Student's participation in this seminar and all their written products should conform to UCONN's student code of conduct. <http://provost.uconn.edu/syllabi-references/>. Please review, in particular, Section B. Conduct Rules and Regulations, including the appendix that talks about academic integrity.

Please remember that UCONN has strict policies *Against Discrimination, Harassment and Inappropriate Romantic Relationships*. Note that instructors are required to report to the Office of Institutional Equity any sexual assaults that we witness or that are reported to us.

Accommodations for students with disabilities are possible. If this applies to you, please contact the Center for Students with Disabilities (<http://www.csd.uconn.edu/>) during the first week of the semester to set up necessary accommodations.

Any absences for medical, religious or family matters have to be notified in writing ahead of time when possible and, if adequate, with supporting documentation. To receive participation for missed classes, you can write a discussion paper, which I will accept up to a week from the missed class (in extenuating circumstance I will grant an extension).

If there are any concerns during the seminar, please let me know.

## COURSE SCHEDULE & READINGS

Course Materials are uploaded on the course's HuskyCT or you can download them from the library's website. Make sure you get familiar with the library search options for both finding the course material and searching material for your individual and group papers. (<http://classguides.lib.uconn.edu/search>).

Recommended book for writing:

Clark, Roy Peter. *Writing Tools*. 55 essential strategies for every writer. Several editions available. Use the book throughout the course to improve your writing and editing. When you find something particularly useful, share it with the class.

### Week 1. Human Rights need social change: A history of continuities and discontinuities

- "Write a Sentence as Clean as a Bone" And Other Advice from James Baldwin  
You Can Never Go Wrong Listening to This Guy. By Emily Temple, August 2, 2018.  
<https://lithub.com/write-a-sentence-as-clean-as-a-bone-and-other-advice-from-james-baldwin/>

#### Assessing Social Change

- Conway, Janet. 2017. "Modernity and the Study of Social Movements: Do We Need a Paradigm Shift?" pp. 17-34 in *Social Movements and World-System Transformation*, edited by J. Smith, M. Goodhart, P. Manning and J. Markoff. New York: Routledge.
- Gupta, Devashree. 2017. *Protest Politics Today*. Ch. 1. The Politics of Protest, pp. 1-31. Medford: Polity Press.

### Week 2. Human Rights as local action

### Mandatory

- Helling, Anne, et. al. (2013). Rights claiming and rights making in Zimbabwe: A study of three human rights NGOs. pp. 22-54. In: Human Rights, Power and Civic Action: Comparative Analyses of Struggles for Rights in Developing Societies, edited by Bård A. Andreassen, and Gordon Crawford. Routledge, New York.
- Merry S.E. and Levitt P. (2017) Human Rights Futures: The Vernacularization of Women's Human Rights. pp. 213-236. In Human Rights Futures, edited by Hopgood and Snyder. Cambridge: Cambridge University Press.

### Optional:

- Smith, Jackie and Joshua Cooper. 2019. "Bringing Human Rights Home: New Strategies for Local Organizing ". Open Global Rights. <https://www.openglobalrights.org/bringing-human-rights-home-new-strategies-for-local-organizing/>
- Tsutsui, Kiyoteru and Jackie Smith. 2019. "Human Rights and Social Movements: From the Boomerang Pattern to a Sandwich Effect." pp. 586-601 in The Wiley Blackwell Companion to Social Movements, edited by D. A. Snow, S. A. Soule, H. Kriesi and H. McCammon. New York: Wiley Blackwell.

*Assignment:* Submit your topic/idea to the professor. Include one paragraph of why you want to study the topic/idea and be specific in terms of what you want to study, when (timeframe), where (location), who (particular group). Is there a specific organization/social movement/activist you would like to study?

### **Week 3. Protecting human rights through civil rights movements Part I: United States**

- Movie 13<sup>th</sup> (2016) Directed by Ava DuVernay.
- Robinson, Cedric (1997). Black Movements in America. Routledge, New York. Ch. 6. Skim Ch. 3, 4 and 5.
- Day, Elizabeth (2015). #BlackLivesMatter: the birth of a new civil rights movement. [https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement?CMP=Share\\_iOSApp\\_Other](https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement?CMP=Share_iOSApp_Other)

*Assignment:* Peer editing of one of your peers topic/idea. Guideline to editing will be provided.

### **Week 4. Protecting human rights through civil rights movements Part II Authoritarianism and Dictatorships**

- Kraus, Michael (2007). Did the Charter 77 Movement Bring an End to Communism? New England Review: 28 (2): 134-146
- Cavallaro, James and Brewer, Stephanie Erin (2008). Review: Never Again? The Legacy of the Argentine and Chilean Dictatorships for the Global Human Rights Regime. The Journal of Interdisciplinary History, 39 (2) 233-244.

### Optional:

- Hájek, Jiri (2015). The human rights movement and social progress, pp. 134-140. In The Power of the Powerless, edited by Václav Havel, et. al. New York: Routledge.
- Dubow, Saul (2012). South Africa's Struggle for Human Rights: The History of Rights in South Africa. Ch. 7-9, pp. 65-112. Athens, Ohio: Ohio University Press.

*Assignment:* Send a conceptual map of your idea and 3 sources that you have identified as useful. Include a one-paragraph summary of each source explaining why it is useful.

### **Week 5. Actions to protect and promote women's rights as human rights**

- Desai, Manisha (2016). Subaltern movements in India gendered geographies of struggle against neoliberal development. Excerpts. New York, N.Y. Routledge
- Wright, Melissa W. (2006). Disposable Women and Other Myths of Global Capitalism. Ch. 7. Paradoxes and Protests, pp. 151-170. New York: Routledge.

**Optional:**

- Morgan, Lynn (2015). Reproductive Rights or Reproductive Justice? Lessons from Argentina. Health and Human Rights Journal, 17(1): 136-147.

**Week 6. Labor rights: confronting old and new threats, advancing old and new agendas**

- Pialoux, Michel and Beaud, Stéphane (1999 [1993]). Permanent and Temporary Workers. Pp. 257-296. In Bourdieu, Pierre et. al. The Weight of the World. Social Suffering in Contemporary Society.
- Jeffrey, Juris (2012). "Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation." American Ethnologist 39(2): 259-79.

**Optional:**

- Razsa, Maple and Kurnik, Andrej (2012). "The Occupy Movement in Zizek's hometown: Direct democracy and the politics of becoming." American Ethnologist 39(2): 238-258.

*Assignment:* Send an outline with an introduction and description of each section. Add a list of at least 6 references that you have identified for your paper.

**Week 7. A human right to the city**

- Smith, Jackie (2020, 15th May). Responding to coronavirus pandemic: human rights movement-building to transform global capitalism. Interface: a journal for and about social movements Sharing stories of struggles: Mayday 2020
- Hoover, Joe (2015). The human right to housing and community empowerment: home occupation, eviction defence and community land trusts. 36(6): 1092-1109.

**Background/Optional:**

- Harvey, David (2008). The Capitalist City: The Right to the City. New Left Review 53: 23-40

**Week 8. Human rights in contemporary struggles**

- Marks, Stephen P. and Naraharsetti, Ramya (2013). Cambodia: Civil society, power and stalled Democracy. pp. 189-217. In: Human Rights, Power and Civic Action: Comparative Analyses of Struggles for Rights in Developing Societies, edited by Bård A. Andreassen, and Gordon Crawford. Routledge, New York.
- Coleman, Lara Montesinos (2015). Struggles, over rights: humanism, ethical dispossession and resistance. Third World Quarterly, 36(6): 1060-1075.

**Optional**

- Mokhtari, Shadi (2015). Human rights and power amid protest and change in the Arab world. Third World Quarterly, 36(6): 1207-1221.
- Ahmed, A. (2018). Human Rights and the Non-Human Black Body. HRLR Online, 3, 1-17.

*Assignment:* Send a title, abstract, and revised outline of your paper. Each section should have at least 1 page of writing.

**MID-TERM EXAM. Take at home over the weekend. Exam in essay format = Content plus strong writing, be convincing, show evidence. Remember to edit.**

**Week 9. Fighting for the human right to education**



- Stromquist, Nelly P. and Sanyal, Anita (2013) Student resistance to neoliberalism in Chile, *International Studies in Sociology of Education*, 23:2, 152-178.
- Cesar Guzman-Concha (2012) The Students' Rebellion in Chile: OccupyProtest or Classic Social Movement?, *Social Movement Studies*, 11:3-4, 408-415, DOI:10.1080/14742837.2012.71074
- Thapliyal, Nisha et. al. (2013). "Until We Get Up Again to Fight": Education Rights and Participation in South Africa. *Comparative education review*, Vol.57 (2), p.212-231

Optional:

- Escoffier, Simón (2018). Mobilisational citizenship: sustainable collective action in underprivileged urban Chile. *Citizenship studies*, Vol.22 (7), p.769-790
- Inzunza, Jorge et. al. (2019). Public education and student movements: the Chilean rebellion under a neoliberal experiment. *British journal of sociology of education*, Vol.40 (4), p.490-506

Assignment: Peer edit one of your peer's abstract, outlines, and writing.

### Week 10. Indigenous rights as human rights: shifting the conversation

- Warren, Kay (2018). Indigenous Movements as a Challenge to the Unified Social Movement Paradigm for Guatemala. Pp. 165-195, In *Cultures of Politics and Politics of Cultures: re-visioning Latin American social movements*, edited by Sonia E. Alvarez, Evelina Dagnino and Arturo Escobar. New York: Routledge.
- Interview with Ailton Krenak, Parts I and II.  
<https://revistaperiferias.org/en/materia/ailton-krenak-the-power-of-the-collective-subject-part-i/>  
<https://revistaperiferias.org/en/materia/ailton-krenak-the-power-of-the-collective-subject-part-ii/>

Optional:

- Bruckmann, Monica (2010-12). Alternative Visions of the Indigenous People's Movement in Latin America: Reflections on Civilisation and Modernity. *Social Change*, Vol.40 (4), p.601-608
- Richard Wilson (1995). *Maya Resurgence in Guatemala*. Ch 8, pp. 260-303. University of Oklahoma Press.

Assignment: Send a 5 page draft of your paper along with the revised title, abstract and outline.

### Week 11. Solidarities that promote intersectional rights as human rights

#### Option 1: Labor and Sexual Rights

- Movie *Pride* (2014). written by Stephen Beresford and directed by Matthew Warchus.
- Murray, Kerrigan and Paiva (2018): Rites of Resistance: Sex Workers' Fight to Maintain Rights and Pleasure in the Centre of the Response to HIV in Brazil, *Global Public Health*, DOI: 10.1080/17441692.2018.1510020
- Davis, Angela Y. (1981). *Women, race & class*. New York: Random House. Excerpts

Optional: explore the following websites

- <https://www.raceforward.org>
- <https://dignityandrights.org>

#### Option 2. Disability Rights: beyond access.

- Movie [Lives Worth Living](#) or *Crip Camp*.

- Meyers, Stephen (2019) *Civilizing Disability Society: The Convention on the Rights of Persons with Disabilities Socializing Grassroots Disabled Persons' Organizations in Nicaragua*. Cambridge University Press, Ch. 6, Innovations at the Crossroads, pp. 137-162 and Ch. 7. The CRPD'S civilizing mission, pp. 163-166.

*Assignment:* Send a revised draft of your paper.

### **Week 12. Activism for the human right to health**

- Nandi, Sulakshana, Vračar, Ana , and Pachauli, Chhaya (2020). Resisting privatisation and marketisation of health care: People's Health Movement's experiences from India, Philippines and Europe. *Saúde em Debate* 44(1): 37-50.
- Wispelwey, Bram and Jamei, Yasser Abu (2020). The Great March of Return: Lessons from Gaza on Mass Resistance and Mental Health. *Health and Human Rights Journal*. Issue 22.1

Optional:

- Piyush Pushkar (2018): NHS Activism: The Limits and Potentialities of a New Solidarity, *Medical Anthropology*, DOI: 10.1080/01459740.2018.1532421
- Mbali, Mandisa (2019): South African AIDS activism: Lessons for high-impact global health advocacy. In Parker, Richard and García, Johathan. *Routledge Handbook on the Politics of Global Health*. pp. 33-43.
- Higgs, Rory Nirin (2020). Reconceptualizing Psychosis: The Hearing Voices Movement and Social Approaches to Health. *Health and Human Rights Journal*. Issue 22.1

*Abstract:* Second draft, 5-8 pages.

### **Week 13. Human rights to food and nature**

- Holt-Giménez, E. (2019). Capitalism, food, and social movements: The political economy of food system transformation. *Journal of Agriculture, Food Systems, and Community Development*. Advance online publication. <https://doi.org/10.5304/jafscd.2019.091.043>
- Kinkaid, Eden (2019). "Rights of nature" in translation: Assemblage geographies, boundary objects, and translocal social movements. *Transactions of the Institute of British Geographers*, Vol.44 (3), p.555-570

Optional: explore the following organizations

- <https://viacampesina.org/en/>
- <https://climatejusticealliance.org/>

*Assignment:* Peer editing of second draft.

### **Week 14. Decolonial human rights: A need for structural social change**

- Nelson, Paul and Dorsey, Ellen (2003). At the Nexus of Human Rights and Development: New Methods and Strategies of Global NGOs. *World Development* Vol. 31, No. 12, pp. 2013–2026.
- Oslender, Ulrich (2016). *The Geographies of Social Movements. Afro-Colombian Mobilization and the Aquatic Space*. Ch. 2 and Ch5. Durham and London: Duke University Press.

Optional:

- Escobar, Arturo (2010). LATIN AMERICA AT A CROSSROADS. *Alternative modernizations, post-liberalism, or post-development?* *Cultural Studies* Vol. 24, No. 1 January 2010, pp. 1-65.
- Fregoso, Rosa-Linda. 2014. "For a Pluriversal Declaration of Human Rights." *American Quarterly* 66(3):583-608. doi: <https://doi.org/10.1353/aq.2014.0047>.
- Movie *The Rights of Nature: A Global Movement*. <https://filmsfortheearth.org/en/films/rights-nature>

**Final papers due at the end of the reading period.**

**FINAL EXAM ON THE LAST WEEKEND AFTER END OF CLASSES. Exam in essay format = Content plus strong writing, be convincing, show evidence. Remember to edit.**

**2020-282      MATH 2710/W      Revise Course (G) (S)**

COURSE ACTION REQUEST	
CAR ID	20-3119
Request Proposer	Gan
Course Title	Transition to Advanced Mathematics
CAR Status	In Progress
Workflow History	Start > Draft > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Transition to Advanced Mathematics
Course Number	2710/W
Will this use an existing course number?	Yes
Please explain the use of existing course number	It is a revision of the same course.

CONTACT INFO	
Initiator Name	Guojun Gan
Initiator Department	Mathematics
Initiator NetId	gug14001
Initiator Email	<a href="mailto:guojun.gan@uconn.edu">guojun.gan@uconn.edu</a>
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 Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	Varied, typically 4 sections per semester
Number of Students per Section	19 for Math 2710W and 30 for Math 2710
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Not including pandemics, generally in-person lecture style

COURSE RESTRICTIONS	
Prerequisites	Math 1132Q, Math 1152Q, Math 2142Q
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	Yes

List specific classes	Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224.
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	Yes
Other restrictions	Yes, 2710W is restricted to majors, and 2710 has reserve cap of 25 for majors

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

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

COURSE DETAILS							
Provide existing title and complete course catalog copy	MATH 2710. Transition to Advanced Mathematics 3.00 credits Prerequisites: MATH 1132 or 1152. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224. Grading Basis: Graded Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. MATH 2710W. Transition to Advanced Mathematics 3.00 credits Prerequisites: MATH 1132 or 1152; ENGL 1007 or 1010 or 1011 or 2011. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224. Grading Basis: Graded						
Provide proposed title and complete course catalog copy	MATH 2710. Transition to Advanced Mathematics 3.00 credits Prerequisites: MATH 1132 or 1152. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224. Grading Basis: Graded Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. Students wishing to use MATH 2710 or 2710W as a prerequisite for later MATH courses needs to earn a C (2.0) or better. MATH 2710W. Transition to Advanced Mathematics 3.00 credits Prerequisites: MATH 1132 or 1152; ENGL 1007 or 1010 or 1011 or 2011. Cannot be taken for credit after passing MATH 2143, 3150, 3210, 3230, 3240, 3260, 3270, 3330, 3370 or 224. Grading Basis: Graded						
Reason for the course action	A later course (i.e., Math 3210) uses Math2710 as a prerequisite but requires a grade of C or better in Math2710. This change adds this information to the description of Math2710.						
Specify effect on other departments and overlap with existing courses	This change will not affect existing courses as it just adds more information to the description.						
Please provide a brief description of course goals and learning objectives	A course designed to prepare the serious student for the more theoretical upper division mathematics courses. It includes basic concepts, principles and techniques of mathematical proof. It will also cover concepts commonly assumed in some of the higher mathematics courses; these concepts include sets, set operations, indexed family of sets, equivalence relations and partitions, functions, one-to-one functions, onto functions, induced set functions.						
Describe course assessments	There are 2 midsemester exams, a comprehensive final exam, homework (graded and nongraded), quizzes and your portfolio. The exams schedule will be distributed shortly. The final exam is scheduled for by the registrar during the final exam week. Although the grading is not an algorithm cut in stone, here is a rough idea of the relative worth of each of these: • Quizzes: 15 % • Midterm 1: 20% • Midterm 2: 20% • Final Exam: 30% • Portfolio 15%						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">MATH2710W - Syllabus.docx</a></td> <td>MATH2710W - Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">MATH2710W - Syllabus.docx</a>	MATH2710W - Syllabus.docx	Syllabus
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<a href="#">MATH2710W - Syllabus.docx</a>	MATH2710W - Syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments

	Draft	Guojun Gan	10/01/2020 - 14:20	Submit		The approval of UPC of this change for MATH 2710/W was on 9/8 and I just asked Ambar to approve the change on behalf of the department. He ("the dept") has approved it on 9/29.
	Mathematics	Guojun Gan	10/07/2020 - 17:52	Approve	10/7/2020	I approve the revision.

**Math 2710W**  
**Transition to Advanced Mathematics**  
**Spring 2020**

**Instructor:** Vasileios Chousionis  
**Office Hours:** Mon 10-11, Tues 11-12 and Thurs 2-3, or by appointment  
**Office:** MONT 325  
**Email:** vasileios.chousionis@uconn.edu  
**Website:** <http://www.math.uconn.edu/~chousionis>  
**Office Hours:** Tu,Th 1-2pm and by appointment.  
**Text:** Will J. Gilbert and Scott A. Vanstone. Introduction to Mathematical Thinking: Algebra and Number Systems (1st Edition)  
**Class Webpage:** Go to <https://huskyct.uconn.edu>. Click on "Login" and sign in using your UConn NetID and password. Click on "MATH-2710W-Transition to Advanced Mathematics". Please visit our HuskyCT site daily. I will regularly upload/update course materials on this site.

**Course Description:** A course designed to prepare the serious student for the more theoretical upper division mathematics courses. It includes basic concepts, principles and techniques of mathematical proof. It will also cover concepts commonly assumed in some of the higher mathematics courses; these concepts include sets, set operations, indexed family of sets, equivalence relations and partitions, functions, one-to-one functions, onto functions, induced set functions.

**Prerequisites:** According to the University of Connecticut course catalog: Math 1132, 1152

**The Purpose of a "W" Course:** In a writing-intensive course (W Course), writing should be integral to the learning goals and subject matter of the course. In the language of the General Education Guidelines at UConn, students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition to questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression and discipline specific stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.

The purpose of a writing course in mathematics is to teach students how to communicate mathematics in a precise, concise, and clear manner. Throughout this course, your instructor will emphasize the best practices in writing mathematics, as it pertains to writing mathematical proofs in particular.

**"W" Course Grading and Revision Policy:** According to university-wide policies for W courses:

- an overall passing grade on the writing components of the course (the 15+ page assignments described below) is required to pass the course, and
- all writing components of the course (the assignments described below) must go through a feedback and revision process.

Accordingly, your portfolio will not be considered complete unless you have made revisions addressing the points raised in the assessment of your initial submission and you will not pass the course without a complete portfolio that achieves a passing standard.

**Grading:** There are 2 midsemester exams, a comprehensive final exam, homework (graded and nongraded), quizzes and your portfolio. The exams schedule will be distributed shortly. The final exam is scheduled for by the registrar during the final exam week. Although the grading is not an algorithm cut in stone, here is a rough idea of the relative worth of each of these:

- Quizzes: 15 %
- Midterm 1: 20%
- Midterm 2: 20%
- Final Exam: 30%
- Portfolio 15%

**\*NOTE: As mentioned above, since this is a W course, you have to achieve a passing grade for the portfolio and project in order to receive a passing grade in the course.**

There are no makeups for missed exams. If an exam is missed and the absence is excused, I will readjust the percentages of the other exams. Please know from the outset, that there are very few reasons why I will excuse an absence. These reasons will generally be on the level of hospitalizations. Not feeling well, not wanting to get out of bed or not setting your alarm is not among them. If you are so ill that you cannot take the exam, then you should be seeing a student health or your own doctor and they can confirm the severity of your illness.

**Goals:** The goal for the semester is to develop, learn, and understand the basic methods of proof which will prepare you for more advanced mathematics courses – courses like 3150 (Analysis), Math 3210 (Abstract Linear Algebra), 3230 (Abstract Algebra), 3240 (Number Theory), 3250 (Combinatorics), 3260 (Logic), 3330 (Topology) and 3370 (Differential Geometry). Thus, you will be learning to prove theorems and the only way to do that is to prove theorems – again and again and again.

Just like when learning to write essays, you have to write a lot of essays. So too when learning to prove theorems, you have to write a lot of proofs. For this reason, this class will be quite different from your other classes so far. In proof writing, there will be no one “correct answer”. Instead, there will be a whole spectrum of “answers” ranging from incorrect proofs to elegant, concise and correct proofs. Even when correct, I will endeavor to give you feedback as to how you can improve the writing and make it more concise.

Also in preparation for those courses mentioned above, we will cover content areas that are common to all or most. We will cover the concepts of basic logic, proof methods, set theory, relations, functions and cardinality. You should be able to not only prove theorems similar to the ones seen in class and in the homework, but you should have the ability to articulate the ideas presented in the course in a clear and coherent manner as well. Your writing should reflect that clarity of thought that comes with understanding.

**Coverage of Material:** We will cover the material in sections 1.1-1.7, 2.1-2.5, 3.1-3.4, 4.1-4.4, 5.1-5.3 of the book. I will add some other material not covered in the book as well as change the approach of some of the material presented in the book.

**Expectations:** To achieve the goals of this course you will need to work predominantly outside of class. You should expect to spend between 7 and 10 hours a week outside of class time. The only way for you to learn this material for ease of use as a foundation for later classes, is to work a lot on it. It is

rather cliché, but you cannot learn this material as a spectator. You have to “get your hands dirty” and work at it over and over.

I expect you to come to class everyday, to **not wait** until the last minute to do the homework assigned, to do **ALL** the homework assigned, and not just what will be graded. I expect you to participate in class that means asking questions when clarification is needed, participating actively (and not passively) in class discussions.

To foster an atmosphere where open discussions are possible and anything can be asked and questioned, I expect you to respect your classmates and all that they have to offer the class.

In return, you can expect from me the same level of respect, openness to new ideas, openness to new ways to thinking about things. I will answer your questions without prejudice knowing full well, that there is sometimes a lot of knowledge behind what might seem at the outset to be a silly question.

There really is not any such thing as a silly question. All questions, once answered or discussed, move you forward in your development. This is precisely the point of the class. To move you forward in your development as a mathematician.

If because of time constraints, I cannot answer your questions in class, we can meet outside of class. Although I have posted office hours, those are only the hours I guarantee to be in my office (unless notified to the contrary beforehand). We can meet at other times we can talk and find a time mutually convenient.

I really mean for you to use the office hours. They are not meant for me to sit twiddling my thumbs and working on sudoku puzzles. They are meant for us to get together whenever necessary for you to gain a better understanding of the material. An added benefit is that you will get to know me better and I will get to know you better.

If you must miss a class, I expect you to find out what happened, either from your classmates or from me. You are responsible for everything that goes on in class.

**Homework:** One of the most important aspects of this class is the homework. To write good proofs, you will have to practice, practice and practice some more. Just as you write many drafts of a paper, you will often find that you need many drafts of a proof before you get one that is mathematically correct, follows a logical order, and is easy to read. To facilitate this process, each week I will assign some homework problems for practice and some that need to be turned in as part of your grade. These will be announced in class and posted on the course home page. I will return your homework with comments at the next class period, at which point you will have the opportunity to rewrite any proofs where points were taken off (this is not a requirement). You must turn in the rewrite along with the original work at the next class period. Your new score for each problem will be the average of your two scores.

We may not have much class time to devote to discussion homework problems. Therefore it is imperative that you seek help outside of class time as soon as possible if you do not understand a problem. As already mentioned above, you can always come to my office. I guarantee to be there (unless notified beforehand) during my posted office hours, but anytime I'm there is fair game. We can of course make appointments to meet at other times, but I am generally around.

I encourage you to put a lot of effort into thinking about a problem before consulting me or a classmate. This gives you greater insight into both the problem and your own thought processes. Finally, remember there is more than one way to write a correct proof.

Guidelines to use when writing up your homework:

- Although it is ok to receive help or hints from your classmates on homework after you have already thought about the problem on your own, you must write your own proofs and turn in your own work.

- Please double space your writing and leave a few lines between problems so that I have room to put in comments and give you feedback on your work.
- Write neatly! It is hard to grade a problem I cant read.
- If you haven't gotten the idea yet, proofs are essays. You should use complete sentences and proper English; employing mathematical and English grammar.

**Portfolio & Project** Throughout the semester, you may, with guidance from the comments on your homework, choose to rewrite a proof for use in your portfolio. In addition, there will be a project to be included in this portfolio. This portfolio and the project in total will have to comprise the equivalent of at least 15 typewritten pages of revised and rewritten work - note: this is different than 15 pages of paper! So do not wait until the end of the semester to rewrite proofs to be included in your portfolio; the project will have partial due dates included to make sure that your drafts are completed in a timely fashion to allow you to complete the project on time. Remember, all final submissions for the portfolio have to be done BEFORE the last day of classes. I will not accept work after that.

**Course Policy on Academic Integrity:** A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the work 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, examinations and assessments - whether online or in class); presenting, as one's own, the ideas, words or calculations of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; using unauthorized aids in preparing work for evaluation (e.g. unauthorized formula sheets, unauthorized calculators, unauthorized programs or formulas loaded into your calculator, etc.); 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, [http://www.dos.uconn.edu/student code.html](http://www.dos.uconn.edu/student%20code.html), see parts IV and Appendix A. Sanctions shall include, but are not limited to, a letter sent to the Office of Community Standards; a grade of 0 on the assignment, quiz or exam; a grade of F for the course.

**2020-283      MATH 5850      Revise Course**

COURSE ACTION REQUEST	
CAR ID	20-2151
Request Proposer	Munteanu
Course Title	Graduate Field Study Internship
CAR Status	In Progress
Workflow History	Start > Draft > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither



Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Graduate Field Study Internship
Course Number	5850
Will this use an existing course number?	Yes
Please explain the use of existing course number	Changing to allow for repeat credits.

CONTACT INFO	
Initiator Name	Monique Roy
Initiator Department	Mathematics
Initiator NetId	mcr07009
Initiator Email	<a href="mailto:monique.roy@uconn.edu">monique.roy@uconn.edu</a>
Is this request for you or someone else?	Someone else
Proposer Last Name	Munteanu
Proposer First Name	Ovidiu
Select a Person	ovm12001
Proposer NetId	ovm12001
Proposer Phone	+1 860 486 4003
Proposer Email	<a href="mailto:ovidiu.munteanu@uconn.edu">ovidiu.munteanu@uconn.edu</a>
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	Yes
Multi-Semester Credits Term 1	1-3
Multi-Semester Credits Term 2	1-3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	None
Corequisites	None
Recommended Preparation	None
Is Consent Required?	Instructor Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Graduate
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	Yes
List majors that will not count for this course	For Mathematics graduate students only.

Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	6
Is it repeatable only with a change in topic?	No
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?	Storrs
If not generally available at all campuses, please explain why	The campus is Storrs for all Mathematics Graduate Students.
Will this course be taught off campus?	Yes
Off campus details	Since it is in an internship, it can be off campus or on campus. Generally, it would not be offered online, unless we have a highly unusual situation (like COVID19).
Will this course be offered online?	No

COURSE DETAILS							
Provide existing title and complete course catalog copy	MATH 5850. Graduate Field Study Internship 1.00 - 3.00 credits Prerequisites: None. Grading Basis: Graded Participation in internship and paper describing experiences.						
Provide proposed title and complete course catalog copy	MATH 5850. Graduate Field Study Internship 1.00 - 3.00 credits May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Graded Participation in internship and paper describing experiences.						
Reason for the course action	To allow for course to be repeated for a total of 6 credits.						
Specify effect on other departments and overlap with existing courses	None						
Please provide a brief description of course goals and learning objectives	Enables student to obtain work/project experience through an external or internal internship.						
Describe course assessments	Work/project experience.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">MATH 5850 syllabus.pdf</a></td> <td>MATH 5850 syllabus.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">MATH 5850 syllabus.pdf</a>	MATH 5850 syllabus.pdf	Syllabus
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<a href="#">MATH 5850 syllabus.pdf</a>	MATH 5850 syllabus.pdf	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Monique Roy	07/16/2020 - 11:50	Submit		Ovidiu, please review and approve this request for the change in MATH 5850 to allow for repeat credits up to 6 in total. Thanks.
	Mathematics	Guojun Gan	10/07/2020 - 16:37	Approve	10/7/2020	I approve the change.

2020-284      MCB 5084      Revise Course

COURSE ACTION REQUEST	
CAR ID	20-15874
Request Proposer	Knecht

<b>Course Title</b>	Current Topics in Biochemistry and Structural Biology
<b>CAR Status</b>	In Progress
<b>Workflow History</b>	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences

<b>COURSE INFO</b>	
<b>Type of Action</b>	Revise Course
<b>Is this a UNIV or INTD course?</b>	Neither
<b>Number of Subject Areas</b>	1
<b>Course Subject Area</b>	MCB
<b>School / College</b>	College of Liberal Arts and Sciences
<b>Department</b>	Molecular and Cell Biology
<b>Course Title</b>	Current Topics in Biochemistry and Structural Biology
<b>Course Number</b>	5084
<b>Will this use an existing course number?</b>	No

<b>CONTACT INFO</b>	
<b>Initiator Name</b>	David A Knecht
<b>Initiator Department</b>	Molecular and Cell Biology
<b>Initiator NetId</b>	dak02007
<b>Initiator Email</b>	<a href="mailto:david.knecht@uconn.edu">david.knecht@uconn.edu</a>
<b>Is this request for you or someone else?</b>	Myself
<b>Does the department/school/program currently have resources to offer the course as proposed?</b>	Yes

<b>COURSE FEATURES</b>	
<b>Proposed Year</b>	2022
<b>Will this course be taught in a language other than English?</b>	No
<b>Is this currently a General Education course or is it being proposed for General Education?</b>	No
<b>Number of Sections</b>	1
<b>Number of Students per Section</b>	20
<b>Is this a Variable Credits Course?</b>	No
<b>Is this a Multi-Semester Course?</b>	No
<b>Credits</b>	1
<b>Instructional Pattern</b>	Presentation and discussion- journal club

<b>COURSE RESTRICTIONS</b>	
<b>Prerequisites</b>	none
<b>Corequisites</b>	none
<b>Recommended Preparation</b>	none
<b>Is Consent Required?</b>	No Consent Required
<b>Is enrollment in this course restricted?</b>	No

<b>GRADING</b>	
<b>Is this course repeatable for credit?</b>	Yes
<b>Number of Total Credits Allowed</b>	3
<b>Is it repeatable only with a change in topic?</b>	No

Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	S/U
Rationale for S/U Grading	MCB wishes make all the "journal clubs" in the department have the same type of description and requirements. These are discussions of literature papers with students registered for the course plus non-registered students and faculty so there is no good basis for grading.

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	MCB grad students are only at Storrs
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS							
Provide existing title and complete course catalog copy	MCB 5099. Graduate Seminar in Biochemistry 1.00 credits   May be repeated for a total of 2 credits. Prerequisites: None. Grading Basis: Satisfactory/Unsatisfactory						
Provide proposed title and complete course catalog copy	MCB 5084. Current Topics in Biochemistry and Structural Biology 1.00 credits   May be repeated for a total of 3 credits. Prerequisites: None. Grading Basis: Satisfactory/Unsatisfactory Reading and discussion of papers from the recent literature. Topics include advances in structural, biochemical, and biophysical technologies, macromolecular interactions and structure-function relationships, drug development and discovery, protein folding, and virology.						
Reason for the course action	update course numbers to correct xx84 for seminar. Bring all MCB journal clubs to a unified structure.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	Students learn to read the literature, explore new topics and present information to peers.						
Describe course assessments	Students are expected to present at least one journal article and contribute to discussions.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">MCB 5084 SB3 Journal Club Syllabus DRAFT.docx</a></td> <td>MCB 5084 SB3 Journal Club Syllabus DRAFT.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">MCB 5084 SB3 Journal Club Syllabus DRAFT.docx</a>	MCB 5084 SB3 Journal Club Syllabus DRAFT.docx	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	David A Knecht	03/17/2020 - 12:39	Submit		submitted by DAK 9-23-20
	Molecular and Cell Biology	David A Knecht	09/23/2020 - 15:05	Approve	3/6/2020	MCB faculty approved 4-7-20. Delayed while awaiting revised syllabus.

2020-285      PNB 3252E      Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	20-3217
Request Proposer	Divino
Course Title	Physiological Model Systems
CAR Status	In Progress
Workflow History	Start > Physiology and Neurobiology > Return > Physiology and Neurobiology > 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	PNB
School / College	College of Liberal Arts and Sciences
Department	Physiology and Neurobiology
Course Title	Physiological Model Systems
Course Number	3252
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is a revision to an existing course.

CONTACT INFO	
Initiator Name	Jeffrey N Divino
Initiator Department	Physiology and Neurobiology
Initiator NetId	jed09014
Initiator Email	<a href="mailto:jeffrey.divino@uconn.edu">jeffrey.divino@uconn.edu</a>
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 Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	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	60
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	2.5 hrs of face-to-face instruction per week (Tu/Th lectures)

COURSE RESTRICTIONS	
Prerequisites	2000-level course in PNB.
Corequisites	none
Recommended Preparation	Previous coursework in basic comparative animal physiology
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	The PNB Department currently does not have a presence at any regional campuses
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	PNB 3252. Physiological Model Systems 3.00 credits Prerequisites: PNB 2250 or both PNB 2274 and 2275 or instructor's consent; open to juniors or higher. Recommended preparation: an undergraduate class in basic comparative animal physiology. Grading Basis: Graded Advanced, in-depth examination of animal comparative physiology.
Provide proposed title and complete course catalog copy	PNB 3252E. Physiological Model Systems 3.00 credits Prerequisites: 2000-level PNB course; Recommended preparation: an undergraduate class in basic comparative animal physiology. Grading Basis: Graded Historical significance and modern translational applications of diverse animal models to human physiology and medicine. Exploration of how evolutionary divergence in structure, function, and development among taxa facilitates investigation of specific physiological questions. Ethical considerations, environmental consequences, and legal frameworks relating to the justification and implementation of invasive experiments on animals.
Reason for the course action	Environmental literacy has always been a goal of this course. Now that the environmental literacy designation exists, we are hoping to get the course classified to more accurately represent this emphasis to prospective students. Additionally, the PNB Department currently does not have any "E" courses, which makes it challenging for our students to fulfill their degree requirements. The other minor changes to the course description and prerequisites are intended to increase the appeal and accessibility to students, coinciding with the pending changes in our major plan of study which take effect F21.
Specify effect on other departments and overlap with existing courses	This is an existing course. There is minimal overlap with BIO1108/PNB2250, which we now suggest as recommended preparation. There may also be overlap with EEB4215 (Physiological Ecology of Animals). Since EEB4215 course is currently being overhauled by Dr. Eric Schultz, we are working together to ensure the courses are substantially different.
Please provide a brief description of course goals and learning objectives	Students will learn the historical significance and applications of a diversity of animal models to the fields of human physiology and medicine. Principal themes cover the: 1. Seminal discoveries from animal research that have transformed our understanding of human physiology 2. Evolutionary basis of physiological differences among animal models across a broad phylogenetic range 3. Unique insights and empirical and inferential advantages/disadvantages associated with utilizing various model systems in physiological research 4. Significance of rigorous experimental design for validating results and supporting conclusions Primary learning objectives are to explore the integrated physiological processes and pathologies that were illuminated through both classic and modern translational experiments using animal models. Using a comparative approach, we will also discuss how these physiological systems and their underlying mechanisms have diverged in structure, function, and development across taxa in response to specific environmental challenges. Identifying the inherent evolutionary differences among animals is essential for selecting the optimally-relevant species for investigating particular physiological questions. Additional goals are to discuss complex (and sometimes conflicting) ethical considerations in evaluating the justification and implementation of invasive experiments on captive animals, as well as appreciate the comprehensive regulations and training standards that govern today's welfare-minded animal research.
Describe course assessments	Exams (360 pts total): There will be three exams that roughly correspond to the following taxonomic units covered in lecture: invertebrate, non-mammalian vertebrate, and mammal models. Exams will be administered online on HuskyCT through LockDown Browser. The format of the exam questions will be primarily multiple choice, in addition to some matching, ordering, diagram labeling, and True/False. Each student will be given a unique permutation of the exam generated from subsets of related questions I have compiled in a test bank. To accommodate for difficulties in taking a computerized test from home, on the exam days you will be allowed to start your test within a designated interval and you will be given a time limit that is greater than our standard 75-min meeting time. After submission and grading, exams may be reviewed by appointment with the instructor. You should be prepared to be tested on anything discussed in class, assigned readings, and materials posted on HuskyCT, such as links to research papers or videos. Comprehensive study guides will be provided to clarify which topics will be covered on the exams and to emphasize which concepts are most important to understand. Model Organism Research Project (200 pts total): Your major semester project will be researching and communicating a recent journal article on an assigned model organism. You will first gather relevant background information on the topic and species, choose a relevant peer-reviewed publication that interests you, and then develop a formal outline that effectively summarizes the methods, key findings, and important translational applications of the paper. Rather than write a formal term paper, you will compose an illustrated science blog and an infographic that explores how cutting-edge research on the model system is benefiting society, e.g., by advancing biotechnology or improving patient care. I request that you reach out to the author(s) of the study you have chosen and ask them questions, the responses to which will greatly improve the quality of your project. This assignment is subdivided into five parts: 1. Research topic & primary article selection, informal proposal, and instructor approval (25 pts) 2. Contact made with the corresponding author, coauthor, or lab member about their publication (25 pts) 3. Detailed outline of topic, focal article, and research implications, with annotated bibliography (50 pts) 4. Science blog with figures on research article/topic for a general audience (50 pts) 5. Multi-panel infographic accessible and engaging to a non-expert viewer (50 pts) Moreover, extra credit will be given for recording a webinar-style presentation or a podcast about your project. Read the official

	<p>Guidelines document for details on each of these graded components. HuskyCT Quizzes (100 pts total): There will be four online quizzes taken through HuskyCT spaced between the lecture exams to provide an opportunity to review the recent lecture material and take practice exam-style questions. Question format will consist of multiple choice (including some with more than one correct answer), matching, ordering, and True/False. Each quiz will be released (or "go live") on HuskyCT towards the end of a unit and will be available to take online for multiple days. They are open-notes, but each student must work individually. One re-take is allowed, and the higher score of the two attempts will be recorded automatically in the grade book. Participation (40 pts): Given the limitations of the distance learning format, student participation will be indirectly gauged by completion of one or several HuskyCT questions issued on the day of each scheduled lecture. These questions will pertain to the lecture material and you will receive full participation credit whether or not you answer the question correctly. I will also use HuskyCT for class polling, soliciting your opinion or feedback. For those unable to log into my live lectures, these questions will be available to answer until the end of the day. That way, you will be able to view my posted slides or watch the recorded lecture later in the evening. Project-based Extra Credit Opportunity (40 pts max): As a means of recouping lost points in this course on graded assignments, students can receive up to 40 extra credit points by creating a multimedia rendition of their model organism research project in the form of either a recorded presentation or a podcast. The number of bonus points awarded will be based on the quality of this production (see Project Guidelines for details).</p>									
<b>General Education Goals</b>	<p>This course solidly meets six of the seven purposes of General Education: 2. acquire intellectual breadth and versatility; 5. acquire awareness of their era and society For this course, the required readings on animal research are selected articles from the primary scientific literature, which I revise yearly as new biomedical and biotechnological breakthroughs are published. This dynamic, wide-ranging body of knowledge keeps the curriculum fresh and open to the latest intersection of physiology and society (e.g., gene editing). 1. become articulate; 3. acquire critical judgement; 7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge The goal of the Model Organism Research Project is to train students to critically examine a recent publication on translational animal research and articulate its contents and implications. Students must also contact the research team to ask them questions about their paper and any follow up studies. Familiarity with comprehending findings in the scientific literature and talking to investigators are process skills that will benefit students as lifelong learners and communicators of science. 4. acquire moral sensitivity We discuss the controversies surrounding animal research head-on, asking difficult questions on sensitive topics, such as which scientific questions are so important that it is permissible to kill animals in pursuit of answers? Should moderate or high-sentience species be off-limits to researchers? How can we improve animal welfare practices, reduce animal suffering, or replace whole-animal models with alternatives? Many students enrolled in this course are seeking independent research experience in labs or are planning to apply to graduate studies and need to wrestle with the ethics of working with animals, especially if performing invasive techniques.</p>									
<b>Environmental Literacy</b>	<p>This course solidly meets three of the five Environmental Literacy criteria: 2. theories, observations, or models of how the natural world affects human health and well-being In PNB 3252, we discuss applied research on single-celled and animal model organisms that have transformed our understanding of human physiology, medicine, and biotechnology. Many of these groundbreaking experiments have culminated in Nobel Prizes for their advancement of human health and well-being. Moreover, each student is required to present one recent, applied study involving a different species and must provide a strong rationale for why this research is important for society. Two examples from past projects: using pigs as surgical models for improving skin grafts, and advancing our knowledge of limb regeneration in measuring gene expression in axolotl salamander amputees. The current SARS-CoV-2 pandemic brings the practical importance of animal research to the forefront, not only in conventional infectious disease and preclinical drug trials testing the safety and efficacy of antiviral medications in rodent models, but also research in "nonclassical" animal taxa, whose immune systems have evolutionarily diverged from ours and may offer potential clues about stopping disease progression or lead to the development of novel therapeutics (e.g., alpacas and kin, which synthesize smaller antibodies that better penetrate tissues). 3. public policies, legal frameworks, and/or other social systems that affect the environment Since a large fraction of my PNB 3252 students, particularly those pursuing graduate programs, have or will pursue independent, laboratory research on live animals on campus, I emphasize to my class an awareness of and appreciation for the strict regulations governing animal experimentation. I include in-class handouts and post content explaining current public policies regarding animal welfare practices, including our own institutional protocols for obtaining approval for and conducting animal research by UConn's Institutional Animal Care and Use Committee (IACUC). 4. moral and/or ethical dimensions regarding the environment Centuries of captivity and death of both invertebrates and vertebrates in the name of scientific discovery force us to tackle difficult moral questions surrounding biomedical research. My students and I explore the ethical dimensions (and gray areas) of performing invasive procedures on animals, especially those higher on the sentience scale (e.g., mammals). We discuss the history of the animal rights movement and philosophical arguments regarding animal ethics. I ask students to voice their often nuanced positions on which types of experimental procedures are permissible on which species. For example, should nonhuman primates be injected with Zika virus to better understand its disease pathology? Should investigators make zebrafish addicted to narcotics and seek to self-administer opioids to study drug abuse disorders? Should greater restrictions on neurophysiological research on octopuses and other cephalopods be implemented due to their high intelligence?</p>									
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">PNB3252_Syllabus_f20.docx</a></td> <td>PNB3252_Syllabus_f20.docx</td> <td>Syllabus</td> </tr> <tr> <td><a href="#">ModelSysProjectGuidelines_f20.docx</a></td> <td>ModelSysProjectGuidelines_f20.docx</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">PNB3252_Syllabus_f20.docx</a>	PNB3252_Syllabus_f20.docx	Syllabus	<a href="#">ModelSysProjectGuidelines_f20.docx</a>	ModelSysProjectGuidelines_f20.docx	Other
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Jeffrey N Divino	10/05/2020 - 14:27	Submit		This is a course revision request to recognize PNB 3252 as meeting the criteria of the Environmental Literacy (EL) requirement.
	Physiology and Neurobiology	John M Redden	10/06/2020 - 14:08	Return		this is looking good! could you please make the minor corrections we discussed at your convenience?

	Return	Jeffrey N Divino	10/06/2020 - 16:49	Resubmit		I have consulted Dr. John Redden about sections of the Course Details and made the recommended revisions.
	Physiology and Neurobiology	John M Redden	10/06/2020 - 18:25	Approve	10/6/2020	Thank you!

## Physiological Model Systems (PNB 3252) Syllabus

Last Revised for Distance Learning: 3 October 2020



### Course Information and Meeting Times

<b>Course Title</b>	<i>Physiological Model Systems</i> ( <a href="#">PNB 3252</a> ); presently offered in the fall semester
<b>Credits</b>	3
<b>Prerequisites</b>	One full year of a college biology course with a laboratory (e.g., BIOL 1107 & 1108), as well as either PNB 2250 or one year of introductory human physiology (e.g., PNB 2274 & 2275). (Permission numbers may be granted for students having taken PNB 2264 & 2265 or additional coursework in comparative animal physiology.)
<b>Virtual Classroom</b>	HuskyCT Blackboard Collaborate (Zoom or Webex as backup); Tu/Th 3:30 pm – 4:45 pm

### Course Description, Themes, and Learning Objectives

In this advanced PNB course, students will learn the historical significance and applications of a diversity of animal models to the fields of human physiology and medicine. Principal themes cover the:

1. Seminal discoveries from animal research that have transformed our understanding of human physiology
2. Evolutionary basis of physiological differences among animal models across a broad phylogenetic range
3. Unique insights and empirical and inferential advantages/disadvantages associated with utilizing various model systems in physiological research
4. Significance of rigorous experimental design for validating results and supporting conclusions

Primary learning objectives are to explore the integrated physiological processes and pathologies that were illuminated through both classic and modern translational experiments using animal models. Using a comparative approach, we will also discuss how these physiological systems and their underlying mechanisms have diverged in structure, function, and development across taxa in response to specific environmental challenges. Identifying the inherent evolutionary differences among animals is essential for selecting the optimally-relevant species for investigating particular physiological questions. Additional goals are to discuss complex (and sometimes conflicting) ethical considerations in evaluating the justification and implementation of invasive experiments on captive animals, as well as appreciate the comprehensive regulations and training standards that govern today's welfare-minded animal research.

### Instructor Contact Information

<b>Name &amp; Title</b>	<b>Dr. Jeffrey Divino</b> , Assistant Professor in Residence, Dept. of Physiology & Neurobiology
<b>Email</b>	<a href="mailto:jeffrey.divino@uconn.edu">jeffrey.divino@uconn.edu</a> ( <i>preferred means of communication</i> )
<b>Telephone</b>	860-486-4708 ( <i>bad idea, since I am not in the office and my voicemail not set up</i> )
<b>Office</b>	Torrey Life Sciences, Room 19 (TLS 19; <i>I will rarely be in my office this semester</i> )
<b>Mailbox</b>	TLS 71
<b>Virtual Office Hours</b>	<b>Tue/Thu, 4:45 – 5:45 pm; Wednesdays, 12:00 – 3:00 pm</b> , or by appointment, via <a href="#">my Zoom Room</a> ; Password: SARS2SUX ( <a href="#">Cisco Webex</a> backup)



This course is completely facilitated online using the Blackboard learning management platform [HuskyCT](#) (accessible via your UConn NetID credentials) and will serve as the hub for all course-related correspondence, assignments, and study materials. Please check this site regularly for new announcements, including any schedule changes or cancellations. The most up-to-date version of the course syllabus will be posted on HuskyCT. Any edited versions of uploaded documents will be marked with revision dates.

## Required Readings and Supplementary Course Materials

1. **Journal Articles & Web Resources.** Required reading for this course centers on the primary literature. PDFs of empirical and review articles on applied animal research will be uploaded to the HuskyCT portal. Additional course readings will also be accessible, such as internet links to interactive media or videos.

As an emerging scholar, you are encouraged to independently consult pertinent material from other resources to enrich your study, such as peer-reviewed literature, medical physiology texts, and web tutorials.

2. **Lecture Slideshows.** Lecture slides will be made available and downloadable from the HuskyCT site, typically in advance of the lecture, along with annotations in the slide notes. I will clearly mark any updated versions of my slideshows that I post, which will replace original uploads.
3. **Animal Physiology Textbooks.** A comprehensive textbook on comparative physiological systems of animals is recommended for those lacking a comparative physiology background, but is not required. Two textbooks on animal physiology that I refer to in PNB 2250 are Moyes and Schulte (2016) and Sherwood et al. (2013):

**Moyes CD & Schulte PM. 2016.** *Principles of Animal Physiology*. 3rd ed. Pearson. Toronto, Canada. 750 pp. ISBN: 978-0321838179 [\[hummingbird cover art\]](#)

**Sherwood L, Klandorf H, & Yancey PH. 2013.** *Animal Physiology: from Genes to Organisms*. 2nd ed. Brooks/Cole-Cengage Learning. Belmont, CA. 816 pp. ISBN: 978-0840068651 [\[owl cover art\]](#)

I may occasionally draw upon figures from either of these textbooks in class, but the material covered in each book strongly overlaps. Students seeking to purchase either of these books may be able to find a used copy for sale, or alternatively, rent it or pay for an e-subscription. Due to COVID-19 restrictions, I am unable to place physical copies of these books on course reserve in the Homer Babbidge Library.

## Copyright Rules for Course Content

My lecture presentations, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I have made them prior or during my lecture in order to ensure that I obtain copyright protection. Students can download and print my presentations and take notes from my lectures; however, this authorization extends only to making one set of notes for your own personal use and no other use. If you wish to record my lectures, please notify me at the beginning of the semester to obtain consent. You may NOT copy or share class recordings or any other course-related materials – be it my own intellectual property or reproductions of textbook pages or figures - especially if for commercial use. All quiz and exam questions are to be considered confidential and their distribution to other individuals or posting online is prohibited. Furthermore, the use of course materials from past semesters obtained from peers or downloaded from the internet is banned.

## Evaluation of the Course and Instructor

Students will be provided an opportunity to evaluate the course curriculum and the effectiveness of its instruction using the University's online [Student Evaluation of Teaching](#) (SET) system, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE). Completing this survey, especially providing comments, is an extremely valuable tool for improving this class! The students' rating of an instructor's teaching provides essential quantitative data to compare performance among individual hires, as well as mean departmental scores.

Evaluations are submitted anonymously and are not accessible to the instructors until after grades have closed.

Additionally, because I care about improving my course in ways that benefit *you* and not just those who are next to enroll, I may administer informal surveys/class polls during the semester as a means for acquiring immediate feedback.

## Physiological Model Systems (PNB 3252) Course Outline and Calendar – Fall 2020

This schedule is subject to change, especially from school cancellations. T = Tuesday, R = Thursday Revised: 3 Oct

Day	Date	Virtual Lecture Title (online 3:30-4:45)	Selected Reading	Assignment Due
T	Sep 1	Instructor & Course Introduction	Syllabus; Ma 2004; <a href="#">IACUC</a>	
R	Sep 3	Introduction to Invertebrate Models	Gentile et al. 2011	
T	Sep 8	Nematode: <i>Caenorhabditis elegans</i>	Chalfie et al. 1994	
R	Sep 10	<i>Caenorhabditis elegans</i> II	Strange 2007	
T	Sep 15	<i>Caenorhabditis elegans</i> III	Kaletta & Hengartner 2006	
R	Sep 17	Rollout of Model Research Project and Q&A	Project Guidelines	
T	Sep 22	Fruit Fly: <i>Drosophila melanogaster</i>	Bellen et al. 2010	Project topic & research article selection
R	Sep 24	<i>Drosophila melanogaster</i> II	Bier 2005	
T	Sep 29	<i>Drosophila melanogaster</i> III	Alex et al. 2015	Unit 1 Quiz
R	Oct 1	Exam 1 Review Session Q&A (& Project Help)	Study Guide 1	
T	Oct 6	Lecture Exam 1	on HuskyCT	Draft project outline
R	Oct 8	Introduction to Vertebrate Models	Wang et al. 2017	[Contact authors]
T	Oct 13	Zebrafish: <i>Danio rerio</i>	Phillips & Westerfield 2014	
R	Oct 15	<i>Danio rerio</i> II	Demin et al. 2018	Final project outline
T	Oct 20	Amphibians: <i>Axolotl</i> & <i>Xenopus</i>	McCusker & Gardiner 2014	[Contact authors]
R	Oct 22	Reptiles & Birds / Venom Research	Utkin 2015	
T	Oct 27	Exam 2 Review Session Q&A (& Project Help)	Study Guide 2	Unit 2 Quiz
R	Oct 29	Lecture Exam 2	on HuskyCT	
T	Nov 3	Introduction to Mammalian Models	Wells 2015	Draft blog/infographic
R	Nov 5	Carnivora, Lagomorpha, Ungulata	King 2012; Tajeri et al. 2016	
T	Nov 10	Elephants, Cetaceans & Nonhuman Primates	Barr et al. 2003	
R	Nov 12	Rodents: <i>Mus</i> & <i>Rattus</i> I	Jackson Labs <a href="#">website</a>	Unit 3 Quiz
T	Nov 17	<i>Mus</i> & <i>Rattus</i> II	Banerjee et al. 2018	
R	Nov 19	<i>Mus</i> & <i>Rattus</i> III	Hartsough & Aplin 2016	
Su-Su	Nov 22-29	~ Thanksgiving Break ~ No classes	---	----
T	Dec 1	Exam 3 Review Session Q&A (& Project Help)	Study Guide 3	Cumulative Quiz
R	Dec 3	Lecture Exam 3	on HuskyCT	Final blog/infographic
	Dec 14-20	<b>No Final Exam! Complete animal research term</b>	<b>project</b>	project XC due

## Notes:

- Selected readings are mostly taxon-specific review articles because they summarize numerous experiments. PDFs of these papers, along with related empirical studies, are posted on HuskyCT.
- Lecture slides, participation activities, exam study guides, online quizzes, and project information and submission links will also be accessible through HuskyCT.
- Deadlines for milestones for your independent research project are suggested in red, but note that the earlier you can submit drafts for me to review, the better feedback I can give.
- The review sessions scheduled prior to each exam offer me time to catch up on lecture material should we fall behind. Please work through the questions in the exam study guides beforehand and come prepared to ask me questions you may have from them during this Q&A.

## Course Grading Overview

The graded assignments for this course are worth a total of 700 points, broken down as follows:

Assignment	Points	%
Exams (x3)	360 (120 each)	51.4
Model Organism research project	200*	28.6
HuskyCT quizzes (x4)	100 (25 each)	14.3
Participation (in-class polling & responses)	40	5.7
<i>TOTAL</i>	<i>700</i>	<i>100.0</i>

\* Additional extra credit (40 pts max) for recording a webinar or podcast



### Grading Scale:

Grade (%)	Points	Letter Grade	GPA
93-100*	651-700	A	4
90-92.9	630-650	A-	3.7
87-89.9	609-629	B+	3.3
83-86.9	581-608	B	3
80-82.9	560-580	B-	2.7
77-79.9	539-559	C+	2.3
73-76.9	511-538	C	2
70-72.9	490-510	C-	1.7
67-69.9	469-489	D+	1.3
63-66.9	441-468	D	1
60-62.9	420-440	D-	0.7
≤59.9	≤419	F	0

\* There is no A+ (97-100%) distinction in UConn's letter-grade system



Because the extra credit offered in this course amounts to a maximum of half a letter grade, your overall grades are inflated and therefore will NOT be rounded up.

## Assignment Information

**Exams (360 pts total):** There will be three exams that roughly correspond to the following taxonomic units covered in lecture: invertebrate, non-mammalian vertebrate, and mammal models. Exams will be administered online on HuskyCT through LockDown Browser. The format of the exam questions will be primarily multiple choice, in addition to some matching, ordering, diagram labeling, and True/False. Each student will be given a unique permutation of the exam generated from subsets of related questions I have compiled in a test bank. To accommodate for difficulties in taking a computerized test from home, on the exam days you will be allowed to start your test within a designated interval and you will be given a time limit that is greater than our standard 75-min meeting time. After submission and grading, exams may be reviewed by appointment with the instructor.

You should be prepared to be tested on anything discussed in class, assigned readings, and materials posted on HuskyCT, such as links to research papers or videos. Comprehensive study guides will be provided to clarify which topics will be covered on the exams and to emphasize which concepts are most important to understand.

**Model Organism Research Project (200 pts total):** Your major semester project will be researching and communicating a recent journal article on an assigned model organism. You will first gather relevant background information on the topic and species, choose a relevant peer-reviewed publication that interests you, and then develop a formal outline that effectively summarizes the methods, key findings, and important translational applications of the paper. Rather than write a formal term paper, you will compose an illustrated science blog and an infographic that explores how cutting-edge research on the

model system is benefiting society, e.g., by advancing biotechnology or improving patient care. I request that you reach out to the author(s) of the study you have chosen and ask them questions, the responses to which will greatly improve the quality of your project.

This assignment is subdivided into five parts:

1. Research topic & primary article selection, informal proposal, and instructor approval (25 pts)
2. Contact made with the corresponding author, coauthor, or lab member about their publication (25 pts)
3. Detailed outline of topic, focal article, and research implications, with annotated bibliography (50 pts)
4. Science blog with figures on research article/topic for a general audience (50 pts)
5. Multi-panel infographic accessible and engaging to a non-expert viewer (50 pts)

Moreover, extra credit will be given for recording a webinar-style presentation or a podcast about your project. Read the official Guidelines document for details on each of these graded components.

**HuskyCT Quizzes (100 pts total):** There will be four online quizzes taken through HuskyCT spaced between the lecture exams to provide an opportunity to review the recent lecture material and take practice exam-style questions. Question format will consist of multiple choice (including some with more than one correct answer), matching, ordering, and True/False.

Each quiz will be released (or “go live”) on HuskyCT towards the end of a unit and will be available to take online for multiple days. They are open-notes, but each student must work individually. One re-take is allowed, and the higher score of the two attempts will be recorded automatically in the grade book.

**Participation (40 pts):** Given the limitations of the distance learning format, student participation will be indirectly gauged by completion of one or several HuskyCT questions issued on the day of each scheduled lecture. These questions will pertain to the lecture material and you will receive full participation credit whether or not you answer the question correctly. I will also use HuskyCT for class polling, soliciting your opinion or feedback.

For those unable to log into my live lectures, these questions will be available to answer until the end of the day. That way, you will be able to view my posted slides or watch the recorded lecture later in the evening.

**Project-based Extra Credit Opportunity (40 pts max):** As a means of recouping lost points in this course on graded assignments, students can receive up to 40 extra credit points by creating a multimedia rendition of their model organism research project in the form of either a recorded presentation or a podcast. The number of bonus points awarded will be based on the quality of this production (see Project Guidelines for details).

**Assignment Feedback and Grade Postings:** Students can readily view their grades received on individual assignments and cumulative point total for the course by logging into HuskyCT and accessing “My Grades”. Descriptive statistics on class-wide grade distributions on exams, quizzes, and other major assignments will also be visible for tracking relative performance. Every effort will be made to post scores promptly and to provide feedback on written work within 7-10 days of submission. Immediately notify me if you have any concerns over marking inaccuracy.

#### Policies on Assignment Deadlines, Absences, and Scheduling Changes

**Assignment Due Dates:** All course due dates are identified either in the syllabus, handouts, or through HuskyCT announcements. (Deadlines are based on Eastern Standard Time.) I have avoided scheduling exams and presentations on significant religious holidays, but I reserve the right to change due dates as the semester progresses, which would be communicated to the class beforehand.

**Late Submission Policies:** Assignments turned in after deadline will receive a deduction in points of 10% per day. Online quizzes taken on HuskyCT cannot be submitted after their availability expires. There are no make-up lecture exams for unexcused absences. Deadline extensions and makeup work may be authorized by the instructor in cases of a legitimate absence (see below).

**Excused Absences:** Missed exams or other assignments can only be accommodated for legitimately-excused absences, such as for a medical or family emergency, participation in extra-curricular activities, or for religious observances. You must notify me of any planned absence at least 24 hours in advance. Make-up exams may be in a different format and must be completed within 5 days of the original examination date. Depending on the circumstances, smaller assignments may be exempted from the student's gradebook altogether. Providing appropriate documentation verifying the reason for your absence is preferred, e.g., a medical note from [Student Health Services](#) (SHS) or the athletic department.

**Final Exam Policies:** The week of final examinations for Fall 2020 will take place from **Mon., Dec. 14<sup>th</sup> through Sun., Dec. 20<sup>th</sup>** (see the University's [Academic Calendar](#)). However, the official course-specific final exam schedule is not released until later in the term, whereupon it can be viewed online by logging into the Student Center of the [Student Administration System](#) or through the [Office of the Registrar](#).

*There is no final exam for this class. Instead, the end of our 2-hour final exam period will be the deadline for submitting work for your project.* In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time or have "bunched finals" you must obtain official permission to schedule a make-up exam with the [Office of Student Support and Advocacy](#) (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Notification of School Closures & Emergency Preparedness:** In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through [UConn Alert](#) to be notified of class cancellations. Students should be aware of emergency procedures, and further information is available through the website of the [Office of Emergency Management](#).

## Academic Support Resources

### UConn Libraries

Take advantage of all the services that the UConn library offers for academic research and writing:

- [UConn Library homepage](#) (includes links to science journal subscriptions and search databases)
- [Biology Resources](#) by EEB Librarian Carolyn Mills (there is a wealth of research information on her site)
- [Citing sources properly and avoiding plagiarism](#) (includes links to citation managers)

### Writing Guidance

You can receive expert help with your written work from the [Writing Center](#), which runs regular tutorials for students. Visit the web site to make an appointment. The Center has a section of its web site devoted specifically to advice on [writing in biology](#) with a lot of superb information. Review this site during the first two weeks of the semester as it will serve you well for course assignments. Pay particular attention to the "[Practical Guide to Reading the Primary Literature in Biology](#)" PDF.

### Technological Software and Skills Required

For this remote course, you will need access to the following technologies:

- Word processing software and other Microsoft Office applications and [Adobe Acrobat Reader](#)
- Internet & email access, Blackboard login credentials, and Lockdown Browser
- Specialized presentation software related to course assignments, such as PowerPoint or Slides

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information. To be successful in this course, you will need the following technical skills:

- *Basic computing:* Copy and paste text, graphics or hyperlinks; use electronic mail with attachments

- Save and transfer files in commonly used program formats (DOC, PDF, etc.)

### Technology Assistance

[Technology and Academic Help](#) provides a starter's guide of FAQs to technical and academic assistance. If you have difficulty accessing HuskyCT, students can receive live, in-person, support options available during regular business hours in the Digital Learning Center ([www.dlc.uconn.edu](http://www.dlc.uconn.edu)). Students also have 24x7 access to live chat, phone and support documents through [www.ecampus24x7.uconn.edu](http://www.ecampus24x7.uconn.edu).

### Academic Calendar

The University's [Academic Calendar](#) contains important dates during this semester.

### Adding, Dropping, or Withdrawing from a Course

The Add/Drop deadline is 14 school days after the start of classes (see [Calendar](#)). If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to the [Non-Degree and Visiting Student Services](#) page of the registrar's website site for more information.

Dropping a course after the Add/Drop deadline will require signed paperwork and result in a **Withdrawal (W)** recorded on your academic record. You must officially drop a course to avoid receiving an "F" on your transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. Course **Incompletes (I)** will *only* be approved by the course instructor for extenuating circumstances. For more information, see the [Undergraduate Catalog](#).

### Students with Disabilities

The University of Connecticut is committed to assuring that the learning environment is accessible to all students and to protecting the rights of individuals with all forms of disability. If you anticipate or experience physical or academic barriers based on disability, injury, or pregnancy, you should immediately register with the [Center for Students with Disabilities](#) (CSD) through their online service called MyAccess. Students with previously-diagnosed disabilities are required to submit medical documentation to the CSD for verification and need for academic accommodations (see the [Document Guidelines](#)). The CSD will maintain confidentiality and will not disclose any information pertaining to a student's disability to faculty unless we have written permission from the student.

The CSD will inform faculty of the classroom and testing accommodation(s) it has determined the student needs to access an equal opportunity education and assist with arranging reasonable and appropriate accommodations. Instructors cannot grant student requests for academic accommodations without a letter from the CSD. Students lacking medical documentation can submit their confidential request to the CSD, which can provide individualized services and refer them to an appropriate evaluation center on campus. Contact the CSD at (860) 486-2020 or [csd@uconn.edu](mailto:csd@uconn.edu) for more information or to schedule an office appointment (Wilbur Cross Building, Room 204).

### Mental Health and Personal Well-being

Students who become overwhelmed with stress, anxiety, loneliness, or depression - or who are concerned about the wellness of a classmate - should visit UConn's [Counseling and Mental Health Services](#) (CMHS). They offer a multitude of evaluation, therapy, substance abuse, and stress-relief services. Confidential office appointments can be scheduled by calling (860) 486-4705. They also have an emergency hotline available 24/7.

## Student Standards and Codes of Conduct

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. The Office of the Provost created a [References for Syllabi](#) webpage provides a brief overview and links to important standards, policies, and resources available to help you succeed in your academic work, such as:

- The Student Code
- Class Attendance
- Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities
- Absences from Final Examinations
- Policy Statement on People with Disabilities
- Policy Against Discrimination, Harassment and Related Interpersonal Violence

### **Student Code of Conduct**

Students are responsible for acting in accordance with the University's Community Standards, which includes [The Student Code](#). Review and become familiar with these expectations. Common examples of academic misconduct include:

- *Requesting or receiving* unauthorized assistance on individually-assigned academic work.
- Using electronic devices to cheat on exams by accessing the internet, stored data, or illegally-obtained answer keys, or by communicating with others.
- *Knowingly providing* answers or other assistance to classmates on graded assignments.
- Assuming the identity of a classmate to submit graded work (e.g., written or HuskyCT exams, iClicker responses) on their behalf.
- Posting and distributing copyrighted course materials (e.g., lecture slide shows, handouts, exams, or publishers' material) to others in hardcopy form or especially on social media or other online sites, even if not for a profit.
- Any attempt made by students to improve their own academic performance, or that of a peer, by improperly seeking to influence faculty or administration (e.g., through bribery or threats).
- Committing plagiarism (see below).

### **Academic Integrity Statement and Plagiarism**

I expect all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of science, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

Cheating and plagiarism are taken very seriously at the University of Connecticut, as it does throughout academia. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism Resources](#) for students and faculty by UConn Libraries
- [How to Recognize Plagiarism](#) tutorial by Indiana University School of Education

### **Professional Communication and "Netiquette"**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide: [The Core Rules of Netiquette](#).

### **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).

### Coronavirus Pandemic Online Resources

To keep up with the latest information regarding the evolving SARS-CoV-2 pandemic and its impact on the University, UConn posts policy updates on its [COVID-19 Information Center](#), and tracks community cases on a [COVID-19 Dashboard](#), which is part of the [Reopening UConn](#) portal. The Academic Service Center of the College of Liberal Arts & Sciences ([CLAS](#)) provides advising information and FAQs for undergraduates. The UConn Health Center ([UCHC](#)) has a coronavirus news feed. In an effort to foster solidarity within our Husky community during this trying time, UConn Nation has been asked to adhere to the [UConn Promise](#) pledge.

Our state also has a dedicated [Connecticut COVID-19 Response](#) page. The U.S. Centers for Disease Control & Prevention ([CDC](#)) contains national coronavirus statistics and public health guidance. There are also global trackers by [Johns-Hopkins University](#) & [Our World in Data](#).

## Guidelines for the Independent Project on Contemporary Model Organism Research

Physiological Model Systems (PNB 3252)

*Revised: 31 Aug 2020*

**Project Overview:** Students will work independently to thoroughly investigate a recent peer-reviewed physiological study performed on a unicellular or an animal model (invertebrate or vertebrate), which advances our understanding of human physiology, medicine, and/or society in general. The focal paper must have been published within the last three years (i.e., 2018-2020) and should inform applied fields like biomedicine, psychology, embryology, or biotechnology. Each student will read the chosen article in-depth, compile references related to the experiment, topic and species, compose an outline centered on the scientific context, synopsis of the article's methodology, results and its translational implications, contact the corresponding author, a coauthor, or other members of the lab team to gain deeper insights, and compose a science blog and complementary infographic that highlight the essence and the importance of this research to the public. As a supplemental assignment for extra credit, students can record a 10-min video presentation or a podcast of their project. In general, grading will be based on the effectiveness of explaining the concepts of the focal study, as well as conveying some of the broader impacts of this animal research to a nonprofessional, and perhaps skeptical, audience.

**Learning Objectives:** The main goal of this independent research project is to encourage active learning about emerging physiological discoveries of translational importance, preferably on a topic that is of keen personal interest. You will explore the primary literature and practice critically reading a paper at a level of comprehension necessary for a scientist working in that field.

A secondary objective of this assignment is to increase proficiency in communicating science to the public. In essence, you will be translating complicated physiological research for a wider audience that lacks scientific expertise (and possibly interest). Specifically, you will convey current research on a model organism using two internet-friendly formats: composing an illustrated science blog post, as well as an infographic. To organize your facts and clarify your message, you will first write a synopsis that details what the researchers investigated, what was learned from the study, and why it matters.

Students will be assessed on how well they demonstrate: **1)** thorough understanding of fundamental background information necessary to explain the relevant physiological processes and/or molecular mechanisms targeted in the selected primary article, **2)** competency at clearly summarizing the experimental methodology, results, and interpretation of the scientific evidence presented in the study, **3)** important and interesting connections made between the research on the model system expands our knowledge of human physiology, **4)** inclusion of additional information and new insights obtained directly from the lab that conducted the study, and **5)** overall cohesiveness and educational effectiveness of the final blog and infographic.

**Assignment Structure & Expectations:** This **200-pt** assignment consists of five elements:

6. Selection of topic and journal article on animal model, informal proposal, and instructor approval
7. Correspondence with the investigators about their publication and its merits and applications
8. Synopsis of paper and detailed outline of project with an *annotated* bibliography
9. Science blog on research article/topic for a general audience that includes figures
10. Multi-panel infographic designed to quickly summarize the findings and relevance of the research

To maximize the diversity of model organisms investigated by the class, after the Add/Drop deadline passes, I will randomly assign a unique taxon to each student, on which the focal article must be based. Do not be concerned if you receive an unfamiliar animal; this will also be true for most of your classmates. Students are encouraged to email or meet with me during my virtual office hours to discuss their ideas, especially in the early stages of the project.

Each of the main project components are elaborated below, including ascribed point values and tentative due dates:

**1) Approved topic & central journal article (25 pts; article selection will be due four weeks after the start of classes on Friday, 25 Sep)**—After considering potential applied topics on your designated model organism that you find fascinating, begin reading the relevant background information and primary research articles. Next, narrow down your choices before selecting a recent, peer-reviewed paper published within the past three years that will be the focus of your blog and infographic. The central article you select should be an empirical study as opposed to a current review of the literature.

Each student must receive final approval from me on their chosen paper and topic. To confirm, please briefly define your proposed topic and share with me a PDF or link to the main article that you wish to explain in your science blog and infographic. You can upload your prospective paper (or top two choices of promising papers) to a Google Drive folder. If you are conflicted about your paper, I may be able to offer guidance or send you additional references or links of relevance.

**2) Author correspondence (25 pts; email your questions early to allow time for a response)**—Peer-reviewed articles are not easy reading, even for scientist. These papers are dense and dry, and to limit page length, they may lack explanation of general concepts and omit background information considered “common knowledge” to those within the research specialty. You will likely struggle to understand certain parts of the methodology or statistical analysis of the paper you have chosen, so I want you to seek out an expert for assistance by politely reaching out to the authors with several well-written questions. In addition to asking them about their paper, you should inquire what the researchers have been working on more recently in related follow-up studies. What is the inside scoop from the lab? What are the authors’ perspectives on their

research and where it is heading? How will greater progress made in this area contribute to improving humanity? Obtaining answers to these questions and more will benefit your project by making the content more informative and engaging.

Scientists are collaborative and appreciative of people who take genuine interest in their work. Each publication lists a corresponding author who can be contacted with questions about their study, but you may also need to contact several of the authors before you get a reply. This may be because an email address is now outdated if personnel have since changed institutions. But I am confident you will hear back from someone because even busy principal investigators can forward your questions to their laboratory managers, research scientists, or postdocs working under them. Treat this correspondence like a journalistic interview, from which you can include quotes that will add first-hand accounts and make your science blog sound professional and be unique from what other science writers might comment on the same paper. The authors may also be willing to send you additional materials, such as image or videos, not found in the paper that will enrich your blog and infographic.

**3) Outline (50 pts; drafts should be submitted to me in early October for review)**—Each student is required to submit a detailed project outline that summarizes their primary article and must include all of the following components:

- a. **Title** - Choose a project title that is informative, interesting, and accurate.
- b. **Summary** - State the central theme of your project. This introductory abstract should include an explicit *rationale* for selecting your article, which effectively answers why the topic of the particular physiological paper you have chosen is important. Strengthen this section by including a main purpose, or take-home message(s), that you want your audience to learn by reading your blog and infographic. These objectives can range in scope from specific (e.g., about the model organism) to broad (e.g., about the research area).
- c. **Plan for Corresponding with the Investigators** - This section contains the names of the author(s) of the research article who you will contact to gain deeper insights about the study and any new developments. In case the corresponding author is out of reach, have at least one other author's email address ready. Also include a hyperlink to the lab page of the principal investigator/institution (which may also help you find more contacts). Next, write a short list of thoughtful questions pertaining to their research, which you will include in the formal email that you send to them.
- d. **Outline of Blog & Infographic** - Elaborate on each aspect of your project, covering your objectives stated above. You will introduce the physiological system, explain the research rationale, and summarize experimental methods. I recommend that the numbering scheme in your outline aligns with the section headers you will create in your blog, with sub-bullets containing the gist of text.

For maximum impact, your blog and infographic assignments should include the rationale and relevance necessary to answer on behalf of the audience, "Why should I care? Why does this research matter?" Therefore, both the beginning and the ending of your science blog should NOT be about your assigned study species, but instead address how the research *helps human beings*. Begin by identifying the broader issue or medical challenge that needs scientific

investigation. Next, justify how your particular model system is ideal for solving that problem. Then narrow the focus to the main article, summarizing its key methods and results. Finally, conclude with the “big picture”, defining the broader implications of the study: indicate the applications and future directions of the research. What is the potential for improving human health and well-being?

- e. **Graphic Elements** - Paste thumbnails of assorted figures you plan to include in your blog or infographic to engage your audience. Besides including simplified data figures, you may use photographs, microscopic images, or self-generated diagrams that you are considering. These illustrations should complement your text and provide added value that make them an effective teaching tool at clarifying a complicated physiological process that was tested by the investigators and engages the audience. Be selective in your choice of graphics; merely pasting data figures from your main paper is inadequate and will likely be too confusing for the public to comprehend.
- f. **Annotated Bibliography** - Append a bibliography that lists a minimum of **4** primary research articles. Include the focal paper along with supporting articles, as well as any additional references of secondary sources used for interactive learning aids, such as web links. (Only the main article carries the publication year restriction.) References must be properly formatted according to the “Name-Year” format used in biology journals (see any journal’s author guidelines or the APA guidelines). *Annotations are required for each citation*: provide a brief (2-4 sentence) synopsis of the source and how it will be used in the project.

Class enrollment is large and I have no Teaching Assistant, so the more detail (and the earlier) you can send me your outline, the more notice I will have to provide you with better feedback, which if implemented, should help your grade on this term project. Share with me your project outline via your Google Drive folder and upload the finalized version using the HuskyCT submission link.

- 4) Model Organism Blog (50 pts; due during Finals week)**—Students will complete a science blog post summarizing their focal research publication and topic. This blog post about your research project is a piece of science journalism that targets a public audience of non-specialists. Your task is to summarize the dense and technical publication on the model organism, recasting it in an accessible and interesting manner. In other words, you will be *translating* your translational research using an engaging, conversational writing style, unlike rigid, jargon-rich academic writing!

*Content & formatting*: This blog ultimately shines a spotlight on your focal article and should answer **1) What's the problem? 2) What did they find? and 3) What does it all mean?** The blog should include a catchy title, address the research rationale and question/hypothesis, summarize the main experimental design and results, and promote their broader significance. Pithy section headers are recommended to help organize and improve readability. You also have the freedom and flexibility to explore your topic in new ways and do not need to dwell on your focal article if you want to touch on other papers or research implications. The language of the blog is more conversational than formal, which allows you to reach a wider, more diverse audience. Avoid [jargon](#) where possible; if a term is essential to the work or is gaining traction in popular parlance, then be sure to define it. The length of the blog should be roughly 1200-1500 words or more (including figure captions). Feel free to embellish the layout design to add aesthetic appeal.

Drafts of your science blog should be uploaded to your Google Drive folder; final versions should be uploaded through the HuskyCT assignment link as a .docx or .pdf.

*Graphic design:* The best science blogs are aesthetically illustrated to reinforce concepts. Your blog post should include at least **3** photos, figures, or other graphics that add clarity and interest. Add a one sentence caption underneath each figure and credit the source. *The figures need not come from the paper itself*, and if they do, they should not overwhelm the reader. For example, select panels should be cropped from multi-panel figure arrays. Sometimes figures from publications have been simplified for press releases or graphical abstracts. You can also contribute your own tailor-made diagrams.

*Hyperlinks, citations & references:* The blog is an online medium, which like other news articles, contain clickable hyperlinks that direct readers to web sources where they can find clarifying background information, including definitions of complex terms or concepts, as well as be introduced to related topics. In Microsoft Word, hyperlinks can be readily added to text using the Right Click>Insert Hyperlink (the command is also found in the "Insert" tab of the ribbon). Hyperlinks can also be added to numeric superscript citations, which are preferred to parenthetical citation format in a blog post. Avoid quoting publications directly; you should aim to paraphrase. (In contrast, selected quotes from your personal communication with the authors are encouraged.)

Your primary article and any additional sources from your reference library that you cite can be listed in a bibliography appended to your blog using APA citation format, numbered in order of citation in the text. (No page break is necessary.) This reference section does not count towards word/page limits.

*Blog examples:* Some online sources of science journalism that best represent the desired format can be found at [ScienceDaily.com](http://ScienceDaily.com), [Phys.org](http://Phys.org), [Inside Science](http://Inside Science), [The Conversation](http://The Conversation), [Massive Science](http://Massive Science), and the newsletter pages of [Science](http://Science) and [Nature](http://Nature) journals, among many others. Learn more about science writing for public consumption from [this webinar](#) by Dr. Melinda Smith.

*Why blog?* The ubiquity of the internet and the rise of social media have created a world where we are inundated with more information than can possibly be viewed in a single lifetime, creating a competitive marketplace for our attention. Paradoxically, peer-reviewed research published in professional scientific journals can be disseminated globally like never before via online access, yet with time in short supply, these articles are easily buried by the plethora of shorter and more penetrable materials to read on the web. Thus, scientists seeking to maximize their visibility for themselves and their labs need to build a strong web presence and become proficient **science communicators** who are fluent translators of their own work. Towards that end, in addition to publishing in The Literature, many investigators also blog about their research to draw attention to their important discoveries by reaching general audiences.

- 5) Infographic (50 pts; due during Finals week)**—As evidence of your mastery of visually communicating scientific material, you will create a multi-panel infographic that represents the main messages conveyed in your focal research paper. Infographics differ from research posters in that the former have far less text and lack jargon, rigid sections, and a bibliography. Font size in an infographic is larger and the ratio of text:graphics is more evenly balanced - often skewed more towards visuals - and the graphic design shares a common color and layout scheme. Infographics also use simple icons to differentiate topics, rather than words or bullets.

As print or digital marketing tools, effective infographics follow a “5-second rule”: passersby should be drawn in within 5 seconds of glancing at an infographic on display, else they will walk

away uninterested. I will be judging your composition by its clarity at emphasizing the central issue and message fit for public consumption, integration of primary source material (including graphics, so long as they are not dry and complicated figures), demonstration of impact (i.e., “Why should we care?”), and overall aesthetic design (which is denigrated by small text).

Infographics should be **at least three panels** or sections (aligned vertically or horizontally) and conform to either a poster format or a brochure. Digital copies can be uploaded as PDFs to your Google Drive folder, with final versions being uploaded to HuskyCT.

Infographics are fun to make and can be easily created from templates using web apps like [Adobe Spark](#), [Canva](#), [Piktochart](#), or [Easel.ly](#). After creating accounts, you can design crisp, simple graphics to complement your text. Publication-quality biology diagrams and icons to insert in the infographic can be made with [BioRender](#). You can also create word clouds of topic-related terms using [Word Art](#). To maximize impact, main sources should be made linkable to smartphones using free [QR code generators](#). Citations are less helpful because it requires viewers to copy them down rather than be directed to a URL.

*Infographic examples:* Infographics are used by nonprofit organizations (e.g., the [ALS Association](#)), as well as for public health education (e.g., the [CDC](#)). A large repository of infographics that vary in style can be viewed at [DailyInfographic.com](#).

**Extra credit (due Finals week):** Students can earn *up to* 40 bonus points on their project by completing ONE of the following additional recorded assignments: a slideshow presentation or a science podcast. Each option is challenging in its own way. The length of either production should run about **10 minutes** at a minimum. For these oral assignments, you should work off of a transcript and rehearse what you plan to say before you record to improve the pace and the smoothness of the talk and not meander off script. Also aim to remove the placeholder utterances ‘um’, ‘ah’, ‘so’, etc. from your speech. However, don’t become paralyzed with anxiety over sounding perfect. If you keep the tone conversational, you’ll feel more relaxed.

A) *Slideshow presentation* - Analogous to an in-class oral presentation, as the teacher you will explain the model organism study and what it means for people. The quality of this prerecorded talk will be determined by its content, slide quality and flow, and delivery. The best way to engage the audience is to begin broad by introducing the general area of research or health problem, then focus in on the study specifically, and finally zoom out again to discuss the paper’s big-picture conclusions. I will be looking for mention of research justification and rationale, why the particular organism was a good model system, abridged methods, results summary, and broader translational impacts or other societal impacts. Slides should not be cumbersome or distracting, but be easy to read, containing as few words as possible to convey the idea and have numerous, helpful graphics or animations. *Less is more*. Do not include every figure in the paper, but rather be economical about what makes the final cut. Where appropriate, please attribute authorship on the slides by including parenthetical citations.

B) *Science podcast* - Podcasting has boomed because it is an excellent way to reach huge audiences people who are too busy to devote adequate personal time for reading or watching television programming, but can listen while performing some other activity, like exercising, commuting, or doing chores at home. Examples of weekly popular science podcasts include [Science Friday](#), and those from the journals [Nature](#) or [Science](#), among many others. They often include interviews with a guest scientist or science journalist, but can also work as a solo narration. Your podcast segment should follow the storyboard described above for the presentation, but since there are no visual aids, the utmost care must be taken to verbally describe the experimental design and results. There are several free podcasting apps that allow novices to produce professional-quality sound engineering, e.g., [Anchor](#) and [Audacity](#).

**File Management:** To facilitate feedback and revisions (and avoid email burial!), we will use Google Drive’s file management and sharing platform for this multi-stage project. Each student will create a Google Drive folder that they will share with me (allowing editing privileges so I can make

suggestions) and in which they will upload their documents: topic and focal article link/PDF, article synopsis, blog, infographic, and extra credit files. There are approximately 60 students in this class, so clearly label your files by including your name in your folder and submissions. Final versions of project files should be uploaded to HuskyCT for grading.

**Considerations regarding topic/paper selection:** Within your assigned taxonomic group, you have latitude to choose a study that you find genuinely interesting and beneficial. As you search the literature for papers, keep in mind that the best student projects will be on a primary research article that...

- 1) *You explicitly refer to in your blog and infographic.* Inclusion of the most important experimental methods and data from the publication in your science blog and infographic, rather than merely vague allusions to the study, will show me that you have put in the effort to thoroughly read the paper and can comfortably navigate through the research head-on.
- 2) *You understand well enough to educate others.* Physiological publications are dense and full of jargon and acronyms. A thorough comprehension of your chosen paper is essential to comfortably explain complex physiological processes, clarify intricate, technical experimental procedures and figures in the primary article(s), and distill conclusions and implications of the study to an audience who has not read them. After reading the article, you should be capable of leading a journal club discussion. If, however, you worry that you could not easily describe it to a friend, consider finding another paper.
- 3) *Has real implications for increasing human well-being.* A primary justification for conducting research on animal models is that it has the potential to reveal important physiological processes or responses that directly translate to improved human health. Ideally, you will be able to practically apply the physiological principle or its manifestation in the model organism to solving a medical or other societal problem. Such a straightforward linkage strengthens the rationale of your project.

2020-286      GEOG 2300E      **Revise Course (guest: Andy Jolly-Ballantine) (G) (S)**

COURSE ACTION REQUEST	
CAR ID	20-3176
Request Proposer	Jolly-Ballantine
Course Title	Introduction to Physical Geography
CAR Status	In Progress
Workflow History	Start > Geography > Return > Geography > 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	GEOG
School / College	College of Liberal Arts and Sciences
Department	Geography
Course Title	Introduction to Physical Geography

Course Number	2300
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are proposing to add the E designation to the existing Physical Geography class.

CONTACT INFO	
Initiator Name	John A Jolly-Ballantine
Initiator Department	Geography
Initiator NetId	jcb08002
Initiator Email	<a href="mailto:john-andrew.ballantine@uconn.edu">john-andrew.ballantine@uconn.edu</a>
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 Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	Yes
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	128
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture with activities

COURSE RESTRICTIONS	
Prerequisites	Cannot be taken for credits after passing GEOG 4300.
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?	Avery Point, Storrs
If not generally available at all campuses, please explain why	Geography does not have staff at other campuses, although this class is occasionally taught by adjunct faculty on other campuses. The class is offered online most summers.
Will this course be taught off campus?	No
Will this course be offered online?	Yes

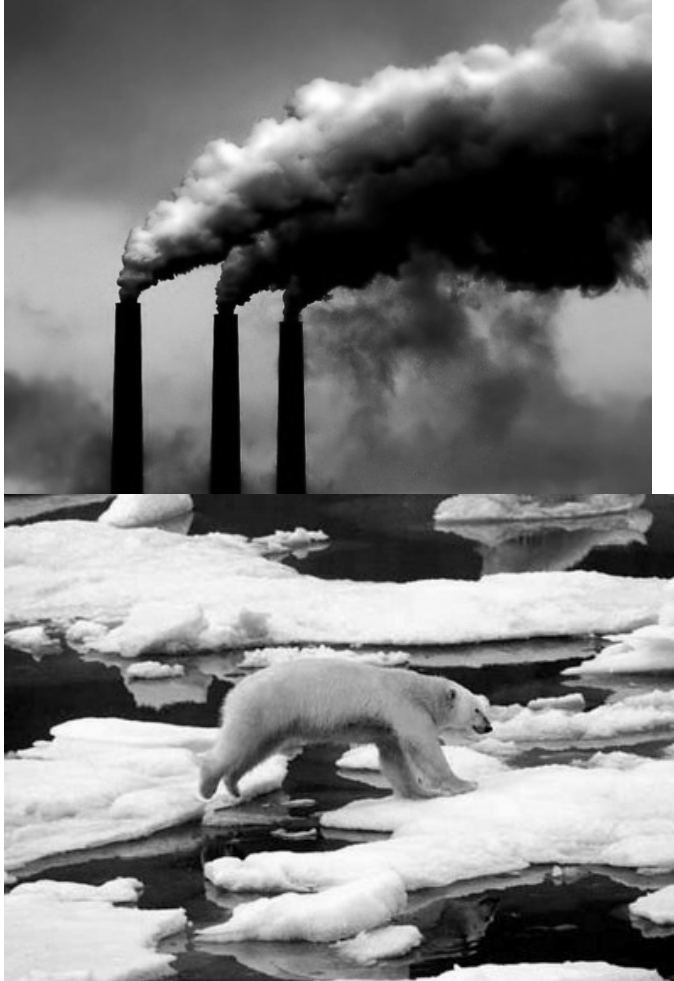
COURSE DETAILS	
Provide existing title and complete course catalog copy	GEOG 2300. Introduction to Physical Geography 3.00 credits Prerequisites: Cannot be taken for credits after passing GEOG 4300. Grading Basis: Graded The physical elements and processes of the lithosphere, hydrosphere and atmosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography. CA 3.
Provide proposed title and complete course catalog copy	GEOG 2300E. Introduction to Physical Geography 3.00 credits Prerequisites: Cannot be taken for credits after passing GEOG 4300. Grading Basis: Graded The physical elements and processes of the lithosphere, hydrosphere, atmosphere, and biosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography and relationships between humans and the physical environment they interact with every day. CA 3.
Reason for the course action	With the advent of the Environmental Literacy designation, we would like to add this designation to Physical Geography because the criteria of the E-designation (especially 1 and 2) fit the core concepts that are taught throughout this class. The minor change in the proposed catalog copy serves to emphasize this.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	COURSE GOALS/LEARNING OBJECTIVES After this class, students will be able to: 1. Understand the Earth's physical landforms and the processes that shape them 2. Appreciate how climate, organisms, tectonics, human activity, and time shape landscapes 3. Learn how soils, climate, and culture create the conditions for different forms of food production around the world 4. Recognize the ways in which humans impact the environment and are influenced by it 5. Become familiar with methods and tools scientist use 6. Understand the links between the different physical systems to form environments across the varied parts of the world
Describe course assessments	Students are assessed by mixed multiple choice and short answer exams, short quizzes, weekly assignments relating the material to their lives, and participation in the class through iClicker/REEF assessments.
General Education Goals	Introduction to Physical Geography strives to meet the standards of General Education classes in the following ways: 1) become articulate: Students regularly participate in discussion with one another and are asked to share findings with the rest of the class 2) acquire intellectual breadth and versatility: Students explore the scientific method through understanding the many approaches different scientists have used in exploring the natural world around us. Reading about and discussing different scientists from different time periods and cultural traditions provides students with a view of many approaches to problem solving. 3) acquire critical judgment: Students explore important, current topics in science, like climate change, and examine arguments on both sides of the issue and which arguments follow the scientific method in their approach and which are motivated by other factors. 4) acquire moral sensitivity: Students examine issues, such as natural disasters, where extreme events disproportionately impact disadvantaged communities that have less ability to recover from these impacts. 5) acquire awareness of their era and society: In studying science, students learn how scientific expertise is portrayed in today's media and how special interests cast doubt upon scientific findings. Students learn about technology they use relate to principles learned in class like whether microwave radiation from microwave ovens or cell phones can harm them. 6) acquire consciousness of the diversity of human culture and experience: This is harder to directly address in a class about the natural world, but in discussing the physical world as a whole, diverse environments and the ways different human cultures use and co-exist with those environments are topics that are discussed. 7) acquire a working understanding of the processes by which they can continue to acquire and use knowledge: As a class about science, the ways in which the scientific method is used to better understand the world, verify findings, and inform decisions is constantly revisited.
Content Area: Science and Technology (non-Lab)	Introduction to Physical Geography has been a CA-3 class for many years and is built to fit the criteria of this content area in the following ways: 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods: As an interdisciplinary science exploring many facets of the Earth system, Physical Geography touches on many contemporary bodies of knowledge and utilizes many methods special to Geography such as Geographic Information Systems (GIS) and remote sensing. Current and traditional issues in physical geography include understanding the seasons and radiation, climate change, weather, hydrology (water resources and flooding), landscape change (e.g. erosion and shifting rivers), changes in our oceans, tectonics, and patterns of organisms around the planet. 2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge: The scientific method is presented from the outset and constantly applied to how we understand different facets of the Earth system in issues like climate change and flooding. The students are expected to develop a critical understanding of how to

	<p>identify the relevant facts where controversy is manufactured, how to critically think about scientific problems and their implications for society, and how to appreciate the ways in which the scientific method has been applied to develop our current understanding of our natural world and push the boundaries of our understanding in cutting-edge research. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions: Although much of the material is settled science, it is always important to expose the students to current research in these fields, whether that be work done at UConn by professors in this area, interesting findings on specific topics like the biogeography of animal migration, or high profile work being done at a national level to further our understanding of the natural world. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society: As mentioned in point 3, current examples of interesting and current research are used to stimulate discussion and interest in further exploring science. Online discussion threads are used to encourage students to talk about their own observations of the world and what they have found in the media.</p>									
<b>Environmental Literacy</b>	<p>The purpose of this proposal is to add the Environmental Literacy designation to Introduction to Physical Geography. Please see the attached justification document for details on how the Environmental Literacy criteria are applied throughout the class. We request this designation because Physical Geography broadly fits the requirements of E classes in the following ways: 1) theories, observations, or models of how humans impact the health and well-being of the natural world: As a CA-3 class, GEOG 2300 constantly discusses theories, observations, and models of the natural world and there are many ways in which the class discusses the role of humans in impacting the world through pollution, erosion, changes in biogeography, climate change, etc. 2) theories, observations, or models of how the natural world affects human health and well-being: The converse of point 1 is also a major feature in this class as we discuss the many scales of impacts from climate change, extreme weather, flooding, mass movements of the earth, volcanic and earthquake hazards, etc. 3) public policies, legal frameworks, and/or other social systems that affect the environment: In discussing the ways in which human impact and are impacted by natural processes, it is necessary to consider how policy, media, popular culture, and special interests influence our perceptions of the environment and therefore our impact on the environment. The activities of this class ask students to examine their relationship to the world around in terms of carbon footprint, water use, waste, etc. 4) moral and/or ethical dimensions regarding the environment: As mentioned in the general education section, many negative human interactions with the environment disproportionately affect disadvantaged communities that are less resilient to those impacts. Students are asked to consider and discuss the implications of how legal frameworks, marginalization of some communities, and lack of empowerment of some groups further exacerbates impacts of environmental harms. 5) cultural, creative, or artistic representations of human-environment interactions: The cultural aspects of our environment are less a focus of this class, but they still appear as poetry about the aesthetic importance of wind or the famous painting of the Connecticut River Oxbow in MA as an example of fluvial processes.</p>									
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">PhysGeogSyllabus_E_PG.docx</a></td> <td>PhysGeogSyllabus_E</td> <td>Syllabus</td> </tr> <tr> <td><a href="#">PhysGeogJustification_E_PG.docx</a></td> <td>PhysGeogJustification_E</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">PhysGeogSyllabus_E_PG.docx</a>	PhysGeogSyllabus_E	Syllabus	<a href="#">PhysGeogJustification_E_PG.docx</a>	PhysGeogJustification_E	Other
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<a href="#">PhysGeogJustification_E_PG.docx</a>	PhysGeogJustification_E	Other								

### COMMENTS / APPROVALS

<b>Comments &amp; Approvals Log</b>	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	John A Jolly-Ballantine	10/02/2020 - 17:32	Submit		This is a re-submission in response to comments from last year indicating "specific the committee felt the "throughoutness" of the EL criteria was not sufficient for designation based on course calendar of topics". I have added the specific E-designation criteria to each class day in the syllabus, along with descriptions of some of the material to be learned that day that pertains to E-designation. Feel free to contact me with more questions.
	Geography	Debarchana Ghosh	10/05/2020 - 18:58	Return		Returning to the Instructor for a minor error, which needs to be addressed.
	Return	John A Jolly-Ballantine	10/05/2020 - 20:21	Resubmit		This is a re-submission in response to comments from last year indicating the committee felt that the EL criteria were not demonstrated throughout the class, based on the syllabus that had been attached. We wanted to present a syllabus that is close to what the students would receive, but the short descriptions of each topic in a traditional syllabus are not adequate to indicate the depth of environmental content presented in every class period. We have added a second, justification document to illustrate how the EL criteria are an integral part of nearly every class, throughout the semester.
	Geography	Debarchana Ghosh	10/08/2020 - 22:07	Approve	10/8/2020	Approved by Geography C&C and all faculty.

**Introduction to Physical Geography**  
**Geography 2300: Syllabus for E-Designation, modeled on Spring, 2019**



If the Earth is warming, why do we often have such cold winters?

Is it better to drink bottled water or tap water?

If thousands of rubber duckies were dropped into the Pacific Ocean, where would they go?

Why are earthquakes in Connecticut so minor when earthquakes in places like California and Japan can be devastating?

The physical world around you affects you and you change it through your actions. In this class, we will explore our physical world, the role it plays in our daily lives, and our role in changing it. Throughout this class, and your life, you should ask questions of yourself, of experts, and of sources including the many resources available in the textbook and online. First some basic questions you may have:

**WHO?**

Instructor: Dr. Andrew Jolly-Ballantine (Andy) Office: AUST 432

E-mail: [andy.ballantine@uconn.edu](mailto:andy.ballantine@uconn.edu)

Office Hours: Monday and Friday, 11-12  
and by appointment

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

### **WHAT?**

According to the catalog: "The physical elements and processes of the lithosphere, hydrosphere, atmosphere, and biosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography and relationships between humans and the physical environment they interact with every day. CA 3,E."

In short, by the end of this class you will have a basic understanding of the workings of the world's physical environment around you and your relationship to the physical world; you should be able to answer some practical questions about how our physical environment impacts your life. You may wonder why you would get a worse summer sunburn in Patagonia than Bar Harbor, ME, where to plant your strawberries, or how to decipher the Science section of the New York Times over your Sunday morning coffee. This class should provide you with useful tips for your life and the background understanding of how our physical environment works.

This course fulfills both the "E" environmental requirement and the Content Area 3 science lecture requirement of the University General Education requirements. I weave the principles of both of these requirements throughout the class through readings, discussions, in-class activities, and take-home assignments. On the environmental side, we focus on how humans change the physical environment around them and how the environment, in turn, impacts humans through various mechanisms such as natural hazards associated with climate change, tectonics, land use/land cover, and other issues we discuss through the semester. We will also look into policy implications and aesthetic qualities of the physical environments we discuss. On the scientific side, we focus on exploring how we understand our physical environment through personal observation, application of the scientific method, and careful study of the work of the scientists who came before us. Being able to critically analyze information, make decisions based on information, and take informed action is essential to being a member of society, no matter what career path you choose. Being appreciative of the aesthetic qualities of our natural environment and the actions you can take to make the world a better place is one of the most important lessons you can gain from this class.

**WHERE?** AUST 105

**WHEN?** Monday, Wednesday, and Friday 10:10-11:00

### **BEYOND LECTURE**

I have chosen a textbook that covers most of the material quite well (it omits oceans so I will provide supplemental material) and has an abundance of online resources to help you understand the material and study for exams. I move through a lot of material in lecture, so if there is anything you don't catch the first time, use the book to reinforce your knowledge or come and talk with us. Please read the text and readings before the class session on the topic. Not all of the readings will be covered in lecture, but will supplement the in-class presentation. Please feel **free** to ask questions about any reading material that is unclear.

**Required Text:** *Introducing Physical Geography 6th. ed.* by Strahler (Available through the bookstore or online). You may use the 5<sup>th</sup>. Edition with two cautions: 1) You will need to figure out the appropriate page numbers based on the topics in the schedule. 2)

The textbook has some excellent online resources that could help you. I suspect these will be unavailable to you if you use the earlier edition.

**Additional Required Readings:** I will assign a few additional readings over the course of the semester, and place these on HuskyCT. These readings will be announced in class and can be found in the announcements section for this class on HuskyCT.

**Readings of Interest:** I have a scoop.it site at which you can find pieces I find interesting on any number of topics related to this class and other areas of interest to me. I might point you toward some of these on occasion or you can browse them on your own. You should be able to find my material by searching scoop.it for Andy Jolly-Ballantine.

## **GRADING**

### **Exams (15% each)**

There will be three in-class exams to cover material presented in class and in the readings. If you do not do as well as you would like on any of the three exams, there will be an optional comprehensive final exam during the final exam period. The grade on **the optional comprehensive final will replace your lowest score of the other three exams** if your comprehensive final grade is higher. If it is lower, it will not affect your grade. This comprehensive exam will alternatively serve as a makeup for one missed exam. Because the comprehensive exam serves as a make-up, there will be no make-up exams during the semester for any reason. Please let me know within 24 hours if you miss an exam. **You can only make up one exam** in this way. Exams will include multiple choice questions and may include an optional essay question.

Before each exam, there will be an optional review session to review the material, provide a few sample questions, and answer any questions you may have.

### **In-Class Participation Assignments (20% of grade)**

The best way to learn the material is for you to be present and paying attention to the presented material, but also for you to be a part of the discussions that occur in class. On most days in class, we will have sample questions, questions on material from the book, polls, and discussions that will be important for participation. I will be using online polling as a tool to facilitate many of these in-class questions and exercises. You will need to get an ap for this and bring a device (phone, tablet, laptop) to participate. If you do not have a device, you can borrow iPads and laptops from the library. Your responses will be recorded during the class to give us live updates of how the class is answering, but I will also keep answers anonymous where appropriate. Your participation each day will be aggregated to produce an overall participation grade which should be updated at least once a week. Please get the ap and sign up by the second week of the semester.

### **Take-Home and In-Class Assignments (35% of grade)**

Over the course of the semester, I will be providing you with small assignments related to the material we are discussing. These should be informative, fun and useful for you. Some of these assignments will involve some work outside of class which you will then bring to class. Your assignment grade will be based on the number of assignments you turn in and how thoroughly you complete them. For each assignment you will receive a Y (full credit of 100%), a Y+ (extra credit of 105% for being especially thorough and thoughtful), a Y- (75% credit for an incomplete assignment), or no credit. You can miss

one assignment without adversely affecting your grade. Turning in all of the assignments and receiving a check for each will earn you extra credit. Late assignments will **not** be accepted unless you have notified us in advance and received approval.

### **Grading Summary**

Exams 1,2,3:	15% each
In-Class Participation Assignments	20%
Take-Home Assignments	35%

Grades will be posted on HuskyCT as soon as they have been completed. Note that 55% of the grade for this class is assignments and participation. In other words, participating in all of the classes and doing all of the assignments gets you most of the way to a passing grade so even poor performance on the exams can still mean a good overall class grade. Conversely, if you don't attend class and/or do the assignments, you will get a bad grade in this class, no matter how well you do on the exams. For grade cutoffs, I use the following cutoffs and I do not round up or down:

92-100 = A, 90-91.9 = A-  
88-89.9 = B+, 82-87.9 = B, 80-81.9 = B-  
78-79.9 = C+, 72-77.9 = C, 70-71.9 = C-  
68-69.9 = D+, 62-67.9 = D, 60-61.9 = D-

**POLICIES AND EXPECTATIONS:** We encourage everyone to attend all class sessions as there will be participation assignments on most days. Homework assignments will be turned in or posted to HuskyCT by the beginning of class. Most homework assignments will have a full week to complete so **late assignments will not be accepted**. If you are sick and cannot get an overnight assignment to class, e-mail the assignment to the TA before the beginning of the class during which the assignment is due. You will receive a full Y grade if you can produce a doctor's note (or other appropriate, official proof of absence) when you return to class, or a Y- if you only send the completed assignment. I will be using HuskyCT to post grades, post readings and assignment-related materials, and make announcements about changes. I will make all announcements in class as well. You are responsible for readings, assignments and announcements on HuskyCT and I expect you to check HuskyCT, especially if you have missed a class. We also expect you to check HuskyCT for your grades on assignments. If you find a grade has not been posted, please give us at least a week from when the assignment was due to grade it, but let us know by three weeks after the due date of the assignment. After that, we will not be able to look it up.

Winter is upon us so we will follow established university guidelines regarding snow closures. If campus is closed, class will not be held. See [alert.uconn.edu](http://alert.uconn.edu) or call (860) 486-3768 to check for closure information. Any assignment due on a canceled class day, including exams, will be due the next class period.

### **I HATE TO HAVE TO SAY THIS...**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to avoid this possibility. But if there is any improperly copied material or student cheating, I will give all students involved in copying 0 credit, whether you were copied from or did the copying. For cases of cheating, I will follow the established university disciplinary procedures outlined in the student code at <http://community.uconn.edu/the-student-code/>

## COURSE AIDS

Here are several aids that can help you with the course material:

1. **Help!** We are always happy to help you with any questions you have about the class. Please take advantage of office hours to talk with us. You can also set up an appointment to meet with me or Karen outside of office hours. Feel free to catch us before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the environment.
2. **Discussion/Review sessions** will be held before exams
3. **UConn connects student services** offers a comprehensive array of academic support services. Look them up at <http://web.uconn.edu/uconnconnects/default.htm>
4. **Special requests:** Please let me know if you need any special accommodations for assignments or exams. For help, you can contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

### Tentative Schedule

The order of lectures and reading assignments may change and will be announced at least one class ahead of the change in class. I will provide page numbers of readings in the book with at least a week notice.

	<b>DATE</b>	<b>TOPIC</b>
	W 1/23	Introductions & Your Brain
	F 1/25	How We Learn and the Scientific Method
-----		
	M 1/28	Earth Systems
	W 1/30	The Shape of the Earth
	F 2/1	Earth's Revolution and the Seasons
-----		
	M 2/4	Radiation
	W 2/6	Energy Balance and Temperature
	F 2/8	Temperature
-----		
	M 2/11	Climate Change Evidence
	W 2/13	Greenhouse Gases
	F 2/15	Climate Models
-----		
	M 2/18	The Greenhouse Bathtub and Radiative Feedbacks
	W 2/20	Climate Impacts and Policy
	F 2/22	Atmospheric Pressure and Circulation
-----		
	M 2/25	Why Winds Whirl Worldwide: Coriolis & Geostrophic Winds
	W 2/27	Humidity and Precipitation
	F 3/1	<b>Exam 1</b>
-----		

M	3/4	Air Masses and Fronts
W	3/6	Weather Maps
F	3/8	The Hydrologic Cycle 1: Evaporation and Infiltration
<hr/>		
M	3/11	The Hydrologic Cycle 2: Rivers
W	3/13	Surface Waters
F	3/15	Ground Water and Water Resources
<hr/>		
	3/18, 20, 22	<b>SPRING BREAK</b>
<hr/>		
M	3/25	Erosion and Weathering
W	3/27	Fluvial Processes
F	3/29	Oceans and Human Impacts
<hr/>		
M	4/1	Ocean Properties
W	4/3	Ocean Fluxes
F	<b>4/5</b>	<b>EXAM 2</b>
<hr/>		
M	4/8	Ocean Circulation & Tides
W	4/10	Ocean Waves
F	4/12	Earth's Structure & Plate Tectonics
<hr/>		
M	4/15	Plate Boundaries and Earthquakes
W	4/17	Igneous Rocks and Volcanoes
F	4/19	Metamorphic and Sedimentary Rocks
<hr/>		
M	4/22	Biomes
W	4/24	Ecosystems & Food Webs
F	4/26	Biogeography 1
<hr/>		
M	4/29	Biogeography 2
W	5/1	Wrap-up, Final Assignment, and Evaluations
F	<b>5/3</b>	<b>EXAM 3</b>
<hr/>		
?	<b>5/?</b>	<b>Optional Comprehensive Final Exam</b>

We look forward to a fun and informative class about our relationship with the physical world around us. We welcome your questions and comments at any time during the semester.

### **Introduction to Physical Geography** **Geography 2300: Justification for E-Designation**

In this document, I provide clarification on how the principles of E-Designation are expressed throughout Geography 2300. I have provided an adjusted form of the daily course schedule to show which of the five E-Designation criteria fit on a given class day. I pepper my lectures with examples, polls, and small, active learning assessments



related to environmental topics. As a result, I cannot provide a few specific assignments where I can illustrate how the E-designation criteria apply. I would be happy to show specific activities and examples mentioned below, but hope my daily descriptions are sufficient to show how environmental principles are followed throughout the class. The schedule shown below is a sample schedule from Spring, 2019 that matches the syllabus included in this proposal.

### Tentative Schedule

For the purposes of E-Designation, I provide examples of how the environmental criteria are found throughout the class to illustrate some of the environmental (not exhaustive) topics brought up in each class session. For brevity, I will provide those E-designation criteria that are hit in each session, as listed by number:

1. theories, observations, or models of how humans impact the health and well-being of the natural world;
2. theories, observations, or models of how the natural world affects human health and well-being;
3. public policies, legal frameworks, and/or other social systems that affect the environment;
4. moral and/or ethical dimensions regarding the environment;
5. cultural, creative, or artistic representations of human-environment interactions.

<b>Date and Topic</b>	<b>E-Designation Description</b>
W 1/23 Introductions & Geography	How Geography is intimately tied to human-environment interaction and how physical geography particularly deals with this relationship. Numerous examples of current environmental problems addressed by geographic thought and tools, as well as how these tools inform political decision-making will be provided. E-Objectives 1,2
F 1/25 How We Learn & Scientific Method	Introducing the scientific method as applied to environmental problems that society faces. Discussion of the difference between science and other thought processes that guide decision-making such as belief and how these are reflected in today's policy-making discussions. E-Objectives 2,3
M 1/28 Earth's Systems	The principle systems of the Earth and the thermodynamic properties that help us understand the natural environment (e.g. open and closed systems related to radiation or the water cycle). For instance, an example of how the closed hydrologic basin (meaning no outflow, not that it is a closed system) of the Great Salt Lake is influenced by human-environment interactions is discussed, and then compared with the case of the Aral Sea and the Salton Sea where policy-making has impacted the natural balance. E-Objectives 1,2
W 1/30 The Shape of the Earth	Historic perspectives on how humans have developed coordinate systems to better navigate their environment. E-Objectives 1,3,5

F 2/1 Earth's Revolution and the Seasons	Exploring the processes that contribute to the earth's seasons and our intimate relation to the seasons and what that means for nature and society. Some artistic discussion of the aesthetics of seasons and our relationship to the changing natural world. E-Objectives 2,5
M 2/4 Radiation	Solar radiation is the basis of life and different types of radiation impacts us in different ways from UV protection in sunscreen and why it is necessary to the dangers of X-rays, to the lack of danger from microwaves and the debate (or lack of necessary debate) about cell. Phone radiation. Radiation is essential to natural processes and relates fundamentally to photosynthetic energy, the processes that drive weather, etc. E-Objectives 2,3
W 2/6 Energy Balance and Temperature	Energy influences the workings of natural systems and how temperatures impacts human societies. E-Objective 2
F 2/8 Temperature	Temperature varies in space and time and plays a role in how local communities relate to the environment. E-Objective 2
M 2/11 Climate Change Evidence	Evidence for climate change through geologic and human history. How human activity has had clear impacts on climate relative to natural cycles and how human studies enable a better understanding of climate history. E-Objective 1,2
W 2/13 Greenhouse Gases	The role of human-emitted greenhouse gases in climate change. E-Objective 1
F 2/15 Climate Models	How we better understand the climate and possible climate futures through modeling. E-Objectives 1,2
M 2/18 The Greenhouse Bathtub and Radiative Feedbacks	More ways in which small climate changes can become big and how it is hard to undo climate change if we don't make the right choices now. E-Objectives 1,2,3
W 2/20 Climate Impacts and Policy	Policies associated with climate change and how climate might impact society. E-Objective 2,3
F 2/22 Atmospheric Pressure and Circulation	Working of the atmosphere and how we relate aesthetically to wind, etc. E-Objective 2,5
M 2/25 Why Winds Whirl Worldwide: Coriolis & Geostrophic Winds	Basic science on how wind works

W 2/27 Humidity and Precipitation	Fundamental concepts around our experience of moisture in the atmosphere. Discussion of humidity and dust and human health and the urban heat island effect. E-Objectives 1,2
M 3/4 Air Masses and Fronts	Larger weather systems, including extreme weather, and how we understand them. E-Objective 2
W 3/6 Weather Maps	Interpreting weather maps
F 3/8 The Hydrologic Cycle 1: Evaporation and Infiltration	Examples of how land use changes these fundamental components of the hydrologic cycle. E-Objective 1,2,3
M 3/11 The Hydrologic Cycle 2: Rivers	Examples of the importance of rivers for human activities like commerce and how these are impacted by policy changes. Artistic examples of our relationship to rivers. E-Objectives 1,2,3,5
W 3/13 Surface Waters	See Rivers
F 3/15 Ground Water and Water Resources	How we get most of our water from groundwater and the benefits and drawbacks of wells, USTs, etc. E-Objectives 1,2,3
M 3/25 Erosion and Weathering	Threats to construction and hazardous building policies, as well as loss of topsoil. E-Objective 1,2,3
W 3/27 Fluvial Processes	River erosion and river control. Examples like flooding when use walls and dams and advantages of setback levies. E-Objectives 1,2,3
F 3/29 Oceans and Human Impacts	Human impacts on the oceans in fishing, climate impacts, pollution, etc. E-Objectives 1,3
M 4/1 Ocean Properties	Basic properties of the ocean, including salinity, density, and pollution. How ocean properties affect large-scale circulation and climate. E-Objectives 1,2
W 4/3 Ocean Fluxes	Fluxes into and out of the ocean and how they influence climate and act as a sink for carbon. E-Objective 1.
M 4/8 Ocean Circulation & Tides	How ocean tides and large-scale circulation patterns work, including the Great Pacific Garbage Patch and pollution. E-Objective 1
W 4/10 Ocean Waves	How ocean waves interact with coastlines and cause erosion. How human policies and structures affect coastlines. E-Objectives 1,2,3
F 4/12	Basic ideas of plate tectonics and the structure of the Earth.

Earth's Structure & Plate Tectonics	
M 4/15 Plate Boundaries and Earthquakes	How plate contacts lead to earthquakes. The hazards associated with earthquakes and how policies protect populations or lead them vulnerable to earthquakes. E-Objectives 2,3
W 4/17 Igneous Rocks and Volcanoes	The relationship between igneous activity, rocks, and volcanism. Relevance to everything from countertops to soil productivity to volcanic hazards. Discussion of the ethics of historic agricultural policy in Hawaii. E-Objective 1,2,3,4
F 4/19 Metamorphic and Sedimentary Rocks	Characteristics and formation environments of metamorphic and sedimentary rocks. Influence of sedimentary basins on oil resource development and how this plays a role in fossil fuel energy, as well as impacts of mining. E-Objectives 1,2
M 4/22 Biomes	Biomes and where they occur and how widespread human modification of the landscape for agriculture (including pre-historic use of fire and drying of climate in Australia) relates to the natural biome. E-Objectives 1,2
W 4/24 Ecosystems & Food Webs	How ecosystems work, the ecosystem services that support society, the role humans play in causing extinction and changing ecosystems. E-Objectives 1,2
F 4/26 Biogeography 1	Basic principles of the distribution, dispersion, and movement of organisms. How this relates to human activities. How land use policy impacts migration routes and patches of forest. E-Objective 1,2
M 4/29 Biogeography 2	See previous class session.

2020-287

GEOG 4090

Revise Course (guest: Andy Jolly-Ballantine) (S)

COURSE ACTION REQUEST	
CAR ID	19-14088
Request Proposer	Jolly-Ballantine
Course Title	Internship in Geography: Field Study
CAR Status	In Progress
Workflow History	Start > Draft > Geography > 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	GEOG
School / College	College of Liberal Arts and Sciences

<b>Department</b>	Geography
<b>Course Title</b>	Internship in Geography: Field Study
<b>Course Number</b>	4090
<b>Will this use an existing course number?</b>	Yes
<b>Please explain the use of existing course number</b>	This proposal seeks to revise the existing course so the existing number will be retained.

<b>CONTACT INFO</b>	
<b>Initiator Name</b>	John A Jolly-Ballantine
<b>Initiator Department</b>	Geography
<b>Initiator NetId</b>	jcb08002
<b>Initiator Email</b>	<a href="mailto:john-andrew.ballantine@uconn.edu">john-andrew.ballantine@uconn.edu</a>
<b>Is this request for you or someone else?</b>	Myself
<b>Does the department/school/program currently have resources to offer the course as proposed?</b>	Yes

<b>COURSE FEATURES</b>	
<b>Proposed Year</b>	2019
<b>Will this course be taught in a language other than English?</b>	No
<b>Is this currently a General Education course or is it being proposed for General Education?</b>	No
<b>Number of Sections</b>	1
<b>Number of Students per Section</b>	1
<b>Is this a Variable Credits Course?</b>	Yes
<b>Variable Credits Min</b>	1
<b>Variable Credits Max</b>	3
<b>Is this a Multi-Semester Course?</b>	No
<b>Instructional Pattern</b>	Internship

<b>COURSE RESTRICTIONS</b>	
<b>Prerequisites</b>	Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester; Open to sophomores or higher
<b>Corequisites</b>	None
<b>Recommended Preparation</b>	At least two 2000+ level classes in Geography.
<b>Is Consent Required?</b>	Instructor Consent Required
<b>Is enrollment in this course restricted?</b>	Yes
<b>Is it restricted by class?</b>	Yes
<b>Who is it open to?</b>	Sophomore, Junior, Senior
<b>Is there a specific course prohibition?</b>	No
<b>Is credit for this course excluded from any specific major or related subject area?</b>	No
<b>Are there concurrent course conditions?</b>	Yes
<b>Concurrent course list</b>	Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester
<b>List courses that cannot be taken concurrently</b>	None
<b>Are there other enrollment restrictions?</b>	Yes
<b>Other restrictions</b>	A student may not count more than six internship credits (between GEOG 4090 and GEOG 4091) toward the completion of the Geography or GIS major.

<b>GRADING</b>	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	15
Is it repeatable only with a change in topic?	No
Does it allow multiple enrollments in the same term?	Yes
What is the Grading Basis for this course?	S/U
Rationale for S/U Grading	The fieldwork portion of the internship is S/U because it relies upon the judgement of the internship supervisor, who is often a non-academic, community member, to assess the quality of the students' work. For any internship of two or more credits, at least one of the credits must be GEOG 4091 where the student is required to provide regular written work to a supervising faculty member who assesses that work for a grade.

<b>SPECIAL INSTRUCTIONAL FEATURES</b>	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	Yes
Off campus details	Many internships could involve working with an off-campus partner. Students are encourage to obtain valuable, practical experiences in the community with non-profits, business, government agencies, etc.
Will this course be offered online?	No

<b>COURSE DETAILS</b>	
Provide existing title and complete course catalog copy	GEOG 4090. Internship in Geography: Field Study 1.00 - 3.00 credits Prerequisites: Must be taken with GEOG 4091; open to juniors or higher Grading Basis: Satisfactory/Unsatisfactory A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One 8-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for 3 academic credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) May not be repeated for credit. Hours by arrangement with hosting agency, not to exceed 16 hours per week.
Provide proposed title and complete course catalog copy	GEOG 4090. Internship in Geography: Field Study 1.00 - 3.00 credits. May be repeated to a maximum of fifteen credits. Only six credits of internship (between GEOG 4090 and 4091) may count towards the GEOG or GIS major. Prerequisites: Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester; Open to sophomores or higher. Grading Basis: Satisfactory/Unsatisfactory A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One 8-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for 3 academic credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) Hours by arrangement with hosting agency, not to exceed 16 hours per week.
Reason for the course action	The existing internship is too restrictive for the Geography Department's ambitions to encourage more students to gain internship experience. We have expanded the student range to Sophomores or higher and made it possible to repeat the internship for credit. We have set a limit of six credits of internship being able to count toward the Geography or GIS major, but theoretically, a student could take up to the University maximum of 15 internship credits as part of their academic program.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	Students will acquire knowledge of the workings of the organization or research program they are working with. Students will develop skills to work independently on a project and report their findings to their supervisor and/or faculty sponsor. Many additional goals may be developed, depending on the nature of the specific internship.

<b>Describe course assessments</b>	Assessments will depend on the specific internship, but will be developed at the beginning of the semester through communication between the student, internship supervisor, and faculty sponsor (if different from the internship supervisor).		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">GrowWindham Internship Application.docx</a>	GrowWindham Internship Application.docx	Other

<b>COMMENTS / APPROVALS</b>						
<b>Comments &amp; Approvals Log</b>	<b>Stage</b>	<b>Name</b>	<b>Time Stamp</b>	<b>Status</b>	<b>Committee Sign-Off</b>	<b>Comments</b>
	Draft	John A Jolly-Ballantine	11/04/2019 - 11:20	Submit		Internships are highly variable so the syllabus is only a sample of pre-semester internship guidelines.
	Geography	Carol Atkinson-Palombo	02/13/2020 - 17:26	Approve	2/12/2020	Approved by Department C&C Committee: 2/11/2020 Approved by Department Faculty: 2/12/2020