

CLAS C&C
Chair: Pamela Bedore
Agenda Part II
12.8.2020

2020-337 SCFS Revise Minor (guest: Andy Jolly-Ballantine)

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: November 19, 2020
2. Department or Program: EVST
3. Title of Minor: Sustainable Community Food Systems
4. **Effective** Date (semester, year): Spring, 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Remove GEOG 4095 from the minor requirements. Add an additional class to the social dimensions of food systems elective category to balance the loss of GEOG 4095. Expand the list of electives in social dimensions of food systems with HDFS 3425.

Existing Catalog Description of Minor

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

Requirements

The minor consists of 18 credits as follows:

- An elective course in social dimensions of food resources that complements the student's plan of study, as approved by the students' SCFS adviser. Options include: [ARE 3260](#), [4438E](#); [NRE 3265](#); [NUSC 3230](#); [SOC 2705](#).
- A capstone writing class: [GEOG 4000W](#) or [EVST 4000W](#).
- A capstone seminar in Sustainable Community Food Systems: [GEOG 4095](#).
- Six credits of an internship class in a department appropriate to the SCFS minor.
- One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student's plan of study, as approved by the students' SCFS adviser. Options include: [SPSS 2100](#), [2500](#), and [3610](#).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

Proposed Catalog Description of Minor

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm **or community garden**) is required and residence at the farm for at least a summer is encouraged.

Requirements

The minor consists of 18 credits as follows:

- An elective course in social dimensions of food resources that complements the student's plan of study, as approved by the students' SCFS adviser. Options include: [ARE 3260](#), [4438E](#); [HDFS 3425](#); [NRE 3265](#); [NUSC 3230](#); [SOCI 2705](#).
- A capstone writing class: [GEOG 4000W](#) or [EVST 4000W](#).
- ~~A capstone seminar in Sustainable Community Food Systems: [GEOG 4095](#).~~
- Six credits of an internship class in a department appropriate to the SCFS minor.
- One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student's plan of study, as approved by the students' SCFS adviser. Options include: [SPSS 2100](#), [2500](#), and [3610](#).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

Justification

1. Reasons for changing the minor: The Department of Geography is no longer able to support a seminar dedicated only to this program so GEOG 4095 is no longer an option. We are removing this requirement and replacing it with an additional class from the social dimensions of food systems elective group. We are expanding this elective group by adding HDFS 3425: Food and the American Family.
2. Effects on students: These changes add more choices and flexibility to their program.
3. Effects on other departments: The enrollment impacts on the added class (HDFS 3095) will be small since any enrollment pressures will be spread over the multiple classes in the social dimensions of food systems elective category.
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@uconn.edu

2020-338 MATH 3636 Revise Course (guest: Daniel Watt)

COURSE ACTION REQUEST	
CAR ID	20-3997
Request Proposer	Watt
Course Title	Actuarial Statistical Modeling I
CAR Status	In Progress
Workflow History	Start > 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	Actuarial Statistical Modeling I
Course Number	3636
Will this use an existing course number?	Yes
Please explain the use of existing course number	Just changing prerequisites and course description

CONTACT INFO	
Initiator Name	Daniel C Watt
Initiator Department	Mathematics
Initiator NetId	daw18020
Initiator Email	daniel.watt@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures

COURSE RESTRICTIONS	
Prerequisites	MATH 3160 or 3165; Math 3550; STAT 3375Q

Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

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

COURSE DETAILS							
Provide existing title and complete course catalog copy	MATH 3636. Actuarial Statistical Modeling I 3.00 credits Prerequisites: MATH 3160 or 3165; STAT 3375Q. Grading Basis: Graded Introduction to the R programming language, linear regression models, generalized linear models, and time series models. Case studies are used to demonstrate applications.						
Provide proposed title and complete course catalog copy	MATH 3636. Actuarial Statistical Modeling I 3.00 credits Prerequisites: MATH 3160 or 3165; Math 3550; STAT 3375Q Grading Basis: Graded Introduction to linear regression models, generalized linear models, and time series models. Case studies are used to demonstrate applications.						
Reason for the course action	The R programming language is now being taught in Math 3550. Students need to take that as a pre-requisite since programming language R will be used in Math 3636.						
Specify effect on other departments and overlap with existing courses	None						
Please provide a brief description of course goals and learning objectives	Upon completion of this course, students will be able to build single and multiple linear regression models to analyze data, use the method of least square to estimate parameters, conduct hypothesis testing and estimate confidence intervals in linear regression models, test and select models, build linear time series models to analyze data, estimate and forecast with time series models, calculate forecast errors and confidence intervals, and write technical reports and communicate results.						
Describe course assessments	5 assignments, 2 mid-term exams, 1 group project						
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>syllabus3636r.pdf</td> <td>syllabus3636r.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	syllabus3636r.pdf	syllabus3636r.pdf	Syllabus
Attachment Link	File Name	File Type					
syllabus3636r.pdf	syllabus3636r.pdf	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Daniel C Watt	11/17/2020 - 17:21	Submit		Approval dates are 11/10 for UPC and 11/11 for Department (Ambar Sengupta)
	Mathematics	Guojun Gan	11/18/2020 - 09:07	Approve	11/18/2020	I approve the changes.

COURSE ACTION REQUEST	
CAR ID	20-4000
Request Proposer	Watt
Course Title	Short-Term Insurance Ratemaking
CAR Status	In Progress
Workflow History	Start > 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	Short-Term Insurance Ratemaking
Course Number	3640
Will this use an existing course number?	Yes
Please explain the use of existing course number	Just changing prerequisites

CONTACT INFO	
Initiator Name	Daniel C Watt
Initiator Department	Mathematics
Initiator NetId	daw18020
Initiator Email	daniel.watt@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures

COURSE RESTRICTIONS	
Prerequisites	MATH 3620. Not open to students who have passed MATH 5640.
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

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

COURSE DETAILS			
Provide existing title and complete course catalog copy	MATH 3640. Short-Term Insurance Ratemaking 3.00 credits Prerequisites: MATH 3632 or 3639. Not open to students who have passed MATH 5640. Grading Basis: Graded Credibility theory, pricing for short-term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics.		
Provide proposed title and complete course catalog copy	MATH 3640. Short-Term Insurance Ratemaking 3.00 credits Prerequisites: MATH 3620. Not open to students who have passed MATH 5640. Grading Basis: Graded Credibility theory, pricing for short-term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics.		
Reason for the course action	This change should allow students to take MATH 3640 earlier in their plan of study, the class being particularly useful prior to internship opportunities during their Junior and Senior years. We have found that students can succeed in this class without taking the current pre-req Math 3639.		
Specify effect on other departments and overlap with existing courses	None		
Please provide a brief description of course goals and learning objectives	Credibility theory, pricing for short-term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics.		
Describe course assessments	3 assignments, 3 quizzes, 2 mid-terms, 1 group project, and a final exam		
Syllabus and other attachments	Attachment Link	File Name	File Type
	SYLLABUS ~ MATH 3640 Ratemaking FALL 2020.pdf	SYLLABUS ~ MATH 3640 Ratemaking FALL 2020.pdf	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Daniel C Watt	11/17/2020 - 17:37	Submit		Approval dates are 11/10 for UPC and 11/11 for Department (Ambar Sengupta) Note: this is the second request put in - I accidentally attached the incorrect syllabus the first time. Apologies.
	Mathematics	Guojun Gan	11/18/2020 - 09:13	Approve	11/18/2020	I approve the changes.

2020-340 MATH 3641 Revise Course (guest: Daniel Watt)

COURSE ACTION REQUEST	
CAR ID	20-3999
Request Proposer	Watt
Course Title	Short-Term Insurance Reserving

CAR Status	In Progress
Workflow History	Start > 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	Short-Term Insurance Reserving
Course Number	3641
Will this use an existing course number?	Yes
Please explain the use of existing course number	Just changing prerequisites

CONTACT INFO	
Initiator Name	Daniel C Watt
Initiator Department	Mathematics
Initiator NetId	daw18020
Initiator Email	daniel.watt@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures

COURSE RESTRICTIONS	
Prerequisites	MATH 3620. Not open to students who have passed MATH 5641.
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

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

COURSE DETAILS							
Provide existing title and complete course catalog copy	MATH 3641. Short-Term Insurance Reserving 3.00 credits Prerequisites: MATH 3640. Not open to students who have passed MATH 5641. Grading Basis: Graded Techniques and underlying statistical theory for estimating unpaid claims, use of claims triangles, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness.						
Provide proposed title and complete course catalog copy	MATH 3641. Short-Term Insurance Reserving 3.00 credits Prerequisites: MATH 3620. Not open to students who have passed MATH 5641. Grading Basis: Graded Techniques and underlying statistical theory for estimating unpaid claims, use of claims triangles, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness.						
Reason for the course action	This change should allow students to take MATH 3640 earlier in their plan of study, the class being particularly useful prior to internship opportunities during their Junior and Senior years. Students can learn the material taught in Math 3640 and 3641 in either order, so there is no reason for Math 3640 to be a pre-requisite. The courses will share the same pre-requisite, math 3620.						
Specify effect on other departments and overlap with existing courses	None						
Please provide a brief description of course goals and learning objectives	Techniques and underlying statistical theory for estimating unpaid claims, use of claims triangles, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness.						
Describe course assessments	3 quizzes, 3 assignments, 2 mid-terms, 1 group project, and a final exam						
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>Math 3641_5641 SYLLABUS Spring 2020.pdf</td> <td>Math 3641_5641 SYLLABUS Spring 2020.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Math 3641_5641 SYLLABUS Spring 2020.pdf	Math 3641_5641 SYLLABUS Spring 2020.pdf	Syllabus
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Math 3641_5641 SYLLABUS Spring 2020.pdf	Math 3641_5641 SYLLABUS Spring 2020.pdf	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Daniel C Watt	11/17/2020 - 17:33	Submit		Approval dates are 11/10 for UPC and 11/11 for Department (Ambar Sengupta)
	Mathematics	Guojun Gan	11/18/2020 - 09:14	Approve	11/18/2020	I approve the changes.

2020-341 PSYC 5107 Add Course (guests: Ian Stevenson and Gerry Altmann)

COURSE ACTION REQUEST	
CAR ID	20-4154
Request Proposer	Chrobak
Course Title	Statistical Analysis of Neural Data
CAR Status	In Progress
Workflow History	Start > Psychological Sciences > 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	PSYC
School / College	College of Liberal Arts and Sciences
Department	Psychological Sciences
Course Title	Statistical Analysis of Neural Data
Course Number	51XX
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	James J Chrobak
Initiator Department	Psychological Sciences
Initiator NetId	jjc02010
Initiator Email	james.chrobak@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and problem sets will involve programming in Matlab®, R, or Python®. Course

COURSE RESTRICTIONS	
Prerequisites	None
Corequisites	None
Recommended Preparation	None
Is Consent Required?	Instructor 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	Graduate course primarily intended for PhD student at Storrs
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS									
Provide proposed title and complete course catalog copy	PSYC 51XX. Statistical Analysis of Neural Data Prerequisites: Open to graduate students; advanced undergraduates with instructor consent. Practical introduction to the analysis of neural data. Lectures and problem sets will involve programming in Matlab®, R, or Python®. Course is suitable for students with either a background in quantitative methods or neuroscience.								
Reason for the course action	This course adds to the academic program of the Psychological Sciences department. Course is applicable to Quantitative Research Methods certificate. Appropriate for only graduate and very advanced undergraduate students).								
Specify effect on other departments and overlap with existing courses	That course is applicable to Quantitative Research Methods (QRM) graduate certificate and has support of QRM steering committee.								
Please provide a brief description of course goals and learning objectives	This course aims to give students a practical introduction to the analysis of neural data. Topics will include time series analysis, regression, clustering, and dimensionality reduction with an emphasis on how these techniques are used to interpret neural signals from membrane potentials and spikes to EEG and fMRI. We will review some of the recent developments/trends in neural data analysis, and students will gain hands-on experience with these methods through in-class labs, problem sets, and a course project. This course is suitable for both students with backgrounds in neuroscience but little programming experience and students with quantitative backgrounds who are new to neuroscience. Lectures and problem sets will involve programming in Matlab, R, or Python. Course Objectives At the end of this course students should be able to... 1) Evaluate existing data analysis methods and understand their advantages and disadvantages in the context of different types of neural data. 2) Apply signal processing techniques, such as the Fourier transform and filtering, and understand their uses in neural data analysis. 3) Apply supervised (regression and classification) and unsupervised (clustering and dimensionality) machine learning techniques to neural data and understand their uses.								
Describe course assessments	Grading: Based on discussion questions and participation (25%), problem sets (25%) and final project (50%). Problem Set Policy: Working on your problem sets in groups is encouraged, but you must turn in your own work. Corrections as well as late assignments can be turned in after the due date for 75% credit. The final problem set deadline is 5pm on the last day of classes. Project Guidelines: Think of the class project as an extended lab assignment. This is a chance to explore the ideas covered in class in more depth or as they relate to your own work. In addition to giving an oral presentation on your project at the end of the semester, you should turn in a short report (5-10 pages) that describes what you did, why you did it, what you found, and why it matters. At the end of the course everyone will give a short oral presentation on their project. The format should be similar to a short conference talk. Allow ~15 min for the presentation with an additional 5 min for questions.								
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>Statistical Analysis of Neural DataSpring 2019-syllabus for submit.11.27.docx</td> <td>Statistical Analysis of Neural DataSpring 2019-syllabus for submit.11.27.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Statistical Analysis of Neural DataSpring 2019-syllabus for submit.11.27.docx	Statistical Analysis of Neural DataSpring 2019-syllabus for submit.11.27.docx	Syllabus		
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James J Chrobak	11/27/2020 - 14:05	Submit		The course was unanimously approved by the Psychological Sciences C&C committee on Nov 18, 2020.
	Psychological Sciences	Robert A Henning	11/27/2020 - 14:50	Approve		Everything looks fine.

Statistical Analysis of Neural Data

Spring 2019

Instructor: Ian Stevenson
 Email: ian.stevenson@uconn.edu
 Office Hours: By appointment in BOUS 112

Meets Wed 9a-noon in Bousfield A101A

Recommended Texts:

Matlab for Neuroscientists, 2nd Ed. Wallisch et al. 2013. Academic Press.
R for Data Science. Wickham and Grolemund. 2017. O'Reilly.
Python Data Science Handbook. VanderPlas. 2016. O'Reilly.
Information Theory, Inference, and Learning Algorithms. MacKay, 2003.

Course Description:

This course aims to give students a practical introduction to the analysis of neural data. Topics will include time series analysis, regression, clustering, and dimensionality reduction with an emphasis on how these techniques are used to interpret neural signals from membrane potentials and spikes to EEG and fMRI. We will review some of the recent developments/trends in neural data analysis, and students will gain hands-on experience with these methods through in-class labs, problem sets, and a course project.

This course is suitable for both students with backgrounds in neuroscience but little programming experience and students with quantitative backgrounds who are new to neuroscience. Lectures and problem sets will involve programming in Matlab, R, or Python.

Course Objectives

At the end of this course students should be able to...

- 1) Evaluate existing data analysis methods and understand their advantages and disadvantages in the context of different types of neural data.
- 2) Apply signal processing techniques, such as the Fourier transform and filtering, and understand their uses in neural data analysis.
- 3) Apply supervised (regression and classification) and unsupervised (clustering and dimensionality) machine learning techniques to neural data and understand their uses.

Grading: Based on discussion questions and participation (25%), problem sets (25%) and final project (50%).

Problem Set Policy: Working on your problem sets in groups is encouraged, but you must turn in your own work. Corrections as well as late assignments can be turned in after the due date for 75% credit. The final problem set deadline is 5pm on the last day of classes.

Project Guidelines: Think of the class project as an extended lab assignment. This is a chance to explore the ideas covered in class in more depth or as they relate to your own work. In addition to giving an oral presentation on your project at the end of the semester, you should turn in a short report (5-10 pages) that describes what you did, why you did it, what you found, and why it matters.

At the end of the course everyone will give a short oral presentation on their project. The format should be similar to a short conference talk. Allow ~15 min for the presentation with an additional 5 min for questions.

		Topic	Deadlines
Week 1	01/23	Logistics and introduction to the course	
Week 2	01/30	Programming Basics	Discussion Q1
Week 3	02/06	Math and Statistics Basics	Discussion Q2
Week 4	02/13	Regression and NHST	Discussion Q3
Week 5	02/20	Frequency Analysis 1	Problem Set 1
Week 6	02/27	Frequency Analysis 2	Discussion Q4
Week 7	03/06	Neural Coding	
Week 8	03/13	Journal Club Presentations	
Week 9	03/20	Spring Break	
Week 10	03/27	Unsupervised Learning	Problem Set 2
Week 11	04/03	Information Theory	Discussion Q5
Week 12	04/10	Bayesian Methods	Discussion Q6
Week 13	04/17	Voltage Models	Discussion Q7
Week 14	04/24	Final Presentations	Problem Set 3

Grading Scale:

	A	> 93	A-	90-93		
B+	87-90	B	83-87	B-	80-83	
C+	77-80	C	73-77	C-	70-73	
D+	67-70	D	63-67	D-	60-63	F < 60

Academic Integrity: Academic dishonesty of any type will not be tolerated. Copying Exam or Lab answers and plagiarizing material for the Lab Group Project will be treated as a serious offence, and cases of misconduct can result in a failing grade for the course. Students should refer to the Student Code for specific guidelines: <http://community.uconn.edu/the-student-code-preamble/>.

Accessibility: Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

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

with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>

2020-342 PSYC 5314 Add Course (guests: Ian Stevenson and Gerry Altmann)

COURSE ACTION REQUEST	
CAR ID	20-3816
Request Proposer	Chrobak
Course Title	Event Cognition
CAR Status	In Progress
Workflow History	Start > Draft > Psychological Sciences > 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	PSYC
School / College	College of Liberal Arts and Sciences
Department	Psychological Sciences
Course Title	Event Cognition
Course Number	5514
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	James J Chrobak
Initiator Department	Psychological Sciences
Initiator NetId	jjc02010
Initiator Email	james.chrobak@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	Seminar with discussion and student presentations

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?	Storrs
If not generally available at all campuses, please explain why	Graduate course with students/faculty only located in Storrs
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS							
Provide proposed title and complete course catalog copy	PSYC 5314. Event Cognition Prerequisites: Open to graduate students and advanced undergraduates with instructor consent. An interdisciplinary examination of events as the fundamental unit of cognition. Diverse methodologies in neuroscience, experimental cognition and computation, and event cognition and its relation to memory.						
Reason for the course action	This course adds to the academic program of the Psychological Sciences department. Some of the course content has been offered previously as PSYC 5570 Current Topics in Cognitive Science. Appropriate for only graduate and very advanced undergraduate students.						
Specify effect on other departments and overlap with existing courses	Course is applicable to CogSci Graduate Certificate and would be available to advanced undergraduates in cognitive science and/or psychological sciences. Note this course has support of Cognitive Science Program Steering Committee.						
Please provide a brief description of course goals and learning objectives	Develop and broaden understanding of events as a fundamental unit of cognition. Develop and broaden understanding of current experimental protocols and technology used to assess cognitive processes and underlying substrates. Develop and broaden conceptual relationship between events, language and sentence processing and component memory systems						
Describe course assessments	Evaluation: Grades will be based on: 1. Presentations (25%) 2. A review paper (see below) (50%) 3. Week 13 contribution (proposed experiment) (25%)						
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>Event Cognition-syllabus-submitted.docx</td> <td>Event Cognition-syllabus-submitted.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Event Cognition-syllabus-submitted.docx	Event Cognition-syllabus-submitted.docx	Syllabus
Attachment Link	File Name	File Type					
Event Cognition-syllabus-submitted.docx	Event Cognition-syllabus-submitted.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	James J Chrobak	11/10/2020 - 10:57	Submit		Course was unanimously approved by Psychological Sciences C&C committee on Nov 18, 2020
	Psychological Sciences	Robert A Henning	11/27/2020 - 15:01	Approve	11/18/2020	Everything looks fine.

EVENT COGNITION SPRING 2019

Gerry Altmann

Thursdays 2pm–5pm, ARJONA 306

Seminar overview and weekly readings

NOTE: Updates to this syllabus are possible.

Instructor: Gerry Altmann (gerry.altmann@uconn.edu)

Office Hours: by appointment

Class Time: Thursdays 2pm – 5pm (flexible. Date and time may change to accommodate clashes)

Class Location: ARJONA, 306

Course Description: Events are a fundamental unit of cognition. They are also what typical sentences denote: i.e. that someone did something, possibly to someone, and possibly at some time and in some location. What are the critical aspects of language that convey event-relevant information? How are these aspects used, and when, as sentences unfold? And regardless of whether events are learned about through language, or experienced directly via the senses, what are the conceptual correlates of events? In addressing these questions, we shall review relevant studies from different literatures ranging from neuroscience to sentence processing, from developmental psychology to memory, using methods as diverse as eye tracking, video segmentation, and fMRI (as well as a whole host of other techniques commonly used in experimental studies of human cognition). Our goals will be to understand (i) what are the ‘representational products’ of event comprehension (again, whether experienced through language or directly), (ii) how these unfold in real-time as we hear, read, or see, and (iii) what brain mechanisms might support these representational products. We shall also consider how children construe events. Many (but not all) of the readings will relate to language research, in part because language offers an easy entry into the cognitive system; other readings will focus on action understanding, the neurobiology of (semantic and episodic) memory, and computational accounts of the different memory systems (though no expertise in computation is expected or required). The format will be seminar: At each class we will discuss the paper(s) that have been assigned for that day’s topic. Each discussion will have at least one “facilitator” who will start the discussion by providing a brief overview of the paper. All papers will be available online.

Format: Seminar with discussion.

Readings: Each seminar will have required readings. These are shown below.

Seminar Format: There will be one student presentation per week (each covering one of the readings). Students not presenting will be allocated one of the other readings and will prepare a ¾-1 page abstract of the reading, written in an accessible manner (cf. a textbook) that will convey the necessary material to anyone not familiar with the paper. For each seminar, I’ve marked with an asterisk the paper you should read if you could only read one paper that week. If you think one of the non-asterisked papers would be more relevant, let me know. Presentations, like the abstracts, are intended to convey the critical material to anyone not familiar with the paper, and should take no more than 15 minutes. Presenters are tasked with the responsibility of presenting the equivalent of a tutorial introduction to the topic. A good presentation should avoid the need for the others in the class to read the original paper! Similarly for the abstracts. Each week I shall provide some background on the following week’s readings (i.e. why they’re there).

Evaluation: Grades will be based on:

1. Presentations (25%)
2. A review paper (see below) (50%)
3. Week 13 contribution (see below) (25%)

Review paper: 2,000 words on the potential role of any one of the following in event representation: (A) intentionality, (B) causality, of (C) the different substructures of the hippocampus, and their likely functions. The presentations in Week 12 will be relevant, as are the other readings in that week. Reviews will be expected to use information from those readings *and others, researched by the student independently*. Due date to be decided.

Week 13 contribution: see Week 13 seminar below... ☺

1. 1/24 Introduction, overview, and planning

I shall introduce the overall aims and objectives of the course, as well as an overview of the material to be covered. We shall also discuss the weekly assignments, the purpose of Seminar 13, and the course evaluations. We will assign students to the readings for each week. I shall also present an account of event representation that will form a backdrop against which to evaluate the utility of the subsequent material on the course.

2. 1/31 Situated and Grounded Cognition

These readings serve as context – the state-of-the-art (or lack thereof!) regarding cognitive representation against which we shall evaluate theoretical progress on this course. Zwaan & Radvansky is specifically about situation models – the precursor to much subsequent work.

Zwaan, R. A., & Radvansky, G. A. (1998). Situation models in language comprehension and memory. *Psychological Bulletin*, 123, 162–185.

Glenberg, A. M. (1997). What memory is for: Creating meaning in the service of action. *Behavioral and brain sciences*, 20(01), 1-19. (NB. There is peer commentary pp. 19-41, and then a response by Glenberg pp. 41-50; you don't need to read all the commentary and responses unless you want to!).

*Pezzulo, G., Barsalou, L. W., Cangelosi, A., Fischer, M. H., McRae, K., & Spivey, M. (2013). Computational grounded cognition: a new alliance between grounded cognition and computational modeling. *Frontiers in psychology*, 3, 612.

3. 2/7 Event Segmentation Theory

“working memory representations of events exist because they improve perception and prediction” – here, we shall learn how and why

*Kurby, C. A., & Zacks, J. M. (2007). Segmentation in the perception and memory of events. *Trends in Cognitive Sciences*, 12, 72–79

Zacks, J. M., Speer, N. K., Swallow, K. M., Braver, T. S., & Reynolds, J. R. (2007). Event perception: A mind/brain perspective. *Psychological Bulletin*, 133, 273–293.

Zacks, J. M., & Tversky, B. (2001). Event structure in perception and conception. *Psychological Bulletin*, 127, 3-21.

Zacks, J.M., Braver, T.S., Sheridan, M.A., Donaldson, D.I., Snyder, A.Z., Ollinger, J.M., Buckner, R.L., & Raichle, M.E. (2001). Human brain activity time-locked to perceptual event boundaries. *Nature Neuroscience*, 4(6), 651-655.

And for a summary, see <http://www.apa.org/science/about/psa/2010/04/sci-brief.aspx>

4. 2/14 Event Horizon model

On the consequences of transitioning from one event to another – i.e. across event boundaries

Radvansky, G. A. (2012). Across the event horizon. *Current Directions in Psychological Science*, 21(4), 269-272

*Radvansky, G. A., & Zacks, J. M. (2017). Event boundaries in memory and cognition. *Current opinion in behavioral sciences*, 17, 133-140. *This is a good review of both Event Segmentation Theory AND the Event Horizon model.*

Pettijohn, K. A., Thompson, A. N., Tamplin, A. K., Krawietz, S. A., & Radvansky, G. A. (2016). Event boundaries and memory improvement. *Cognition*, 148, 136-144.

Radvansky, G. A., Krawietz, S. A., Tamplin, A. K. (2011). Walking through doorways causes forgetting: Further explorations. *Quarterly Journal of Experimental Psychology*, 8, 1632-1645.

5. 2/21 **Event knowledge as Semantic Memory**

Do the origins of event representation lie in word meanings and the concepts associated with verbs, thematic roles, etc?

Ferretti, T. R., McRae, K., Hatherell, A. (2001) Integrating verbs, situations schemas, and thematic role concepts, *Journal of Memory and Language*, 44, 516-547.

Hare, M., Jones, M., Thomson, C. Kelly, S., McRae, K. (2009) Activating event knowledge, *Cognition*, 151-167.

*Khalkhali, S., Wammes, J., & McRae, K. (2012). Integrating words that refer to typical sequences of events. *Canadian Journal of Experimental Psychology*, 66(2), 106.

Warglien, M., Gärdenfors, P., & Westera, M. (2012). Event structure, conceptual spaces and the semantics of verbs. *Theoretical Linguistics*, 38(3-4), 159-193. *This is an important paper that defines the meanings of verbs in terms of the changes that are caused to the objects affected by the action denoted by the verb.*

6. 2/28 **Event knowledge as contextual abstraction and prediction**

How does event knowledge “get into” the cognitive system. Prediction seems key (cf. Seminar 3).

Elman, J. L. (1990). Finding structure in time. *Cognitive Science*, 14, 179–211.

*Altmann, G.T.M. and Mirkovic, J. (2009). Incrementality and prediction in human sentence processing. *Cognitive Science*, 33, 583-609.

Reynolds, J. R., Zacks, J. M., & Braver, T. S. (2007). A computational model of event segmentation from perceptual prediction. *Cognitive Science*, 31(4), 613-643.

7. 3/7 **Incremental sentence/event interpretation**

From theories of prediction and event representation to behavioral data on incremental prediction/construction of event representations (and why prediction and construction may be one and the same...)

*Altmann, G.T.M. and Kamide, Y. (2009). Discourse-mediation of the mapping between language and the visual world: eye-movements and mental representation. *Cognition*, 111, 55-71.

Kamide, Y., Altmann, G.T.M., & Haywood, S. (2003). The time-course of prediction in incremental sentence processing: Evidence from anticipatory eye-movements. *Journal of Memory and Language*. 49, 133–159.

Matsuki, K., Chow, T., Hare, M., Elman, J. L., Scheepers, C., & McRae, K. (2011). Event-based plausibility immediately influences on-line language comprehension. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37(4), 913.

Metusalem, R., Kutas, M., Urbach, T. P., Hare, M., McRae, K., & Elman, J. L. (2012). Generalized event knowledge activation during online sentence comprehension. *Journal of memory and language*, 66(4), 545-567.

8. 3/14 **Memory systems in language and event comprehension**

Only a handful of people have taken seriously the idea that memory representation is an integral part of language comprehension (it's more often just taken for granted, and ignored). Here we look at involvement of hippocampal function in episodic memory (and the distinction between episodic and semantic memory).

*McClelland, J. L., McNaughton, B. L., & O'Reilly, R. C. (1995). Why there are complementary learning systems in the hippocampus and neocortex: insights from the successes and failures of connectionist models of learning and memory. *Psychological review*, 102(3), 419. *Ok, so it has an asterisk.. that doesn't mean it's easy. You can ignore a lot of it for present purposes...*

Duff, M. C., & Brown-Schmidt, S. (2012). The hippocampus and the flexible use and processing of language. *Frontiers in human neuroscience*, 6.

Meyer, P., Mecklinger, A., Grunwald, T., Fell, J., Elger, C. E., & Friederici, A. D. (2005). Language processing within the human medial temporal lobe. *Hippocampus*, 15(4), 451-459.

9. 3/28 (after Spring Break) **Neurobiology of episodic memory and relational binding**

So what's so special about the hippocampus? What does it allow you to do? Here we discuss relational binding and episodic "reinstatement" and possible interactions between hippocampal and frontal mechanisms that encode, respectively, arbitrary and systematic associations. None of these papers are particularly readable by the novice! ☺

Davachi, L. (2006). Item, context and relational episodic encoding in humans. *Current opinion in neurobiology*, 16(6), 693-700.

*Ranganath, C. (2010). Binding items and contexts: The cognitive neuroscience of episodic memory. *Current Directions in Psychological Science*, 19(3), 131-137. *Again, who said that asterisks mean something is easy?*

Zeithamova, D., & Preston, A. R. (2010). Flexible memories: differential roles for medial temporal lobe and prefrontal cortex in cross-episode binding. *Journal of Neuroscience*, 30(44), 14676-14684.

van Kesteren, M. T., Ruiters, D. J., Fernández, G., & Henson, R. N. (2012). How schema and novelty augment memory formation. *Trends in Neurosciences*, 35(4), 211-219. *This is a difficult paper to read although the concept is really easy and super smart.*

10. 4/4 **Events, objects, and object change**

The emphasis so far has been on actions and the typical participants that engage in or are engaged by those actions. But here we focus on the changes that occur to participants as an event unfolds, and the consequences for the cognitive system of having to represent such changes. The focus shifts from actions (and verbs) to the objects acted upon.

Hindy, N.C., Altmann, G.T.M., Kalenik, E., & Thompson-Schill, S.L. (2012). The effect of object state-changes on event processing: Do objects compete with themselves? *Journal of Neuroscience*, 32 (17), 5795-5803.

*Solomon, S. H., Hindy, N. C., Altmann, G. T., & Thompson-Schill, S. L. (2015). Competition between mutually exclusive object states in event comprehension. *Journal of Cognitive Neuroscience*, 27(12), 2324-2338.

11. 4/11 **Types, tokens, and token-states**

Having surveyed the field, we end with an approach to event representation based, in part, on having to distinguish between semantic memory of objects (“types”) and episodic memory of individuated objects (“tokens”); on the interplay between relational, episodic, and semantic memory; and the interplay between different brain regions implicated in each.

*Altmann, G.T.M. (2017). Abstraction and generalization in statistical learning: implications for the relationship between semantic types and episodic tokens. *Philosophical Transactions of the Royal Society B* 372: 20160060. <http://dx.doi.org/10.1098/rstb.2016.0060>

Scholl, B. J. (2007). Object persistence in philosophy and psychology. *Mind & Language*, 22(5), 563-591.

Altmann, G.T.M., & Ekves, Z. (ms. under review). Events as intersecting object histories: A new theory of event representation.

12. 4/18 **Events, actions, goals, and intentions: a developmental perspective**

Why is this tacked onto the end? Because attribution of intentionality is an important part of event understanding, and yet we skipped over it. Here, we see the beginnings of a mechanistic account of how we ‘infer’ intentionality

Bekkering, H., Wohlschlagel, A., & Gattis, M. (2000). Imitation of gestures in children is goal-directed. *The Quarterly Journal of Experimental Psychology: Section A*, 53(1), 153-164.

Loucks, J., & Meltzoff, A. N. (2013). Goals influence memory and imitation for dynamic human action in 36-month-old children. *Scandinavian Journal of Psychology*, 54(1), 41-50.

*Lakusta, L., & Carey, S. (2015). Twelve-month-old infants’ encoding of goal and source paths in agentive and non-agentive motion events. *Language Learning and Development*, 11(2), 152-175.

Lakusta, L., & Landau, B. (2012). Language and memory for motion events: Origins of the asymmetry between source and goal paths. *Cognitive Science*, 36(3), 517-544.

13. 4/25 **Propose/Introduce a topic/experiment**

Each student will EITHER describe an experiment they’ve designed to address an issue that is related to the prior topics (presenting a brief background, what the issue is, the experimental design and how it addresses the issue, and what the predictions are), OR will present a topic relevant to event cognition that has not been covered in the syllabus (e.g. causality; event cognition in disordered cognition; etc. – with a brief summary of the topic, findings, and implications). For those students presenting an experiment, it should not be an experiment that they have already set up as a part of their research!

14. 5/2 **Wrap-up**

We shall summarize the topics from the course and, importantly, the connections between them, attempting to identify the challenges that remain in developing a fuller understanding of the cognitive resources, processes, and representations that enable event comprehension with or without language.

2020-343 ANTH/HRTS 5335 Add Course (guest: Richard Wilson)

COURSE ACTION REQUEST	
CAR ID	20-3679
Request Proposer	Wilson
Course Title	Propaganda, Disinformation, and Hate Speech
CAR Status	In Progress
Workflow History	Start > Draft > Human Rights > Return > Human Rights > Anthropology > 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	2
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Subject Area #2	ANTH
School / College #2	College of Liberal Arts and Sciences
Department #2	Anthropology
Reason for Cross Listing	This course was developed by a faculty member who is jointly appointed in Anthropology and Human Rights.
Course Title	Propaganda, Disinformation, and Hate Speech
Course Number	5380
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Alyssa A Webb
Initiator Department	Human Rights Institute
Initiator NetId	alw13011
Initiator Email	alyssa.webb@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Wilson
Proposer First Name	Richard
Select a Person	raw03003
Proposer NetId	raw03003
Proposer Phone	+1 860 570 5398
Proposer Email	richard.wilson@uconn.edu
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	Seminar
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

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	Not open for credit to students who have passed ANTH/HRTS 3230(W), or ANTH 5305: Propaganda, Disinformation, and Hate Speech
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Course will be taught by instructors from CLAS, who are all mostly based on/near the Storrs campus.
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/HRTS 5230: Propaganda, Disinformation, and Hate Speech 3.00 Credits Prerequisites: None. Not open for credit to students who have passed ANTH/HRTS 3230 or ANTH 5305 when offered as "Propaganda, Disinformation, and Hate Speech." Grading Basis: Graded Draws on current social science research and legal scholarship to understand the effects of disinformation and hate speech on individual moral decision-making, as well as on wider politics and culture. Evaluates various private and public initiatives to regulate speech.
Reason for the course action	The proposed course will expand the existing Human Rights graduate certificate curriculum to include discussion of hate speech in the digital realm. Debates over freedom of speech and the dynamics of hate speech have gained prominence in recent years as these phenomena are increasingly prevalent online; hate speech and disinformation have reshaped our global politics, culture and public discourse. These debates have substantive implications for the the protection of marginalized groups' human rights. The scope of this problem, and impact of this topic on human rights outcomes requires sustained analysis by human rights scholars and students. Drawing on recent social science research and legal scholarship, this course examines the effects of

Propaganda, Disinformation, and Hate Speech 23

	disinformation and hate speech on individual moral decision-making as well as wider politics and culture. This is an important topic that is not currently represented by the extant graduate certificate curriculum. This addition of this course will strengthen the certificate program by providing insight into the process of moderating online content in ways that are consistent with legal standards established by the First Amendment, to appreciate the ramifications of hate speech on individuals and society at large, and to conduct a human rights based assessment of contemporary online discourse and moderation.		
Specify effect on other departments and overlap with existing courses	N.A		
Please provide a brief description of course goals and learning objectives	In this course, students will: 1. Evaluate the social science and law literature about free speech, online hate speech and disinformation, and in particular analyze the evidence for a causal relationship between hate speech and hate crimes. 2. Critique the content moderation policies and procedures of social media companies. 3. Evaluate the theories and methods used in social science studies of hate speech and propaganda. 4. Apply the First Amendment law of incitement, true threat, and hate speech to case studies drawn from the new online environment. 5. Articulate a position with respect to current debates and areas of contention such that they leave the course with a clearly articulated position on the balance between hate speech and free speech. 6. Develop and apply specialized knowledge in one topical area of propaganda, disinformation, or hate speech in their final term paper.		
Describe course assessments	<p>Midterm Exam The midterm exam consists of both short and long essay questions. Students will have five days to complete the exam, at home and may use only the written materials in the course, including the readings and other documents available through the HuskyCT Website. The instructor will provide a list of appropriate sources you may refer to. No other online sources may be used or other research outside these documents. Students may not show the exam to others and must work alone for the exams. SafeAssign will be employed through the assignment to check on any plagiarism. You will be on your own, and the exam is given on the "honor" system. Exams must be assembled as Word documents (not PDF's) and submitted directly through HuskyCT. Weekly Discussions The weekly discussion posts will be posted online as part of discussion groups students will be assigned to. Each week students will post five original answers to the discussion questions posed to their groups. Initial postings are due each week, every Friday by 5PM. In addition, students must post two responses to other posts from different members in your group, by Monday night of each week, again by 5PM. As the discussion groups are the main interactive method used by this course, you have from Friday through Monday of each week to read and comment on other posts from your group. Each weekly discussion will be closed after 5PM on the Monday of each weekly module and will be graded the following Monday. Therefore, in order to keep the discussion groups moving, no late postings for each week's discussion will be accepted. Research Paper A 25-page term research paper is required. The paper may be on a subject of your choosing but clearly and closely related to the material and concepts discussed within the course: Each student will prepare a research-based term paper on a topic from the syllabus. You may use one of the discussion board questions or craft another question, BUT ONLY if the question has my written approval in an email in advance. Procedure: After October 1st: students may wish to discuss their ideas for the topic of their final paper with me. Until then, I recommend that you focus on your learning experience in the course. November 3rd @ 5PM: Proposed question posted via Blackboard Assignments. November 10th @ 5PM: You must submit an abstract (maximum 200 words), 1-page outline, and a bibliography. These must be approved before you write your paper. 10 points of the possible 100 will be assigned to the prompt delivery of the abstract and bibliography. If for some reason you do not submit the abstract and bibliography, the best you can receive on final submission of the paper is a 90. November 24th @ 5PM: An electronic draft of your paper submitted (in .docx or .txt) on Blackboard Assignment. We will reply with comments by Friday December 4th. Tuesday December 15th, 2020 @ 5pm: Students must submit their final term paper on Blackboard Format: The paper should be analytical – not purely descriptive. Students are advised to use scholarly sources and primary source materials and to develop their argument in relation to one of the major themes in the course. Preferably, the paper will apply general ideas to a particular country, situation, or set of cases. Papers should be approximately 25 pages in length (double-spaced, 12-point font, 1-inch margins), excluding footnotes and bibliography. At least 10 sources must be included. Web based sources are only allowed when from published journals, published articles, or published books. No general information websites such as Wikipedia may be used.</p>		
Syllabus and other attachments	Attachment Link	File Name	File Type
	ANTH_HRTS 5380 Syllabus.docx	ANTH_HRTS 5380 Syllabus.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Alyssa A Webb	11/02/2020 - 16:13	Submit		Submitting CAR for review
	Human Rights	Cesar Abadia-Barrero	11/03/2020 - 13:54	Return		Please correct course number to 5380

	Return	Alyssa A Webb	11/03/2020 - 13:55	Resubmit		Submitting CAR for review, Corrected proposed course number from 5230 to 5380.
	Human Rights	Cesar Abadia-Barrero	11/03/2020 - 14:06	Approve	10/15/2020	Graduate version of a very successful and relevant undergraduate course.
	Anthropology	Cesar Abadia-Barrero	11/29/2020 - 19:09	Approve	11/17/2020	Grad committee approved the grad version of this course.

University of Connecticut

Propaganda, Disinformation, and Hate Speech ANTH 5305

Instructor: Professor Richard A. Wilson
Email: Richard.Wilson@uconn.edu

TA: Danielle J. Nadeau
Email: Danielle.J.Nadeau@uconn.edu

Office Hour: 3-4PM Wednesdays
Wilson: <https://uconn-cmr.webex.com/meet/raw03003>
Or, alternate weeks
Nadeau: <https://uconn-cmr.webex.com/meet/djn19001>

Propaganda is an age-old phenomenon that has been analyzed at least since Aristotle's *Rhetoric* in the 4th Century BCE, but there is something new about the immediacy and scale of speech on social media in the current global context. Hate speech and disinformation are increasingly prevalent online and they have reshaped our global politics, culture and public discourse. Drawing on recent social science research and legal scholarship, this course examines the effects of disinformation and hate speech on individual moral decision-making as well as wider politics and culture. We will also examine First Amendment and international law of incitement and true threat, and evaluate the measures taken by social media companies, the courts, and governmental agencies to regulate speech online.

Course Objectives

In this course, students will:

- Evaluate the social science and law literature about free speech, online hate speech and disinformation, and in particular analyze the evidence for a causal relationship between hate speech and hate crimes.
- Critique the content moderation policies and procedures of social media companies.
- Evaluate the theories and methods used in social science studies of hate speech and propaganda.

- Apply the First Amendment law of incitement, true threat, and hate speech to case studies drawn from the new online environment.
- Articulate a position with respect to current debates and areas of contention such that they leave the course with a clearly articulated position on the balance between hate speech and free speech.
- Develop and apply specialized knowledge in one topical area of propaganda, disinformation, or hate speech in their final term paper.

Course Format

This is a 14-week course, starting on September 1st and ending on December 8th. This course is taught through a distance learning format that combines asynchronous elements with a one-hour seminar discussion on Blackboard Collaborate each Tuesday from 2-3PM. You will post original thoughts in your Discussion Group as indicated in the requirements section below.

Course Requirements and Grading

The requirements for this course are three-fold.

First, there is a midterm exam as indicated on the course schedule, comprised of both short and long essay questions. You will have five days to complete the exam, at home and you may use only the written materials in the course, including the readings and other documents available through the HuskyCT Website. I will provide a list of appropriate sources you may refer to. **No other online sources may be used or other research outside these documents.** You may not show the exam to others and you must work alone for both the exams and the weekly discussion posts and responses. SafeAssign will be employed through the assignment to check on any plagiarism. You will be on your own, and the exam is given on the “honor” system. Exams must be assembled as **Word documents** (not PDF’s) and submitted directly through HuskyCT.

The second set of assignments you will need to attend to are the weekly discussions. The weekly discussion posts will be posted online as part of discussion groups you will be assigned to. Each week you will post five original answers to the discussion questions posed to your group. Initial postings are due each week, every Friday by 5PM. In addition, you must post two responses to other posts from different members in your group, by Monday night of each week, again by 5PM. As the discussion groups are the main interactive method used by this course, you have from Friday through Monday of each week to read and comment on other posts from your group. Each weekly discussion will be closed after 5PM on the Monday of each weekly module and will be graded the following Monday. Therefore, in order to keep the discussion groups moving, **no late postings for each week’s discussion will be accepted.**

Finally, a 25-page term research paper is required. The paper may be on a subject of your choosing but clearly and closely related to the material and concepts discussed within the course:

- a) Each student will prepare a research-based term paper on a topic from the syllabus. You may use one of the discussion board questions or craft another question, **BUT ONLY** if the question has my written approval in an email in advance.
- b) Procedure:

- i. *After October 1st*: students may wish to discuss their ideas for the topic of their final paper with me. Until then, I recommend that you focus on your learning experience in the course.
 - ii. November 3rd @ 5PM: Proposed question posted via Blackboard Assignments.
 - iii. November 10th @ 5PM: You must submit an abstract (maximum 200 words), 1-page outline, and a bibliography. These must be approved before you write your paper. 10 points of the possible 100 will be assigned to the prompt delivery of the abstract and bibliography. If for some reason you do not submit the abstract and bibliography, the best you can receive on final submission of the paper is a 90.
 - iv. November 24th @ 5PM: An electronic draft of your paper submitted (in .docx or .txt) on Blackboard Assignment. We will reply with comments by Friday December 4th.
 - v. **Tuesday December 15th, 2020 @ 5pm: Students must submit their final term paper on Blackboard**
- c) Format:
- i. The paper should be analytical – not purely descriptive. Students are advised to use scholarly sources and primary source materials and to develop their argument in relation to one of the major themes in the course. Preferably, the paper will apply general ideas to a particular country, situation, or set of cases.
 - ii. Papers should be approximately 25 pages in length (double-spaced, 12-point font, 1-inch margins), excluding footnotes and bibliography.
 - iii. At least 10 sources must be included. Web based sources are only allowed when from published journals, published articles, or published books. No general information websites such as Wikipedia may be used.

Summary of Course Grading:

Course Components	Weight
HuskyCT Collaborate Seminar Preparedness and Participation	10%
Discussion Board Posts and Responses	30%
Midterm Exam	20%
Term Paper (Abstract, Annotated Bibliography/Literature Review, Rough Draft, Presentation, Final Paper)	40%

Grading Scale:

Grade	Letter Grade	GP A
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified above. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy: All graded elements are due according to the course syllabus that is published and available on HuskyCT. **Please take particular note that the weekly discussion questions that require postings will not be accepted late.** The mid-term exam will be available online for an indicated period of time and due as specified in the course schedule. **Late exams submissions will not be accepted.** The final research paper will be due as specified and the grade will be

reduced by one third for every day it is late. For example, if a paper grade would have been an A, but was turned in one day late it would be recorded as an A-. A paper that would have been graded as a B - but was turned in two days late would receive a C. Extensions for any assignments will only be granted for documented medical issues.

Feedback and Grades

I will make every effort to provide feedback and grades for exams within one week. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to published standards and UConn academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources:

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. 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: How to Recognize it and How to Avoid It](#)
 - [Instructional Module about Plagiarism](#)
 - [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

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 titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

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 [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.) Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Software Requirements and Technical Help

- You will need to download the latest version of [Microsoft Silverlight](#)
- Word processing software
- [Adobe Acrobat Reader](#)

This course is facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, contact UITs. From within the course, select the Student Help link at the top of the page.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Familiarity with Collaborate

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research](#)

[and Effectiveness](#) (OIRE). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

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The Course Content

Textbooks (ordered for UConn Barnes and Noble)

- Garth Jowett and Victoria O'Donnell (2018) *Propaganda and Persuasion*. 7th Ed.
- Richard Perloff (2012) *The Dynamics of Persuasion*. 6th Ed.

The course material is divided into three sections:

Part 1: What Are We Talking About? Background and Theory: weeks 1-6

Part 2: Contemporary Speech Issues: weeks 7-9

Part 3: Regulating Speech Through Legal and Non-Legal Means: weeks 10-14

Class	Media	Readings
<i>Part 1: What Are We Talking About? Background and Theory</i>		
1. The World of Propaganda, Disinformation, and Hate Speech <i>Seminar discussion: 2-3pm on Sept 8</i>	Video: Andrew Marantz, “ Inside the bizarre world of internet trolls and propagandists, ” TED2019 (14:28), April 2019	Richard A. Wilson, Incitement on Trial: Prosecuting International Speech Crimes , Chapter 1, <i>only pp. 1-24</i> Andrew Marantz, “ Free Speech is Killing Us ”, NY Times (Oct. 4, 2019)
2. What is Propaganda? <i>Seminar discussion: 2-3pm on Sept 15</i>	Video: Camille Langston, “ How to Use Rhetoric to Get What You Want. ” TED (4:10), 2016	Jowett & O’Donnell, Chapter 1, <i>only pp. 1-46</i>
3. Propaganda in Action <i>Seminar discussion: 2-3pm on Sept 22</i>		Jowett & O’Donnell, Chapters 7-8, <i>only pp. 285-329</i>
4. Fear and Emotions <i>Seminar discussion: 2-3pm on Sept 29</i>	Article and Videos: Jeremy B. Merrill & Olivia Goldhill, “ These are the political ads Cambridge Analytica designed for you. ” Quartz, 2020.	Perloff, Chapters 3 and 10, <i>Attitudes, only pp. 83-107; pp. 385-410</i>
5. “Who Says It:” Source Factors in Persuasion; The Elaboration Likelihood Model <i>Seminar discussion: 2-3pm on Oct 6</i>	Video: “ Experiment 20: the women who defied a controversial experiment, ” Kathryn Millard (13:34), Mar. 11, 2018, <i>do readings before watching the video</i>	Perloff, Chapter 7, <i>only pp. 231-240</i> Perloff, Chapter 8, <i>only pp. 277-325</i> Dr. Stephen Gibson & Professor Kathryn Millard, “ The women who defied the Milgram Experiment, ” The British Academy (Mar. 9, 2018)
6. Fundamentals of the Message <i>Seminar discussion: 2-3pm on Oct 13</i>	Podcast: “ Why don't we care about facts? ” BBC The Inquiry (23:00), Feb. 26, 2020	Perloff, Chapter 9, <i>only pp. 332-377</i>
By Friday October 16 th 5PM	<i>Mid-Term Exam on Topics 1-6</i>	Exam will be posted on HuskyCT at 9AM on Monday October 12th
<i>Part 2: Contemporary Speech Issues</i>		
7. Disinformation: Deepfakes and Public Manipulation <i>Seminar discussion: 2-3pm on Oct 20</i>	Video: Danielle Citron, “ How deepfakes undermine truth and threaten democracy, ” TED2019 (13:09), July 2019 See CBS News reading for videos.	Alice Marwick & Rebecca Lewis, Media Manipulation and Disinformation Online , (May 15, 2017), <i>only pp. 1-49.</i> Danielle Citron, Deep Fakes: A Looming Challenge for Privacy, Democracy, and National Security , Cal. L. Rev. (Dec. 2019), <i>only pp. 1755-1758; 1788-1804</i>

		<p>Elections and Democracy in the Digital Age, Protecting Electoral Integrity in the Digital Age: The Report of the Kofi Annan Commission on Elections and Democracy in the Digital Age, only pp. 55-66 (Jan. 2020)</p> <p>Jason Silverstein, “Bots account for nearly half of Twitter accounts spreading coronavirus misinformation, researchers say” [Read short article and watch “Twitter tackles COVID-19 misinformation” (7:58) and “How to fight misinformation about coronavirus” (8:37) videos], CBS News (May 21, 2020)</p>
<p>8. Are there Any Harms in Hate Speech?</p> <p><i>Seminar discussion: 2-3pm on Oct 27</i></p>		<p>Müller, Karsten and Schwarz, Carlo, Fanning the Flames of Hate: Social Media and Hate Crime (Nov. 2019)</p> <p>Kunnal Relia et al., Race, Ethnicity and National Origin-based Discrimination in Social Media and Hate Crimes Across 100 U.S. Cities, (Jan. 21, 2019)</p>
<p>9. Hate Speech and Social Media Companies’ Guidelines</p> <p><i>Seminar discussion: 2-3pm on Nov 3</i></p>	<p>Podcast/Video/Transcript: “Constitutional Free Speech Principles Can Save Social Media Companies from Themselves,” intelligence² Debates, Mar. 4, 2019. Required: Please watch, read the transcript , or listen to 0:00-31:00. Optional: 31:00-77:00.</p>	<p>Andrew Sellars Defining Hate Speech, Berkman Klein Center for Internet & Society at Harvard University (Dec. 2016), <i>only pp. 1-31</i></p> <p>Facebook: Community Standards (Including COVID-19 Community Standard Updates and Protections)</p> <p>Twitter: Hateful Conduct Policy</p> <p>Lata Nott & Brian Peters, Free Expression on Social Media, Freedom Forum Institute (use as reference guide)</p>
<p><i>Part 3: Regulating Speech Through Legal and Non-Legal Means</i></p>		
<p>10. Content Moderation and Section 230</p> <p><i>Seminar discussion: 2-3pm on Nov 10</i></p>	<p>Podcast: “Deplatformed: Social Media Censorship and the First Amendment,” Make No Law: The First Amendment Podcast (27:00), Aug. 28, 2019 (Warning, brief explicit content)</p>	<p>Kate Klonick, The New Governors: The People, Rules, and Processes Governing Online Speech, 131 Harv. L. Rev. 1598 (2018), <i>only pp. 1630-1662</i></p> <p>Access Now Protecting free expression in the era of online content moderation (May 2019), <i>only pp. 1-14</i></p>

	<p>Podcast: “Blocks, Bans And Blame: Social Media Reckons With Itself,” 1A (34:33), Dec. 20, 2017</p>	<p>President’s Executive Order on Preventing Online Censorship, May 28, 2020</p>
<p>11. First Amendment Law of Incitement & True Threat</p> <p><i>Seminar discussion: 2-3pm on Nov 17</i></p>	<p>Video: “The 3 Rules of Hate Speech and the First Amendment,” Eugene Volokh & Austin Bragg (3:42), Feb. 19, 2019</p> <p>Video: “Fake News and the First Amendment: Free Speech Rules,” Eugene Volokh & Austin Bragg (4:45), Apr. 10, 2019</p> <p>Podcast: “President Twitter and the First Amendment,” What Trump can teach us about Con Law (22:00), June 8, 2018</p>	<p>Charlie Savage, “Trump Can’t Block Critics From His Twitter Account, Appeals Court Rules,” NY Times (July 9, 2019)</p> <p>Brandenburg v. Ohio, 395 U.S. 444 (1969), <i>read all</i></p> <p>R.A.V. v. City of St. Paul, 505 U.S. 377 (1992), <i>only pp. 379-396</i></p> <p>Virginia v. Black, 538 U.S. 343 (2003), <i>only pp. 343-368</i></p> <p><i>Suggested but not required:</i> Accurate and comprehensive case briefs as well as explanatory videos of Brandenburg, RAV, and Black are available at https://www.quimbee.com/. This is a subscription website, but you can sign up for a free trial to get access to the videos for 7 days. The case briefs can help guide your reading, but in no way substitute reading the opinion.</p>
<p>12. The Perils of Criminalizing Hate Speech</p> <p><i>Seminar discussion: 2-3pm on Dec 1</i></p>		<p>Nadine Strossen, Hate: Why We Should Resist it with Free Speech, Not Censorship (May 2018), <i>only pp. 1-36</i></p> <p>Richard Ashby Wilson, Propaganda on Trial (Feb. 2017), <i>only pp .266-293</i></p> <p>New York Times, Facebook Fails to Appease Organizers of Ad Boycott, (2020)</p>
<p><i>THANKSGIVING</i></p>		<p><i>EXPRESS GRATITUDE</i></p> <p>EAT</p> <hr/>

<p>13. Free Speech vs. Regulation: Can We Strike a Balance?</p> <p><i>Seminar discussion: 2-3pm on Dec 8</i></p>	<p>Podcast: “Ethiopia’s new law banning online hate speech,” BBC Digital Planet (<i>only 0:00-10:24</i>), Mar. 1, 2020</p>	<p>David L. Hudson, Jr., “Free speech or censorship? Social media litigation is a hot legal battleground,” ABA Journal (Apr. 1, 2019)</p> <p>“Free Speech” Materials:</p> <ul style="list-style-type: none"> • Explore the "Electronic Frontier Foundation" website <p>“Moderation” Materials:</p> <ul style="list-style-type: none"> • Explore the "Change the Terms" website • “Recommended Internet Company Corporate Policies and Terms of Service to Reduce Hateful Activities” <p>Elections and Democracy in the Digital Age, Protecting Electoral Integrity in the Digital Age: The Report of the Kofi Annan Commission on Elections and Democracy in the Digital Age, focus on pp. 41-54 (Jan. 2020)</p> <p>Richard Ashby Wilson and Molly Land (2020) “Hate Speech on Social Media: Towards a Context-Specific Content Moderation Policy.” <i>Connecticut Law Review</i>, Vol. 52. Add SSRN link</p>
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If you feel confused/behind:

- Podcast: “[Episode 4: How to Amend the Constitution](#),” Civics 101: A Podcast (13:26), 2017
- Podcast: “[Episode 27: How a Case Gets to the Supreme Court](#),” Civics 101: A Podcast (13:32), 2017
- Podcast: “[Episode 56: The 1st Amendment - Freedom of Speech](#),” Civics 101: A Podcast (14:46), 2017
- Consider signing up for a 7-day free trial at <https://www.quimbee.com/> for help with caselaw

If you want more information:

- Podcast: “[Facts Aren't Enough: The Psychology Of False Beliefs](#),” NPR Hidden Brain (51:00), July 22, 2019
- Podcast: “[How the Nazi Ministry of Propaganda Radicalized Germany](#),” History Unplugged Podcast (40:00), Jan. 14, 2020
- Podcast: “[Fake News: An Origin Story](#),” NPR Hidden Brain (27:00), June 25, 2018

- Joshua Rothman, [“In the Age of AI, Is Seeing Still Believing?”](#) The New Yorker (Nov. 5, 2018)
- Edwards, Griffin Sims and Rushin, Stephen, [The Effect of President Trump's Election on Hate Crimes](#) (Jan. 2018)
- Binny Mathew et al., [Thou Shalt Not Hate: Countering Online Hate Speech](#), Proceedings of the Thirteenth International AAI Conference on Web and Social Media (ICWSM 20)

2020-344

HRTS 5282

Add Course (guest: Kathy Libal)

COURSE ACTION REQUEST	
CAR ID	20-4255
Request Proposer	Libal
Course Title	Practicum in Human Rights
CAR Status	In Progress
Workflow History	Start > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Practicum in Human Rights
Course Number	5282
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Alyssa A Webb
Initiator Department	Human Rights Institute
Initiator NetId	alw13011
Initiator Email	alyssa.webb@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Libal
Proposer First Name	Kathryn
Select a Person	kr04002
Proposer NetId	kr04002
Proposer Phone	+1 959 200 3633
Proposer Email	kathryn.libal@uconn.edu
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	Practicum
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	0
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	N/A
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?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	Yes
Other restrictions	Open only to HRTS 5th Year MA students

GRADING	
Is this course repeatable for credit?	No
What is the Grading Basis for this course?	S/U
Rationale for S/U Grading	This is a 0 credit practicum meant to ensure students get extended practical experience in the field of professional human rights advocacy. Student performance is evaluated by their completion of 200+ hours of work at their placement agency, and their participation in cohort discussions; the S/U grading structure is sufficient to assess student performance in this case.

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	Course will be taught by HRI Faculty & Staff members who are all stationed at the Storrs Campus.
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	HRTS 5282: Practicum in Human Rights 0 Credits Prerequisites:Open only to HRTS 5th Year MA students, instructor consent required. Grading Basis: S/U Project-based fieldwork with an approved partnering organization related to the field of human rights. Practicum provides the students with hands-on experience with real problem solving experiences related to their career goals. A minimum of 200 practicum hours required.
Reason for the course action	The proposed course is an integral component of the Master's Degree in Human Rights that is currently in development. The Master's Degree in Human Rights (in progress) will be a professional degree program that integrates the advanced academic study of human rights with extended practical experience in the field of professional human rights advocacy. To faithfully execute this vision of the program, we need to ensure we have an accessible, structured, and professionally oriented practicum experience available to our students. This opportunity will prepare participants for the job market by having them explicitly reflect on how to best translate their passion for human rights into professional opportunities, and also provide students with hands-on experience with real, human rights-based problem solving experiences related to their career goals. The practicum course we've created provides a framework to help students develop individual professional development goals, create specific performance targets to ensure they maintain forward momentum in meeting and exceeding those goals, and prepares students to effectively highlight their professional human rights experience when on the job market.
Specify effect on other departments and overlap with existing courses	N/A

Please provide a brief description of course goals and learning objectives	This practicum presents an opportunity for Masters students to gain professional experience and competency with human rights organizations. Students build their professional competency by integrating their academic training with a human rights practice-based professional work experience that deepens their engagement with the skills, values, and training that are key to job success in their desired industry. By the end of the semester students should be able to: Increase the size/scope of their professional network Understand the challenges of defending and promoting human rights in the field Develop their own professional development objectives and craft individual action plans to achieve them Identify specific industries and/or types of organizations they are interested in working in post-graduation		
Describe course assessments	To earn a "Satisfactory" grade in the course, students must: Complete a minimum of 200 practicum hours with an approved partnering organization Students are responsible for maintaining accurate records of their practicum hours, and are required to submit a timesheet, signed by their supervisor, to a member of the HRI advising staff upon the conclusion of their practicum. Students are also required to submit a formal evaluation of their practicum experience to HRI. Participate in 2 cohort meetings with the Graduate Director: Meeting 1 (Pre-Practicum): Calibrate their professional objectives at their placement locations Meeting 2 (Post-Practicum): Reflect on how the practicum experience has influenced/ will inform their post-grad career plans. Meet individually with a member of the HRI advising team on a monthly basis to: Report about their practicum experience generally Assess their progress at meeting their performance targets/professional objectives Failure to complete these activities will result in an "Unsatisfactory" assessment for the course.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus HRTS 5282_ Practicum in Human Rights.docx	Syllabus HRTS 5282 Practicum in Human Rights.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Alyssa A Webb	12/01/2020 - 17:18	Submit		Submitting CAR for review
	Human Rights	Cesar Abadia-Barrero	12/01/2020 - 19:50	Approve	11/17/2020	Practicum in HR approved by Graduate Committee

HRTS 5282 Practicum in Human Rights
University of Connecticut
Credits: 0
Grading: S/U

Course Description & Rationale

Project-based fieldwork with an approved partnering organization related to the field of human rights. Practicum provides the students with hands-on experience with real problem solving experiences related to their career goals. A minimum of 200 practicum hours required.

The practicum is a 0-credit, S/U course.

Course Objectives/Goals

This practicum presents an opportunity for Masters students to gain professional experience and competency with human rights organizations. Students build their professional competency by integrating their academic training with a human rights practice-based professional work experience that deepens their engagement with the skills, values, and training that are key to job success in their desired industry.

This experience will grow students' professional network, advance their knowledge of the challenges of defending and promoting human rights, and ultimately enable students to develop

as competitive candidates for professional positions in industry, government, education, and non-profit sectors.

Course Structure

To earn a “Satisfactory” grade in the course, students must

1. Complete a minimum of 200 practicum hours with an approved partnering organization
 - a. Students are responsible for maintaining accurate records of their practicum hours, and are required to submit a timesheet, signed by their supervisor, to a member of the HRI advising staff upon the conclusion of their practicum.
 - b. Students are also required to submit a formal evaluation of their practicum experience to HRI.
2. Participate in 2 cohort meetings with the Graduate Director:
 - a. Meeting 1 (Pre-Practicum): Calibrate their professional objectives at their placement locations
 - b. Meeting 2 (Post-Practicum): Reflect on how the practicum experience has influenced/ will inform their post-grad career plans.
3. Meet individually with a member of the HRI advising team on a monthly basis to:
 - a. Report about their practicum experience generally
 - b. Assess their progress at meeting their performance targets/professional objectives

2020-345 HRTS 5351 Add Course (guest: Kathy Libal)

COURSE ACTION REQUEST	
CAR ID	20-4274
Request Proposer	Sirota
Course Title	Topics in Human Rights Practice
CAR Status	In Progress
Workflow History	Start > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Topics in Human Rights Practice
Course Number	5351
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Alyssa A Webb
Initiator Department	Human Rights Institute
Initiator NetId	alw13011
Initiator Email	alyssa.webb@uconn.edu

Is this request for you or someone else?	Someone else
Proposer Last Name	Sirota
Proposer First Name	Sandra
Select a Person	sls17006
Proposer NetId	sls17006
Proposer Phone	+1 718 490 2531
Proposer Email	sandra.sirota@uconn.edu
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	Seminar
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	N/A
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?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	Yes
Other restrictions	Not open for credit to students who have passed HRTS 3540 when offered with the same topic.

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	9
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	Yes
What is the Grading Basis for this course?	Graded

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

If not generally available at all campuses, please explain why	Course will be taught by HRI Faculty members who are all stationed at the Storrs Campus.
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	HRTS 5351:Topics in Human Rights Practice 3.00 Credits Prerequisites: Instructor consent. May be repeated with a change of topic to a maximum of nine credits. Not open for credit to students who have passed HRTS 3540 when offered with the same topic. Grading Basis: Graded Seminar on topics in theoretical and practice-based knowledge and skills related to human rights. Topics vary by semester.
Reason for the course action	The proposed course will enhance the existing Human Rights graduate certificate program by expanding the HRI's ability to quickly develop dynamic courses on contemporary issues in the field of human rights practice. The Human Rights program emphasizes that human rights are theoretical, social, and legal constructs, as well as a practical field of study with boundaries that shift based on world events and human experiences. Our extant coursework represents our interdisciplinary commitment to analyzing both the theoretical and applied facets of the field described above, but it is impossible to represent the dynamic nature of the field without the ability to develop curriculum directly in response to world events as they occur. By establishing this course, Topics in Human Rights Practice, for the graduate curriculum, faculty can develop courses on topics that emerge and evolve rapidly in our globalized context, thus giving our students access to curriculum that is relevant to events as they happen in real time. In addition to enabling our program to engage developing human rights issues as they arise, this course will also fill a lacuna in our program's curriculum by developing a category of courses that give students direct experience with human rights practice. Our existing coursework exposes students to the unique obstacles to the practical implementation of human rights principles, but rarely invites them to be directly involved in human rights praxis, or to actually become human rights practitioners via their coursework. There are three notable exceptions to this on the graduate certificate plan of study in the form of clinics at the Law School on Immigration Detention and DACA, Asylum & Human Rights, and Human Rights and International Law. These clinics impart invaluable experience to participants, but are ultimately only open to law students, and thus are not accessible for a majority of our certificate students. The syllabus presented below is an example of how this course can be used to expand the contemporary human rights issues addressed via our curriculum, and to create opportunities for students to gain experience with human rights practice. The proposed course focuses on the persecution of academics who defend human rights defenders, an issue that has gained prominence in the field of human rights practice as we've witnessed a rise in authoritarian sentiment and threats to democratic norms in recent years. Academic freedom is an important issue that lies at the heart of our program's curriculum and research commitments, and requires sustained academic attention that we haven't previously been able to incorporate into our program. Additionally, this course is designed to be accessible to students from all disciplinary backgrounds, and to train students to leverage their academic training to advance human rights advocacy campaigns. In this course students would be consulting with the Scholars at Risk organization to work collaboratively on research of direct importance to their caseload.
Specify effect on other departments and overlap with existing courses	N/A
Please provide a brief description of course goals and learning objectives	At the end of the semester students should be able to: Demonstrate advanced knowledge of the human rights principles at stake when academics and students are targeted by the state for their ideas; Assess barriers to traditional human rights advocacy efforts, and propose innovative ways to adapt campaigns to increase their effectiveness Differentiate academic and advocacy writing norms, and hone ability to write effectively for non-specialized audiences. Identify how graduate research training can be translated to developing advocacy campaigns for targeted scholars or students, and to other domains of (human rights) advocacy generally. Graduate students are responsible for drafting their own policy brief on contemporary threats to academic freedom; Graduate students in the course lead teams to work on parts of a human rights advocacy brief and play a lead role in the drafting, revision, and submission of the brief to the protection unit of Scholars At Risk. This brief includes country conditions data, an accurate and concise narrative of the scholar or student's case, and cites relevant domestic and international law related to the case. They also serve as supervisors of small group assignments, and write a critical reflection paper at the end of the semester addressing the challenges and opportunities of human rights advocacy through collective student/NGO engagement.
Describe course assessments	Series of online response memos to class readings (10% of grade for course). To allow us to have richer discussions during class, every other week, I will ask you to submit one discussion question and a typed paragraph synthesizing the key points that you took away from the readings and any critiques or critical comments you may want to share (paragraphs should be no more than 250 words). Submit your responses online. Half the students in class will submit in one week and the other half in the next week. You will each submit a question and paragraph reading response six times during the semester. Please submit your questions and paragraphs to me electronically by 10 pm on Monday, so that I can review them before class on Tuesday. These are graded as "plus," "check," or "minus." You can attend one human rights event during the semester to replace the grade of one submission or to make up a missed submission. You should submit a 200-250 word review of the event, including any critiques or critical comments you may have. I will regularly announce events throughout the semester. Advocacy project/portfolio and presentation (60% of grade for course). The Scholars at Risk Advocacy Project will provide students an opportunity to work in small teams to support a specific protection case provided by Scholars at Risk. Students will conduct research, carry out monitoring, and develop several types of advocacy materials to be shared. Activities by the small group may include: launching a social media advocacy campaign; hosting a campus event; partnering with other student groups on other campuses; meeting with government officials; and/or conducting collaborative research. In addition to participating in the above

	<p>research, graduate students will additionally assume leadership roles in these teams by developing strategic research plans, delegating specific research tasks among team members, and finally by coordinating regular check ins, individually and collectively with their team. At the end of the semester students also collectively draft a report for SAR and as a capstone to the class. The report will become part of the scholar's file in SAR's ongoing casework. Graduate students will also compose a critical reflection paper at the end of the semester addressing the unique challenges and opportunities created by conducting human rights advocacy via collective student/NGO engagement. Advocacy Policy Brief (20% of grade for course). The Advocacy Policy Brief will require students to articulate a solution to a well-defined problem that can be addressed at the policy level. Specifically, students will compose an advocacy brief on a specific threat to academic freedom that is an ongoing concern in a country of their choosing. Policy briefs for graduate students should be approximately 2000 words and accessible to a general audience, advance evidence based solutions to a clearly specified social problem, and generate conclusions that are generally applicable to the larger issue of academic freedom, and human rights writ large. Participation (10% of grade for course). Assessment of student participation will be based on the following: Completing readings prior to class; Verbally participating in both small and large groups regularly; Providing substantive comments based on readings, class material, personal experience, or current events; Seeking to promote a class atmosphere conducive to learning; Raising concerns, questions, or difficulties in a solution-oriented manner; Refraining from distracting activities (texting/using computers except for note-taking).</p>		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus HRTS 5351 Topics in Human Rights Practice.docx	Syllabus HRTS 5351 Topics in Human Rights Practice.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Alyssa A Webb	12/01/2020 - 17:37	Submit		Submitting CAR for review
	Human Rights	Cesar Abadia-Barrero	12/01/2020 - 19:53	Approve	11/17/2020	Topics in HR Practice approved by Graduate Committee

**HRTS 5351 Topics in Human Rights Practice
Research and Advocacy for At Risk Students and Scholars**

University of Connecticut

Course Rationale

In recent years awareness has been raised about the targeting of academics and students who work to defend human rights in their societies. These human rights defenders – often working in university settings with severe restrictions on academic freedom – are vulnerable to state repression. Over the past decade human rights advocacy organizations such as Scholars At Risk, Foundation for Refugee Students, and the University Alliance for Refugees and At Risk Migrants have developed strategies for universities and students to support advocacy efforts on behalf of targeted or imprisoned academics and students. This practice-based seminar will provide an opportunity for you to work in small teams on varied aspects of a case of an imprisoned academic or student, and provide leadership in guiding the team process. You will develop an understanding of the international human rights law that undergirds academic freedom, freedom of expression, freedom of assembly, and other political and civil rights that are violated in such cases. Students and the instructor will work collectively on a case provided by Scholars At Risk over the course of the semester, learning skills of doing “country conditions” research, developing a human rights report and other forms of advocacy materials, and will participate in meetings with Congressional representatives and/or their staff to press for amnesty

for the imprisoned/at risk scholar. You will also craft your own policy brief on the topic of academic freedom to be submitted to Scholars At Risk.

Course Objectives/Goals

At the end of the semester students should be able to:

- Demonstrate advanced knowledge of the human rights principles at stake when academics and students are targeted by the state for their ideas;
- Assess barriers to traditional human rights advocacy efforts, and propose innovative ways to adapt campaigns to increase their effectiveness
- Differentiate academic and advocacy writing norms, and hone ability to write effectively for non-specialized audiences.
- Identify how graduate research training can be translated to developing advocacy campaigns for targeted scholars or students, and to other domains of (human rights) advocacy generally.
- Graduate students are responsible for drafting their own policy brief on contemporary threats to academic freedom;
- Graduate students in the course lead teams to work on parts of a human rights advocacy brief and play a lead role in the drafting, revision, and submission of the brief to the protection unit of Scholars At Risk. This brief includes country conditions data, an accurate and concise narrative of the scholar or student's case, and cites relevant domestic and international law related to the case. They also serve as supervisors of small group assignments, and write a critical reflection paper at the end of the semester addressing the challenges and opportunities of human rights advocacy through collective student/NGO engagement.

Texts

- Braver, A. & A. DeVueve. (2017). *We Are Syrians: Three Generations, Three Dissidents*. University of New Orleans Press.
- Scholars at Risk. (2019). *Free to Think 2018*. Retrieved from: <https://www.scholarsatrisk.org/resources/free-to-think-2018/>

Assignments

Series of online response memos to class readings (10% of grade for course).

To allow us to have richer discussions during class, every other week, I will ask you to submit one discussion question and a typed *paragraph* synthesizing the key points that you took away from the readings and *any critiques* or *critical comments* you may want to share (paragraphs should be no more than 250 words). Submit your responses online. Half the students in class will submit in one week and the other half in the next week. You will each submit a question and paragraph reading response six times during the semester. Please submit your questions and paragraphs to me electronically by 10 pm on Monday, so that I can review them before class on Tuesday. These are graded as “plus,” “check,” or “minus.”

You can attend one human rights event during the semester to replace the grade of one submission or to make up a missed submission. You should submit a 200-250 word review of the

event, including any critiques or critical comments you may have. I will regularly announce events throughout the semester.

Advocacy project/portfolio and presentation (60% of grade for course).

The Scholars at Risk Advocacy Project will provide students an opportunity to work in small teams to support a specific protection case provided by Scholars at Risk. Students will conduct research, carry out monitoring, and develop several types of advocacy materials to be shared. Activities by the small group may include: launching a social media advocacy campaign; hosting a campus event; partnering with other student groups on other campuses; meeting with government officials; and/or conducting collaborative research.

In addition to participating in the above research, graduate students will additionally assume leadership roles in these teams by developing strategic research plans, delegating specific research tasks among team members, and finally by coordinating regular check ins, individually and collectively with their team.

At the end of the semester students also collectively draft a report for SAR and as a capstone to the class. The report will become part of the scholar's file in SAR's ongoing casework.

The report includes:

- 1) Summary of case(s), including background information and latest case developments;
- 2) Timeline of seminar's advocacy activities;
- 3) Contacts or informational sources developed by students;
- 4) Assessment of most successful advocacy activities;
- 5) Recommended next steps for SAR staff.

Graduate students will also compose a critical reflection paper at the end of the semester addressing the unique challenges and opportunities created by conducting human rights advocacy via collective student/NGO engagement. Students should compose a 3,000-3,500 word response that:

1. Weighs how their understanding of human rights advocacy has changed as a result of their experience with human rights praxis over the semester;
2. Reflects on traditional barriers to successful advocacy efforts, and articulates how activists can adapt to overcome those obstacles;
3. Explicitly addresses the role of academics/academia in the larger fight for human rights.

Advocacy Policy Brief (20% of grade for course).

The Advocacy Policy Brief will require students to articulate a solution to a well-defined problem that can be addressed at the policy level. Specifically, students will compose an advocacy brief on a specific threat to academic freedom that is an ongoing concern in a country of their choosing. Policy briefs for graduate students should be approximately 2000 words and accessible to a general audience, advance evidence based solutions to a clearly specified social problem, and generate conclusions that are generally applicable to the larger issue of academic freedom, and human rights writ large.

Policy briefs should:

1. Identify a problem

2. Explain its scope and significance in relation to human rights
3. Convince readers of the urgency of action/intervention
4. Provide evidence to support alternative practices/solutions to address the problem
5. Provoke reader to make a decision on the issue
6. Be visually appealing - integrate photographs/charts to break up large blocks of text when appropriate.

Helpful Writing Guides for Policy Briefs:

- [UNC-Chapel Hill Writing Guide](#)
- [Easten Michigan University Guide](#)
- [Food and Agricultural Organization of the United Nations Report Guide](#)

Examples of Advocacy Briefs

- YETT [Advancing Academic Freedom Policy Brief Series](#) June 2020
- Farmer field schools on land and water management: An extension approach that Works (INMASP and FAO 2006)
- ISER [Economic and Social Rights Advocacy Brief](#) July 2017
- CHEA [Academic Freedom and Institutional Autonomy](#) - For Democracy and Quality March 2020

Participation (10% of grade for course).

Assessment of student participation will be based on the following:

- Completing readings prior to class;
- Verbally participating in both small and large groups regularly;
- Providing substantive comments based on readings, class material, personal experience, or current events;
- Seeking to promote a class atmosphere conducive to learning;
- Raising concerns, questions, or difficulties in a solution-oriented manner;
- Refraining from distracting activities (texting/using computers except for note-taking).

Note: If modifications of the schedule must be made due to weather conditions, reading availability, or other, I will notify you by email and on HuskyCT, as well as post changes to HuskyCT.

Topics of Sessions, Readings and Activities

Week 1 What Is Human Rights Advocacy?

- ~Advocates for Human Rights, *Human Rights Tools for a Changing World*, 2015, Ch. 2
“Human Rights Background”: <http://TheAdvocatesForHumanRights.org/Change>
- ~Merry, “Transnational Human Rights and Local Activism: Mapping the Middle,” *American Anthropologist* 108 (1), 2006, pp. 38-51
- ~Keck & Sikkink, “Human Rights Advocacy Networks in Latin America.” In *Activists Beyond Borders: Advocacy Networks in International Politics*, 1998.
- ~Braver & DeVueve, Selected Chapters from *We Are Syrians*.

Week 2 E-Witnessing, Narrative, and Human Rights Claims-Making

- ~Schaffer and Smith, “Conjunctions: Life Narratives in Human Rights,” *Biography* 27(1), 2004, pp 1-25.
- ~Schaffer and Smith, “E-witnessing in the Digital Age.” In *We Shall Bear Witness*, Eds. Jolly and Jenson, 2014, pp. 223-37.
- ~Orentlicher, “Bearing Witness: The Art and Science of Human Rights Fact-Finding,” *Harvard Human Rights Journal*, Vol. 3, 1990, 83-135.
- ~Review Scholars at Risk. (2019). *Free to Think 2018*. Retrieved from: <https://www.scholarsatrisk.org/resources/free-to-think-2018/>
- ~Braver & DeVueve, Selected Chapters from *We Are Syrians*.

Week 3 Advocacy Studio/Casework, Part 1

- ~ Scholars at Risk. Student Advocacy Seminars: Educating the Next Generation to be Human Rights Leaders. Retrieved from <https://www.scholarsatrisk.org/wp-content/uploads/2017/10/SAR-Student-Advocacy-Information.pdf>
- ~ Butler, Judith. “Academic Freedom and the Critical Task of the University.” *Globalizations*, 2017.
- ~Braver & DeVueve, Selected Chapters from *We Are Syrians*.
- ~Small group selected case research and writing projects (two to three projects/groups)
- ~E-Meeting with Adam Braver, Roger Williams College, and a Representative of Scholars At Risk Protection Unit

Week 4 Human Rights Reporting

- ~Bornstein, “The Report: A Strategy and a Nonprofit Public Good,” *Humanity* 10(1), 2019, pp. 109-131
- ~Cohen, “Government responses to human rights reports: claims, denials and counterclaims,” *Human Rights Quarterly* 18 (3), 1996, 517-543
- ~De Waal, “Writing Human Rights and Getting it Wrong,” *Boston Review*, 2016, Retrieved from: <http://bostonreview.net/world/alex-de-waal-writing-human-rights>

~Satterthwaite and Simeone, "A Social Science of Human Rights? A Conceptual Roadmap for Social Science Methods in Human Rights Fact-Finding," in P. Alston and S. Knuckey, eds., *The Transformation of Human Rights Fact-Finding*, Oxford University Press, 2015.

~Braver & DeVueve, Selected Chapters from *We Are Syrians*.

~Small group work on advocacy campaign

Week 5 Mobilizing Shame – Prospects and Limits

~Pruce and Budabin, "Beyond Naming and Shaming: New Modalities of Information Politics in Human Rights," *Journal of Human Rights* 15(3), 2016, pp. 408-425.

~Thrall, Stecula and Sweet, "May We Have Your Attention Please? Human Rights NGOs and the Problem of Global Communication," *The International Journal of Press/Politics* 19(2), 2014, pp. 135-159.

~Braver & DeVueve, Selected Chapters from *We Are Syrians*.

~Small group work on advocacy campaign

Week 6 Advocacy Studio/Casework, Part 2

~ Marefka, Michael. "Beginner's Guide: How to Write a Human Rights Report." Human Rights Careers Blog.

~Scholars at Risk. "Advocacy Guide: Creating a Successful Action Alert."

~Small group selected case research and writing projects (two to three projects/groups)

~Meetings with scholars who have background on country conditions

~Drafting advocacy documentation

Week 7 Human Rights of Scholars and Students

~Quinn and Levine, "Intellectual-HRDs and Claims for Academic Freedom under Human Rights Law," *International Journal of Human Rights* 18 (7-8), 2014, pp. 898-920.

~Quinn, "Is the Threat to Academic Freedom Growing?" *Chronicle of Higher Education*, 2019.

~Rajagopal, "Defending Academic Freedom as a Human Right: An Internationalist Perspective," *International Higher Education*, 3, 2015.

<https://doi.org/10.6017/ihe.2003.33.7390>

~Small group work on advocacy campaign

Week 8 History of Protecting Scholars

~Friedlander, Chapter 8 from *A Light in Dark Times: The New School for Social Research and Its University in Exile*, Columbia University Press, 2019.

~Blackburn, Chelsea. "Chapter IV: Who Are the Scholars at Risk and What Have They Endured?" and "Chapter V: Academic Freedom and Censorship in the Globalized Economy" in *Globalization and the Mobility of Ideas: A Critical Account of Academics*

in Exile at Colleges and Universities in the United States. Dissertation, University of Wisconsin, 2018.

~Virtual Q & A with member of Scholars At Risk Program (Chelsea Blackburn)

~Small group work on advocacy campaign

Week 9 Case Example: Turkey

~Özkirimli, “How to Liquidate a People? Academic Freedom in Turkey and Beyond,” *Globalizations*, 14, 6, 851-856.

~Quinn, Robert. “Academic freedom on trial in Turkey.” *Washington Post*, April 26, 2016.

~Small group work on advocacy campaign

Week 10 Case Example: China

~Scholars at Risk. *Obstacles to Excellence: Academic Freedom in China’s Quest for World Class Universities*, 2019. Retrieved from: https://www.scholarsatrisk.org/wp-content/uploads/2019/09/Scholars-at-Risk-Obstacles-to-Excellence_EN.pdf

~Sharma, “Scholars Targeted as Uighur Purge Engulfs Universities,” *University World News*, 2018. Retrieved from: <https://www.universityworldnews.com/post.php?story=20180928160408284>

~Pen America, Sections II and III from Forbidden Feeds: Government Controls on Social Media in China, 2018. Retrieved from: https://pen.org/wp-content/uploads/2018/06/PEN-America_Forbidden-Feeds-report-6.6.18.pdf

~Small group work on advocacy campaign

Week 11 Advocacy Studio/Case Work, Part 3

~Small group selected case research and writing projects (two to three projects/groups)

~Meetings with scholars who have background on country conditions

~Drafting advocacy & revising documentation for SAR (peer feedback and presentations)

Week 12 Case Example: United States

~White House. “Executive Order on Combatting Anti-Semitism,” December 11, 2019. Retrieved from: <https://www.whitehouse.gov/presidential-actions/executive-order-combatting-anti-semitism/>

~Scholars at Risk, “SAR’s Response to the US Executive Order Titled ‘Combatting Anti-Semitism,’” 2019. Retrieved from: <https://www.scholarsatrisk.org/2019/12/sars-response-to-the-us-executive-order-titled-combatting-anti-semitism/>

~On Point. "Trump Order on Anti-Semitism Sets Off Fear, Praise from Jewish Community." 2019. Listen to episode at:
<https://www.wbur.org/onpoint/2019/12/17/trump-anti-semitism-jewish-community>

~Small group work on advocacy campaign

Week 13 Congressional Representative Advocacy Simulation

~Class will be devoted to dry runs for meetings with government officials/congressional representatives.

~Small group work on advocacy campaign

Week 14 Congressional Advocacy (in Connecticut or remotely by video conference)

~Advocacy in Hartford with staffers or congressional representatives based on availability. Note, this may take place in Week 13 or Week 15 depending on Congressional office scheduling.

Week 15 Summing Up/Class Reflection

~Final report due in class.

2020-346 HRTS 5450 Add Course (guest: Kathy Libal)

COURSE ACTION REQUEST	
CAR ID	20-4256
Request Proposer	Libal
Course Title	Contemporary Issues in Genocide Studies
CAR Status	In Progress
Workflow History	Start > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Contemporary Issues in Genocide Studies
Course Number	5450
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Alyssa A Webb
Initiator Department	Human Rights Institute
Initiator NetId	alw13011
Initiator Email	alyssa.webb@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Libal

Proposer First Name	Kathryn
Select a Person	kr104002
Proposer NetId	kr104002
Proposer Phone	+1 959 200 3633
Proposer Email	kathryn.libal@uconn.edu
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	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	

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?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Course will be taught by HRI Faculty members who are all stationed at the Storrs Campus.
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	HRTS 5450: Contemporary Issues in Genocide Studies 3.00 Credits Prerequisites: None Grading Basis: Graded Interdisciplinary analysis of critical topics in contemporary studies of genocide such as the legal and social meaning of genocide and crimes against humanity, the causes and dynamics of genocide and mass atrocities, the immediate and intergenerational effect of genocide on individuals and groups, the question of accountability, and the role of perpetrators and bystanders.		
Reason for the course action	The proposed course will enhance the existing Human Rights graduate certificate program by directly engaging the issue of genocide. The Graduate Certificate in Human Rights offers interdisciplinary perspectives on a range of human rights issues through our curriculum, but currently only have 1 course that directly focuses on genocide HIST 5195: The Origins and Evolution of the Genocide Debate. This is a special topics course that is not regularly offered, which leaves a substantial gap in our curriculum. Additionally, this special topics course focuses primarily on the historical development of the international prohibition of genocide, and contemporary debates surrounding its application. The proposed course, Contemporary Issues in Genocide Studies, will thus expand our programs academic scope, by making coursework on genocide more accessible to our students. This course will also broaden HRI's engagement with the study of genocide as both a human rights violation, and as an academic discipline in its own right. In addition to discussing the history of the concept of genocide, this course also presents a highly interdisciplinary framework for interrogating the field of genocide studies, including explicit discussion about research norms, diverse approaches to post-conflict justice, and the importance of developing interventions informed by the lived experiences of genocide survivors.		
Specify effect on other departments and overlap with existing courses	N/A		
Please provide a brief description of course goals and learning objectives	By the end of the course students will: Gain an understanding of the history of the formation of the concept of genocide and its varied meanings (legal, sociological, etc.) Comprehend and evaluate the theories and methods used to study genocide and mass atrocities Develop an understanding of different approaches to justice, reconciliation, commemoration, and remembrance Identify and articulate a position on contemporary debates in genocide studies, including in discussion, presentations, critical analysis papers, and a research paper. Develop and apply specialized knowledge in one topical area of genocide and mass atrocity studies.		
Describe course assessments	Class Participation (15%): Assessment of student participation will be based on Attending class regularly; Completing readings prior to class; Verbally participating in both small and large groups; Providing substantive comments based on readings, class material, personal experience, or current events; Seeking to promote a class atmosphere conducive to learning; Raising concerns, questions, or difficulties in a solution-oriented manner; and Refraining from distracting activities (texting, using computers except for note-taking). In-Class Presentation (10%): Each student will present a summary of several key points in the assigned reading for a given week, to assess these key points (take a position), and to foster discussion with other students (approximately 1 hour of the seminar). The presenter should also incorporate at least one current event/news item into their discussion. Critical Response Papers (25%): Students are required to submit 3 critical response papers during the semester. In approximately 3-4 double-spaced, typed pages of standard sized text (not including title page and references), write an essay critically reflecting on the reading. I encourage you to compare and contrast the readings, but note that you do not need to do additional research for the response paper. You will turn in response papers in Weeks 4, 7, and 11 of the semester. Final Term Paper (50%), Curriculum, or Public History Project: The major assignment of this seminar is to write a research paper on a topic of interest to you within the field of genocide and mass atrocity studies. Your topic must be approved by the instructor in advance. must have my written approval in an email in advance. Your paper must be analytical and make use of primary and scholarly sources. Primary sources can vary considerably, including films, archival documents, photographs, memoirs, etc. Papers should be 20-25 pages in length (double-spaced, 12-point font, 1-inch margins). You are also required to submit a 1-page outline and working bibliography in class in the second week in November. You will provide peer feedback on the outlines. Papers are due December 10, 2021. Should you find it more relevant to your studies, you can also elect to do a Curriculum or Public History Project instead of a final term paper. Additional guidelines will be provided in the first week of class outlining the requirements of these alternative assignments.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus HRTS 5450 Genocide Studies.docx	Syllabus HRTS 5450 Contemporary Issues in Genocide Studies.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Alyssa A Webb	12/01/2020 - 17:49	Submit		Submitting CAR for review
Human Rights	Cesar Abadia-Barrero	12/01/2020 - 19:54	Approve	11/17/2020	Approved by Graduate Committee	

HRTS 5450

Contemporary Issues in Genocide Studies

Instructor: Kathryn Libal

Email: kathryn.libal@uconn.edu

Overview:

This course provides an interdisciplinary examination of genocide. It draws upon historical, legal, literary, sociological, anthropological, psychology, philosophy, and political science fields to understand genocide and mass atrocities, including varied methodological approaches to research. Through focusing on critical topics in contemporary studies of genocide, we develop an understanding of the dynamics that make mass atrocities and genocide possible. The course examines the historical processes that led to the recognition of genocide, crimes against humanity, and atrocity crimes, as well as the social meaning of the idea of genocide that may exceed formal definitions in international law. After examining foundational historical, philosophical, and legal bases of defining genocide, we examine approaches to gaining an understanding of the lived experience of genocide and mass atrocities; how genocide differentially affects individuals and groups on the basis of gender, race, and indigeneity; and cultural dimensions of genocide. We also consider questions of accountability, the role of perpetrators and bystanders, as well as the intergenerational lived effects of genocide on both targets and perpetrators of genocide and mass atrocities. Case examples of mass atrocities and genocide are integrated throughout the course, including those from 19th and 20th Century colonial and post-colonial contexts. In the latter part of the class we examine how the quest for justice, recognition of genocide (and genocide denial), truth and reconciliation, Holocaust and genocide education, and modes of commemorating genocide form a durable afterlife of this form of mass violence. Students will contribute several short critical response essays, present on the themes for one week in class, and either do a curriculum/public history project or write a research paper on a topic of interest.

Objectives:

The course will enable you to:

- Gain an understanding of the history of the formation of the concept of genocide and its varied meanings (legal, sociological, etc.)
- Comprehend and evaluate the theories and methods used to study genocide and mass atrocities
- Develop an understanding of different approaches to justice, reconciliation, commemoration, and remembrance
- Identify and articulate a position on contemporary debates in genocide studies, including in discussion, presentations, critical analysis papers, and a research paper.
- Develop and apply specialized knowledge in one topical area of genocide and mass atrocity studies.

Readings:

There following are required texts:

- Balakian, Peter. *Ozone Journal* (University of Chicago Press, 2015).
- Gellately and Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge University Press, 2012).

- Gross, Jan. *Neighbors* (Penguin Books, 2002).
- Jones, Adam (ed.). *New Directions in Genocide Research* (Routledge, 2012).

The other readings will be available through the course website, HuskyCT. Other required readings include articles, reports, chapters and documents posted on HuskyCT.

All United Nations human rights treaties and other documents are available on line at www.ohchr.org and will be linked through our course HuskyCT website as well.

A Note Regarding Syllabus: Modifications may be made to readings or other aspects of the syllabus during the semester to enhance the quality of learning.

Assignments:

Class Participation (15%): Assessment of student participation will be based on

- Attending class regularly;
- Completing readings prior to class;
- Verbally participating in both small and large groups;
- Providing substantive comments based on readings, class material, personal experience, or current events;
- Seeking to promote a class atmosphere conducive to learning;
- Raising concerns, questions, or difficulties in a solution-oriented manner; and
- Refraining from distracting activities (texting, using computers except for note-taking).

In-Class Presentation (10%): Each student will present a summary of several key points in the assigned reading for a given week, to assess these key points (take a position), and to foster discussion with other students (approximately 1 hour of the seminar). The presenter should also incorporate at least one current event/news item into their discussion.

Critical Response Papers (25%): Students are required to submit 3 critical response papers during the semester. In approximately 3-4 double-spaced, typed pages of standard sized text (not including title page and references), write an essay critically reflecting on the reading. I encourage you to compare and contrast the readings, but note that you do not need to do additional research for the response paper. You will turn in response papers in Weeks 4, 7, and 11 of the semester.

4. Final Term Paper (50%), Curriculum, or Public History Project:

The major assignment of this seminar is to write a research paper on a topic of interest to you within the field of genocide and mass atrocity studies. Your topic must be approved by the instructor in advance. must have my written approval in an email in advance. Your paper must be analytical and make use of primary and scholarly sources. Primary sources can vary considerably, including films, archival documents, photographs, memoirs, etc. Papers should be 20-25 pages in length (double-spaced, 12-point font, 1-inch margins). You are also required to submit a 1-page outline and working bibliography in class in the second week in November. You will provide peer feedback on the outlines. Papers are due December 10, 2021.

Should you find it more relevant to your studies, you can also elect to do a Curriculum or Public History Project instead of a final term paper. Additional guidelines will be provided in the first week of class outlining the requirements of these alternative assignments.

Policies and Procedures:

Grading Criteria:

The following is a description of my grading system.

A = Exceptional work/Outstanding. This grade will be assigned to work which shows *extensive use of readings* and concrete examples of relevant social work practice.

B = Fully meets graduate standards. This grade will be assigned when all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles and precise descriptions of social work practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure. Overall quality of work is unsatisfactory, or some aspects of assignments not done.

I = Incomplete. A *temporary* grade assigned for not completing the required work. This grade is granted only with the approval of the instructor.

Written work should meet graduate standards of writing proficiency, and should conform to accepted standards of citation. Written assignments will be graded based on the following, along with other criteria identified in each specific assignment:

-
- Thoroughness and completeness of content;
 - Clarity and logic of presentation;
 - Evidence of critical thought;
 - Quality of writing.

Late assignments: But for extreme emergencies (documented), the grade for assignments handed in after the due date will be reduced by ½ grade per day.

Incomplete grades: Incompletes are granted at the discretion of the instructors under special circumstances. It is the student's responsibility to request an Incomplete before the end of the semester. A request signed by the student and the instructors must be on file when grades are submitted.

The final letter grade for the course is based on the 100 point scale as indicated below.

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

D	60-69
F	< 60

Academic Integrity: Among the performance standards identified by the university is scrupulous adherence by students to principles of academic integrity and one of the hallmarks of such behavior is honesty. This professional principle is violated when a student engages in academic and scholarly misconduct. Responsibility for such misconduct requires intent but is not excused by ignorance. Students should be familiar with the various definitions of misconduct, particularly plagiarism and misrepresentation. They should discuss with me any questions or doubts you have in this regard.

A useful resource for developing “safe” strategies for writing can be found at:

<https://owl.english.purdue.edu/owl/resource/589/02/> and
<https://owl.english.purdue.edu/owl/resource/589/03/>.

Student Accommodations: UConn is committed to providing students with disabilities equal access to educational opportunities. To accomplish this, UConn grants to students with documented disabilities reasonable and appropriate accommodations, which are academic adjustments or modifications made to elements of a student’s postsecondary program. The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability.

Students seeking an accommodation must register online with the CSD via [MyAccess](#) and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the [Documentation Guidelines](#) for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at csd.uconn.edu or individuals may contact the CSD at 860-486-2020 or csd@uconn.edu for further information or assistance.

Discrimination, Harassment, and Interpersonal Violence: The Provost’s policies against discrimination, harassment and interpersonal violence can be found here:

<http://provost.uconn.edu/syllabi-references/>

Policy on Electronic Equipment: I ask that you use discretion and not text during presentations or do other distracting (non-class related) work on your computers during class session. If you must take a call or text related to a private or work matter, please feel free to go outside of class and return after the call or text.

Student Taping or Recording Class without Permission: Student taping or recording classes cannot occur without the permission of the instructor. According to the University, please refer to the following: As an instructor, “My lectures are protected by state common law and federal copyright law. They are my own individual expression, and I have either recorded them (in a fixed and tangible medium of expression) or am recording them at the same time that I deliver them in order to obtain protection. Although you are authorized to take notes in class, thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use, or in the case of a student with a disability (if the Center for Students with Disabilities has determined that it is a reasonable accommodation). As a student, you are not authorized to record my lectures, to provide your notes to anyone else, or make commercial use of them without express prior permission from me.”

Schedule:

Week 1 Introduction – Defining Genocide*

* Note – do these readings prior to the first seminar

- Gellately and Kiernan, “The Study of Mass Murder and Genocide,” in *The Specter of Genocide*
- Gellately and Kiernan, “Seeking the Roots of Modern Genocide: On the Macro- and Microhistory of Mass Murder,” in *The Specter of Genocide*
- Lemkin, Chapter 9, *Axis Rule in Occupied Europe*
- Bryant “Canaries in the Mineshaft of American Democracy: North American Settler Genocide in the Thought of Raphaël Lemkin,” *Genocide Studies and Prevention: An International Journal*, 14 (2020), 1, 21-39.
- Lieberman, “From Definition to Process: The Effects and Roots of Genocide,” in *New Directions in Genocide Research*
- Feierstein, “The Concept of ‘Genocidal Social Practices,’” in *New Directions in Genocide Research*

Week 2 Genocide, Colonialism, and Its Afterlife

- Mamdani, Mahmood, “A Brief History of Genocide”
- Gellately and Kiernan, “Genocides of Indigenous Peoples: Rhetoric of Human Rights,” in *The Specter of Genocide*
- Gellately and Kiernan, “Military Culture and Production of ‘Final Solutions’ in the Colonies: Examples of Wilhelminian Germany,” in *The Specter of Genocide*
- Eichler, “Ecocide is Genocide: Decolonizing the Definition of Genocide,” *Genocide Studies and Prevention*, 14 (2020) 2, 104-121.
- Ostler, “Removal,” in *Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas*

Week 3 Genocides of the 20th Century – Laying Comparative Groundwork

- Jones, “Genocide and Structural Violence: Charting the Terrain,” in *New Directions in Genocide Research*
- Gellately and Kiernan, “Twentieth-Century Genocides: Underlying Ideological Themes from Armenia to East Timor,” in *The Specter of Genocide*
- Kovačević, “Visions of Greater Serbia: Local Dynamics and the Prijedor Genocide,” *Genocide Studies and Prevention: An International Journal*, 14 (2020), 1, 105-123.
- Gellately and Kiernan, “Under the Cover of War: The Armenian Genocide in the Context of Total War,” in *The Specter of Genocide*
- Gellately and Kiernan, “The Mechanism of Mass Crime: The Great Terror in the Soviet Union, 1937-1938,” in *The Specter of Genocide*
- Ungor, “Fresh Understandings of the Armenian Genocide: Mapping New Terrain with Old Questions,” in *New Directions in Genocide Research*

Week 4 Formation of International Law on Mass Atrocity and Genocide

- Convention on the Prevention and Punishment of the Crime of Genocide (1948), at: <https://www.un.org/en/genocideprevention/genocide-convention.shtml>

- Review timeline on Genocide at the US Holocaust Memorial Museum (<https://www.ushmm.org/>)
- Gellately and Kiernan, “The Modernity of Genocides: War, Race, and Revolution in the Twentieth Century,” in *The Specter of Genocide*
- Goldsmith, “The Issue of Intent in the Genocide Convention and Its Effect on the Prevention and Punishment of the Crime of Genocide: Toward a Knowledge-Based Approach,” *Genocide Studies and Prevention: An International Journal*, 5 (2010), 3: Article 3.

Week 5 Understanding the Lived Experiences of Perpetrators, Bystanders, Victims & Survivors

- Gross, Jan. *Neighbors* (Penguin Books, 2002).
- Verdeja, “Moral Bystanders and Mass Violence,” in *New Directions in Genocide Research*
- Khatchadourian, “A Century of Silence: A Family Survives the Armenian Genocide and its Long Aftermath”
- Schauwecker, “‘You Could See Rage’: Visual Testimony in Post-Genocide Guatemala,” *Genocide Studies and Prevention: An International Journal*, 12 (2018), 2, 18-34.
- Elliott-Famularo, Watch *Bearing Witness: The Voices of Our Survivors*

Week 6 Gender and Race

- Lingaas, “Imagined Identities: Defining the Racial Group in the Crime of Genocide,” *Genocide Studies and Prevention: An International Journal*, 10 (2016), 1, 79-106.
- Von Joeden-Forgey, “Genocidal Masculinity,” in *New Directions in Genocide Research*
- Dampier, “‘Everyday Life’ in Boer Women’s Testimonies of the Concentration Camps of the South African War, 1899-1902,” in *Crime and Empire, 1840-1940*
- Carranza Ko, “Making the Case for Genocide, the Forced Sterilization of Indigenous Peoples of Peru,” *Genocide Studies and Prevention: An International Journal*, 14 (2020), 2, 90-103.
- Solomon, “The Black Freedom Movement and the Politics of the Anti-Genocide Norm in the United States, 1951 - 1967,” *Genocide Studies and Prevention: An International Journal*, 13 (2019), 1, 130-143.
- Elal, “‘Her Name Was Not Seher, It Was Heranuş...’: Reading Narratives of Forced Turkification in Twenty-First Century Turkey,” *Genocide Studies and Prevention: An International Journal*, 10 (2016), 3, 25-38.

Week 7 International Justice: From Nuremberg to the ICC

- Feierstein, Daniel (2019) “Human Rights? What a Good Idea! From Universal Jurisdiction to Crime Prevention,” *Genocide Studies and Prevention: An International Journal*, 13 (2019), 3, 9-20.
- Wilson, “Propaganda and History in International Criminal Trials,” *Journal of International Criminal Justice*
- Luck, “Why the United Nations Underperforms at Preventing Mass Atrocities,” *Genocide Studies and Prevention: An International Journal*, 11 (2018), 3, 32-47.
- Watch *The Trial of Ratko Mladic*
- Explore the ICTY Digital Archive Project that forms part of the Dodd Archives Collection: <https://dodd.uconn.edu/icty-digital-archive-project-2/>

Week 8 Toxic Speech, Hate Speech, and Incitement

- Kiper, Wilson, Lillie, and Harris, “Propaganda, Empathy, and Support for Intergroup Violence: The Moral Psychology of International Speech Crimes” (working paper)
- Wilson and Kiper, “Incitement in an Era of Populism: Updating *Brandenburg* after Charlottesville,” *Journal of Law and Public Affairs*, 5 (2020), 2, 56-121
- Tirrell, “Toxic Speech: Towards and Epidemiology of Discursive Harm,” *Philosophical Topics* 45 (2017), 2, 139-161
- Wilson and Land, “Hate Speech on Social Media: Towards a Context Specific Content Moderation Policy,” *Connecticut Law Review*.
- Leader Maynard and Benesch, “Dangerous Speech and Dangerous Ideology: An Integrated Model for Monitoring and Prevention,” *Genocide Studies and Prevention: An International Journal*, 9 (2016), 3, 70-95.

Week 9 Intergenerational Impacts of Genocide and the Legacy of Denialism

- Islam, et al, “The Intergenerational Effect of Cambodia’s Genocide on Children’s Education and Health,” *Population and Development Review*, 43 (2019) 2, 331-353.
- Avakian, “Denial in Other Forms,” *Genocide Studies and Prevention: An International Journal*, 12 (2018), 1, 3-23
- Ostler, “Appendix I: The Question of Genocide in U.S. History,” in *Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas*
- Brittingham, “‘The Jews Love Numbers’: Steven L. Anderson, Christian Conspiracists, and the Spiritual Dimensions of Holocaust Denial,” *Genocide Studies and Prevention: An International Journal*, 14 (2020), 2, 44-64.
- Amir, “Killing Them Softly: Forcible Transfers of Indigenous Children,” *Genocide Studies and Prevention: An International Journal*, 9 (2015), 2: 41-60.

Week 10 Memory-making, Memorial, Reconciliation, and Reparations

- Watch *First They Killed My Father*
- Heejoo Gwen Kim, watch *Flossenbürg*, available at: <http://www.heejoogwenkim.org/flossenbrg>
- Watch *The Dildilians: A Story of Photography and Survival*
- Greeley, Orwicz, Luis Falconi, Reyes, Rosenberg, and Laplante, “Repairing Symbolic Reparations: Assessing the Effectiveness of Memorialization in the Inter-American System of Human Rights,” *International Journal of Transitional Justice*, 14 (2020), 165-192.
- Simon, “The Challenge of Social Reconciliation in Rwanda: Identity, Justice and Transformation,” in *New Approaches to Genocide Studies*
- Equal Justice Initiative, *Lynching in America: Confronting the Legacy of Racial Terror*, 3rd ed., available at: <https://lynchinginamerica.eji.org/report/>
- Equal Justice Initiative, *Community Remembrance Project*, available at: <https://eji.org/projects/community-remembrance-project/>

Week 11 Resilience and Forging New Forms of Belonging and Identity

- Balakian, *Ozone Journal* (entire)
- Coundouriotis, “Imagining New Forms of Belonging: The Futurity of the Stateless,” in *Beyond Borders: The Human Rights of Non-Citizens*

- Powell, “Revitalizing the Ethnosphere: Global Society, Ethnodiversity, and the Stakes of Cultural Genocide,” *Genocide Studies and Prevention: An International Journal*, 10 (2016), 1, 44-59.

Week 12 21st Century Social Responses to Genocide and Holocaust Denial

- Marcus, “The Grey Zone in Holocaust Education,” in Hilton and Patt, *Understanding and Teaching the Holocaust*
- Marcus and Mills, “Teaching Difficult History with Film: Multiple Perspectives on the Holocaust,” in Stoddard, Marcus, and Hicks, *Teaching Difficult History through Film*
- Hadley, “Why Should We Teach the Holocaust Today and Tomorrow,” in Hilton and Patt, *Understanding and Teaching the Holocaust*
- Woolford, Muller and Sinclair, “Risky Times and Spaces: Settler Colonialism and Multiplying Genocide Prevention through a Virtual Indian Residential School,” *Genocide Studies and Prevention: An International Journal*, 13 (2019), 3, 79-96.
- Arnold, “Salutogenesis and the Prevention of Social Death: Cross-Cultural Lessons from Genocide-Impacted Rwandans and Indigenous Youth in Canada,” *Genocide Studies and Prevention: An International Journal*, 13 (2019), 3, 145-162.

Week 13 Thanksgiving Break

Week 14 Environmental Harms and Mass Crimes

- Schimmer, “Tracking Evidence of Genocide through Environmental Change: Applying Remote Sensing to the Study of Genocide,” in *New Directions in Genocide Research*
- Robbins, “The Case for Calling Climate Change Genocide,” *The New Republic*, available at: <https://newrepublic.com/article/159472/case-calling-climate-change-genocide>

Week 15 Presentations

2020-347 ANTH 5390 Revise Course

COURSE ACTION REQUEST	
CAR ID	20-4176
Request Proposer	Abadia-Barrero
Course Title	Cultural Rights
CAR Status	In Progress
Workflow History	Start > Anthropology > 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	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Title	Cultural Rights
Course Number	5390
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed 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?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Seminar

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?	Storrs
If not generally available at all campuses, please explain why	Faculty members are located 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	ANTH 5390. Cultural Rights 3.00 credits Prerequisites: None. Grading Basis: Graded Politics of culture and cultural rights, minority rights, indigenous rights, multicultural policies, race, difference and law, cosmopolitanism, globalization and human rights.
Provide proposed title and complete course catalog copy	ANTH 5325. Cultural Rights 3.00 credits Prerequisites: None. Grading Basis: Graded Politics of culture and cultural rights, minority rights, indigenous rights, multicultural policies, race, difference and law, cosmopolitanism, globalization and human rights.
Reason for the course action	Changing course number to avoid using a reserved number.
Specify effect on other departments and overlap with existing courses	None

Please provide a brief description of course goals and learning objectives	This seminar is an introduction to debates in 'the politics of difference' as they relate to the construction of human rights. Learning objectives 1) examine the concept of culture and its uses to sustain segregation and the cultural relativist challenge to universal human rights. 2) scrutinize specific instances of rights and difference for ethnic minorities, children, and women. 3) Gain a deep understanding of the following questions will be discussed in depth: how can we reconcile global human rights standards and local cultural norms? How can conflicts between cultural principles and liberalism be resolved? How can universal human rights become legitimized in different socio-cultural contexts without homogenization?		
Describe course assessments	Class participation Presentations Final Paper		
Syllabus and other attachments	Attachment Link	File Name	File Type
	CULTURAL RIGHTS ANTH 5325 F 2017.docx	CULTURAL RIGHTS ANTH 5325 F 2017.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Cesar Abadia-Barrero	11/29/2020 - 17:59	Submit		We are simply changing course number to avoid using a reserved number.
	Anthropology	Cesar Abadia-Barrero	11/29/2020 - 18:51	Approve	11/17/2020	Change of course number approved by graduate committee and faculty.

CULTURAL RIGHTS
ANTH/HRTS 5325 Fall 2017
 Tuesday 11-1. WGSS 425
 Professor Françoise Dussart
 Department of Anthropology

Email: francoise.dussart@uconn.edu. Office Hours: BY APPOINTMENT ONLY

This seminar is an introduction to debates in 'the politics of difference' as they relate to the construction of human rights. We will first examine the concept of culture and its uses to sustain segregation and the cultural relativist challenge to universal human rights. We will scrutinize specific instances of rights and difference for ethnic minorities, children, and women. Some of the following questions will be discussed in depth: how can we reconcile global human rights standards and local cultural norms? How can conflicts between cultural principles and liberalism be resolved? How can universal human rights become legitimized in different socio-cultural contexts without homogenization?

Course requirements:

- Class participation and course work will constitute 40% of your grade.
 1. Class participation and engagement with the questions formulated each week.
 2. THREE sets of questions on Brown's, Comaroffs' and Dussart's & Poirier's books.
- Each student will write one final essay paper of 12-15 pages, 60% of your term grade.

Required Texts available at the UConn Bookstore, the other readings have been placed onto huskycr.

- Michael F. Brown 2004. *Who owns Native Culture* , Harvard University Press
- Kymlicka, Will. 1995. *Multicultural Citizenship*. Clarendon Press.
- Comaroff Jean and John. 2010 *Ethnicity, Inc*. Chicago University Press

•Dussart Françoise and Sylvie Poirier (eds.). 2017 *Entangled Territorialities: Negotiating Indigenous Lands in Australia and Canada*, University of Toronto Press.

SOME DATES TO KEEP IN MIND:

- OCTOBER 17: HAND IN FIRST DRAFT OF YOUR FINAL PAPER**
- OCTOBER 31: FD RETURN FIRST DRAFT TO STUDENTS WITH COMMENTS**
- NOVEMBER 7: STUDENTS EMAIL FD SUGGESTED READINGS FOR NOV. 21 CLASS ON *RIGHTS, RACISM AND ENTITLEMENT***
- DECEMBER 10: EMAIL FINAL DRAFT OF FINAL PAPER**

Aug. 29 **Introduction**

Human rights have historically been associated with individual rights, but what pressures are there to reconfigure them so that groups also have rights? How do we assess the relative weight of claims of individuals and collectives, when the two come into conflict? What are the consequences of granting collective rights to racial, ethnic or minority groups?

Sept. 5 **Romanticism and the Political History of Culture**

- Adam Kuper. 1999. *Culture: the anthropologists' account*. Cambridge: Harvard University Press. Introduction and Chapter 1
- Isaiah Berlin. 2000. *The Roots of Romanticism* London: Pimlico, Random House. Chapter 1, 'In Search of a Definition', pp. 1-20: Chapter 2 'The First Attack on Enlightenment' pp. 21-46: Chapter 5 'Unbridled Romanticism' pp. 93-117: Chapter 6 'The Lasting Effects' pp. 118-147.

1. Why was Germany such a responsive place for Romantic ideas in the 1700s?
2. In what ways was Romanticism a response to French ideas of civilization and human rights?
3. How were Fichte's ideas on the self distinct from the conventional Enlightenment idea of the rational, autonomous self? See Berlin pp. 93 et passim.
4. What influence did these competing ideas of Culture and Civilization have on social-cultural anthropology?

Sept. 12 **Culture in 20th Century Anthropology**

- Adam Kuper. 1999. *Culture: the anthropologists' account*. Cambridge: Harvard University Press. Chapter 3 'Clifford Geertz.' Pp. 75-121. Chapter 6 'Brave New World.' Pp. 201-225.
- Clifford Geertz. 1983. *Local Knowledge*. New York: Basic Books. Chapter 3 'From the Native's Point of View.', pp. 55-72; Chapter 8 'Local Knowledge: Fact and Law in Comparative Perspective.' pp. 167-234.

1. In what ways does Clifford Geertz's theory of 'Culture' resemble the 'Kultur' of German Romanticism? In what ways is it different?
2. If, as Geertz contends, law is a cultural system of symbols and meanings, then what are the implications of this theory for a) facts and evidence; b) the cross-cultural study of legal systems; c) the definition of selfhood, and d) the universality [or otherwise] of human rights?
3. How persuaded are you by Kuper's critiques of Geertz-that he is an idealist whose theories do not take into account social organization, wider political structures such as colonialism and questions of power more generally?

Sept. 19 Cultural Relativist Critiques of Human Rights

- A. Pollis and P. Schwab 'Human Rights: a western construct with limited applicability' in A. Pollis and P. Schwab, eds, *Human Rights: Cultural and Ideological Perspectives* 1979. New York: Praeger.
- Talal Asad. Chapter 5 'On Torture, or Cruel, Inhuman and Degrading Treatment.' Pp. 111-133, in Wilson, Richard, ed., 1997. *Human Rights, Culture and Context*. London: Pluto Press.

1. To what degree do the cultural relativist writers from this week's reading draw their theories of culture from German Romanticism? From Geertz's view of Culture?
2. Is the vision of the state and state sovereignty used by Pollis and Schwab applicable in the context of rapid economic, political and cultural globalization?
3. In the second half of the seminar [after the presentations], we will divide in two groups. Each group will have 15 minutes to plan together. One group will propose the view: 'Cultural relativism makes a valid critique of universal human rights', and the other group will oppose it.

Sept. 26 Culture Revised, Contested and Deconstructed

- Clifford, James 1988. 'Identity in Mashpee' in J Clifford *The Predicament of Culture*. Cambridge: Harvard University Press.
- Rhoda Howard 'Cultural Absolutism and the Nostalgia for Community.' in *Human Rights Quarterly* (1993) 15:315-338.

1. How does the revised anthropological theory of culture found in your readings for this week differ from both the Geertzian and Romantic models of culture?
2. Is it possible to keep culture as an analytic concept separate from culture as an ideological term, and if not, then should one abandon it? If we abandon culture as an analytical concept, then how do we speak about the processes formerly discussed under the rubric of 'culture'?
3. This question is about the incompatibility of law and cultural processes which seem to function in very different ways. Can one build a revised theory of rights on the basis of a revised theory of culture and if so, then how exactly? Would it solve the universalism vs. relativism question or not?

Oct. 3 Individual conversation via email regarding the paper topic chosen individually by each student. NO CLASS

Oct. 10 Intercultural Dialogues on Human Rights

- R. Pannikar 1982. 'Is the Notion of Human Rights a Western Concept?' *Diogenes* Volume 120, pp.75-102.
- An-Na'im, Abdullahi, ed., 1992. *Human Rights in Cross Cultural Perspectives*. Philadelphia: University of Pennsylvania Press. Chapter 1 'Towards a Cross-Cultural Approach..' pp.19-43
- Renteln, Alison. 1988. 'Relativism and the Search for Human Rights.' *American Anthropologist*. 90.

1. Pannikar suggests that we identify the homologies between cultures to construct a more representative view of rights, but what if the cultures concerned are based upon assumptions that humans are not equal [a precondition for human rights]?
2. An-Na'im accepts that some practices of Koranic law [e.g., *hudud*, the amputation of the hands of thieves] are both against human rights principles and unlikely to change anytime soon-so is he right to look to the realm of legal procedure for the basis of human rights?
3. How convinced are you by Renteln's claim that one can be a relativist and yet support human rights norms by searching for widespread conceptions of justice shared across cultures.

Oct. 17 Theories of Gender, Difference and Human Rights

- Binion, Gayle 1995. 'Human Rights: a feminist perspective.' *Human Rights Quarterly* 17(1995):509-526
- Brems, Eva 1997 'Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in Human Rights Discourse.' *Human Rights Quarterly* 19: 136-164.
- Bunting, Annie 1993 'Theorizing Women's Cultural Diversity in Feminist International Human Rights Strategies.' *Journal of Law and Society* 6:6-22.

1. Does feminism have a clear single position on human rights-what is the history of its changing relationship? If not, what are the main fault lines of dissent and debate and to what degree are they compatible? Do they simply replicate the Enlightenment/Romanticism debate or add a new dimension?
2. Bunting notes that the human rights system is based upon a gendered individualistic self: can feminism mediate [politically, conceptually] between the individualism of law/rights discourse and the dialogical self of communitarians? If so, then what are the implications in turn for the human rights system (laws, treaties, conventions, courts)?

HAND IN FIRST DRAFT

Oct. 24 Multiculturalism and Minority Rights: Redefining Liberalism

- Kymlicka, Will. 1995. *Multicultural Citizenship*. Oxford: Clarendon Press. Chapters 1-3, pp. 1-48; and Chapters 6-7 pp. 107-151
- Romero, Francine 'The Supreme Court and the Protection of Minority Rights.' *Law and Society Review*, 2000, Vol. 34, No 2, pp. 291-314.

•United Nations Declaration on the Rights of Indigenous Peoples

1. What do you think of Kymlicka's distinctions between multinational states and polyethnic states-is this useful? Can collective goals be included within a system of individual rights as Kymlicka suggests?
2. What has been achieved using the indigenous rights framework? Give concrete examples.
3. What are some of the unintended consequences of indigenous rights?

Oct. 31 Culture and Cultural Rights

•Michael F. Brown 2004. *Who owns Native Culture* , Harvard University Press

1. Prepare a set of 10 questions each you will want to answer and discuss in class. Please email them to me before class.

RETURN FIRST DRAFT TO STUDENTS WITH COMMENTS

Nov. 7 Commodification of Indigenousness and Culture, Rights

•John and Jean Comaroff. *Ethnicity*, Inc. 2010 Chicago

2. Prepare a set of 10 questions each you will want to answer and discuss in class. Please email them to me before class.

Nov. 14 Anthropology of Entanglement. Territorial Rights

•Dussart and Poirier *Entangled Territorialities*. University of Toronto Press. 2017

3. Prepare a set of 10 questions each you will be prepared to answer and discuss in class. Please email them to me before class.

Thanksgiving Break Nov. 19-25

Nov. 28 Multiculturalism: Reactions and Anthropological Responses

- Turner, Terence. 1993. 'Anthropology and Multiculturalism: what is anthropology that multiculturalists should be mindful of it?' *Cultural Anthropology*. 8(4):411-429.
- Ong, Aihwa 'Cultural Citizenship as Subject-Making' *Current Anthropology*.1996. 37:5:737-62.
- Wilson, Richard *The Politics of Culture in Post-Apartheid South Africa*.

1. Are you persuaded by Turner's macro historical explanation of the rise of multiculturalism [globalization, disarray of Left, postmodernism] and his distinction between critical and difference multiculturalism?
2. How does Ong's paper demonstrate the distinctive contribution of anthropologists to the debate about citizenship and identity? What new and different elements are there in her empirical research and analysis compared with the philosophers and political scientists?

Dec. 5 Rights, Racism and Entitlement

Readings To be selected by students in the class

PLEASE EMAIL ME YOUR FINAL PAPER BY DECEMBER 10, AT NOON.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

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

2020-348 ANTH 5391 Revise Course

COURSE ACTION REQUEST	
CAR ID	20-4194
Request Proposer	Abadia-Barrero
Course Title	Human Rights in a Diverse World
CAR Status	In Progress
Workflow History	Start > Anthropology > 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	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Title	Human Rights in a Diverse World
Course Number	5391
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Cesar Abadia-Barrero

Initiator Department	Anthropology
Initiator NetId	cea14002
Initiator Email	cesar.abadia@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2022
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	Graduate seminar

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?	Storrs
If not generally available at all campuses, please explain why	Faculty located 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	ANTH 5391. Human Rights in a Diverse World 3.00 credits Prerequisites: None. Grading Basis: Graded Basic issues, methods and theories in the anthropological study of human rights; cultural relativism, the international human rights system, social movements, transnational activist networks, media and representation are studied in their relationship to rights claims, adjudication, and outcomes.
Provide proposed title and complete course catalog copy	ANTH 5326. Human Rights in a Diverse World 3.00 credits Prerequisites: None. Grading Basis: Graded Basic issues, methods and theories in the anthropological study of human rights; cultural relativism, the international human rights system, social movements, transnational activist networks, media and representation are studied in their relationship to rights claims, adjudication, and outcomes.
Reason for the course action	Changing course number to avoid using a reserved number.
Specify effect on other departments and overlap with existing courses	None

Please provide a brief description of course goals and learning objectives	1) provide an overview of a broad range of ethnographically-based research on rights concepts, claims, and discourse in places around the world; 2) survey scholarly theories and debates concerning the relationship between human cultural and social diversity on one hand and the globalizing dimensions of human rights discourses, institutions and practices on the other; 3) examine recent ethnographic and critical theoretically-grounded studies of human rights, representing diverse themes, frames of study, and methods; 4) help students think through how to do their own field-based studies of human rights processes: participants will be encouraged to raise questions and make observations that establish comparative and theoretical links to their own research agenda.		
Describe course assessments	Weekly questions/comments class participation Final paper		
Syllabus and other attachments	Attachment Link	File Name	File Type
	syllabus ANTH 5326 HR in Diverse World.doc	syllabus ANTH 5326 HR in Diverse World.doc	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Cesar Abadia-Barrero	11/29/2020 - 18:52	Submit		We are simply changing course number to avoid using a reserved number.
	Anthropology	Cesar Abadia-Barrero	11/29/2020 - 18:58	Approve	11/17/2020	Graduate Committee and Faculty approved changing course number to avoid using a reserved number.

ANTH 5326
Graduate Seminar:
Human Rights in a Diverse World
spring 2013, Beach 404, T 12:30-3:15

Samuel Martínez, Assoc Prof, Dept of Anthropology & Inst for Latin@,
Caribbean & Latin American Studies, Univ of Connecticut

Aims: 1) provide an overview of a broad range of ethnographically-based research on rights concepts, claims, and discourse in places around the world; 2) survey scholarly theories and debates concerning the relationship between human cultural and social diversity on one hand and the globalizing dimensions of human rights discourses, institutions and practices on the other; 3) examine recent ethnographic and critical theoretically-grounded studies of human rights, representing diverse themes, frames of study, and methods; 4) help students think through how to do their own field-based studies of human rights processes: participants will be encouraged to raise questions and make observations that establish comparative and theoretical links to their own research agenda.

Course themes:

- the meaning and scope of "rights" and rights-based approaches
- the interdependence of human rights
- human rights and globalization
- human rights and cultural relativism
- the plurality of human rights approaches and their relationship to law

- media and the politics of human rights representation
- social movements and transnational activist networks

Term research projects: Course participants will submit a 15 to 20 page (double space) paper, no later than Tuesday, 7 May 2013. Completion of a rough draft of the term paper will be expected no later than 2 weeks before the end of the term. Our final meeting(s) will be given over entirely to in-class presentations of term projects.

While each participant is free to frame the term project as s/he wishes, it is expected that the paper will address at least one approach or controversy in the anthropological literature on human rights and present a well-rounded consideration of the relevant scholarship.

Weekly questions/comments: In ten of the 12 weeks in which readings will be discussed, participants are required to post, to the Weekly Journal of the course HuskyCT site, the question(s) or brief comment(s) that you would most want to have discussed at that week's class meeting. To give every participant the time to read your entry, please post your questions and thoughts no later than 9PM, the evening before class.

Readings will consist primarily but not exclusively of publications by cultural anthropologists. Orders for the following books have been placed at the UConn Coop Bookstore:

Goodale, Mark, ed. 2009 *Human Rights: An Anthropological Reader*
 Povinelli, Elizabeth A. 2002 *The Cunning of Recognition: Indigenous Alterities and the Making of Australian Multiculturalism*
 Tate, Winifred 2007 *Counting the Dead: The Culture and Politics of Human Rights Activism in Colombia*
 Sarfaty, Galit 2012 *Values in Translation: Human Rights and the Culture of the World Bank*
 Ticktin, Miriam 2011 *Casualties of Care: Immigration and the Politics of Humanitarianism in France*

The following schedule and reading list is subject to change. An up-to-date program may be found in the weekly activity folders, course HuskyCT Website.

Part 1: Concepts

Week 1 *Introductions and discussion of course goals + What does it mean to "have a right"?* Sen in Goodale, *Human Rights* + Cranston & Feinberg readings in HuskyCT.

Week 2 *The international human rights system* – Arat, Donnelly, Hathaway, Osiatyński & Sikkink readings in HuskyCT.

Part 2: Themes

Week 3 *Cultural relativism: ethics, method, or object of study?* American Anthropological Association, "Statement on Human Rights" & "Declaration on Anthropology and Human Rights," comments by Barnett & Steward & Kymlicka essay in Goodale, *Human Rights* + Bennett, Engle, Goodale, Hatch & Renteln readings in HuskyCT.

Week 4 *Culture without relativism?* An-Na'im, Cowan, Eriksen, Merry & Preis essays in Goodale, *Human Rights* + Cowan/Dembour/Wilson, Merry & Pitarch readings in HuskyCT.

Week 5 *Legal skepticism* Speed in Goodale, *Human Rights* + Englund, Hastrup, Rajagopal, Riles, Ross & Strathern readings in HuskyCT.

Week 6 *Perspectives on International Law* Goodale essays in Goodale, *Human Rights* + Clarke, Hale & Wilson readings in HuskyCT.

Week 7 *What's "anthropological" about the anthropology of human rights?* Merry & Messer in Goodale, *Human Rights* + Dembour, Merry & Speed readings in HuskyCT.

Week 8 *Discourse and Representation* Colvin, Fassin, McLagan, Merry, Shaw, Stoll & Wilson readings in HuskyCT.

Week 9 spring break

Part 3: Case studies

Week 10 Povinelli, whole book

Week 11 Sarfaty, whole book

Week 12 Tate, whole book

Week 13 Ticktin, whole book

Part 4: Term project presentation & write-up

Weeks 14 & 15 Term project presentations

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: Dec 1, 2020
2. Department or Program: Anthropology
3. Title of Minor: Anthropology of Global Health
4. **Effective** Date (semester, year): Fall 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Adding a course

Existing Catalog Description of Minor

Anthropology of Global Health Minor

The Anthropology of Global Health minor provides students with the theoretical and methodological tools needed to analyze health from an anthropological perspective and integrate anthropological analysis into the study of global health problems and solutions. Not open to Anthropology majors or minors.

In order to complete the minor students must complete 15 credits from the following. At least 12 credits must be from the Department of Anthropology. Prerequisite: [ANTH 1000](#), 1006, or [2000/W](#).

1. [ANTH 3300](#) and/or [ANTH 3325](#); and
2. At least nine credits from [ANTH 2000/W](#), [3202W](#), [3302](#), [3304](#), [3326](#), [3327](#); [GEOG 3240](#); [HRTS/SOCI 3837/W](#); [LLAS 3250](#); [PUBH 3001](#); [SOCI 3451](#). Students may use [ANTH 3095](#), [3098](#) and graduate level seminars in ANTH, depending on content, towards the requirement with approval of minor advisor.

The minor is offered by the Anthropology Department.

Proposed Catalog Description of Minor

Anthropology of Global Health Minor

The Anthropology of Global Health minor provides students with the theoretical and methodological tools needed to analyze health from an anthropological perspective and integrate

anthropological analysis into the study of global health problems and solutions. Not open to Anthropology majors or minors.

In order to complete the minor students must complete 15 credits from the following. At least 12 credits must be from the Department of Anthropology. Prerequisite: [ANTH 1000](#), 1006, or [2000/W](#).

1. [ANTH 3300](#) and/or [ANTH 3325](#); and
2. At least nine credits from [ANTH 2000/W](#), [3202W](#), [3302](#), [3304](#), [3320](#), [3326](#), [3327](#); [GEOG 3240](#); [HRTS/SOCI 3837/W](#); [LLAS 3250](#); [PUBH 3001](#); [SOC 3451](#). Students may use [ANTH 3095](#), [3098](#) and graduate level seminars in ANTH, depending on content, towards the requirement with approval of minor advisor.

The minor is offered by the Anthropology Department.

Justification

1. Reasons for changing the minor: A new course has been approved.
2. Effects on students: Students have one more option to fulfill the minor.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee: Nov 30, 2020
Department Faculty: Nov 30, 2020
6. Name, Phone Number, and e-mail address of principal contact person:
César Abadía-Barrero, 6179993612, cesar.abadia@uconn.edu

2020-350 ENGL

Revise Major

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ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: **November 30, 2020**
2. Department or Program: **English**
3. Title of Major: **English**
4. [Effective](#) Date (semester, year): **Fall 2021**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: **Reorganization of core curriculum; addition of optional concentrations.**

Existing Catalog Description of Major

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

A. Introduction to Literary Studies

ENGL 2600 (Three credits). This course should be taken within a semester of declaring the major or at its next offering.

B. Literary Histories and Areas (Nine credits)

One course from each of the following three groups:

1. British Literature: **ENGL**
2100, 2101, 3111/W, 3113/W, 3115/W, 3117/W, 3118/W, 3123/W, 3124/W.
2. American Literature: **ENGL**
2200, 2201/W, 2203/W, 2214/W, 3207/W, 3210, 3212, 3213/W, 3215/W, 3218/W, 3220/W 3605, 3607.
3. Anglophone and Postcolonial Literature: **ENGL**
2301/W, 3120, 3122/W 3318, 3319, 3320.

C. Genre (Three credits)

One from the following: **ENGL** 2401, 2405, 2407, 2408, 2409.

D. Major Author (Three credits)

One from the following: **ENGL** 3501, **ENGL** 3503, **ENGL** 3505, **ENGL** 3507, **ENGL** 3509.

E. Advanced Study (Three credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: **ENGL** 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W.

F. Electives (Nine credits)

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

Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: **ENGL** 2100, 2200, 3111, 3113, 3115, 3301, 3303, 3501, 3503, 3505, 3507, 3652, 4965W.

Concentrations offered for English majors

- Irish Literature
- Creative Writing
- Teaching English

Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

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

Proposed Catalog Description of Major

To satisfy the English major, the student must present for the degree 30 credits of English courses numbered 2000 or above.

These credits shall be distributed as follows:

Core Curriculum: 18 credits

Electives or Optional Concentration: 12 credits

CORE CURRICULUM (18 credits):

Each of these core requirements must be satisfied by a unique course. A single course may not be applied to two different requirements within the core curriculum.

A. Methods for the Major: ENGL 2600 (3 credits)

B. Early Literary, Cultural, and Linguistic History (6 credits from the list below)

ENGL 2100, 2200, 2201/W, 2603, 3111/W, 3113W, 3115W, 3117W, 3213/W, 3301, 3303, 3501, 3503/W, 3505, 3507, 3603, 3652

C. Antiracism, Globality, and Embodiment (6 credits)

Students take one course from group 1, and a second course from either group 1 or 2

1). Black, Indigenous, Latinx, and Asian/American Literary and Cultural Traditions (3 credits)

ENGL 2214/W, 2301/W, 2305, 3210, 3212, 3213/W, 3215/W, 3217/W, 3218/W, 3318, 3319, 3320, 3605, 3607

2). Difference and Diaspora (3 credits)

ENGL 2274/W, 3120, 3122/W, 3220, 3609, 3611, 3613, 3629

D. Advanced Study: Writing in the Major (3 credits)

ENGL 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W

ELECTIVES OR OPTIONAL CONCENTRATIONS (12 credits)

Courses used to satisfy credits in the core curriculum may also be applied toward one of the concentrations below, as long as the student completes the 30 unique credits for the major. Students may forego concentrations and opt to take 12 credits of electives instead.

Concentration: Creative Writing

Twelve credits distributed as follows:

- Introduction to Creative Writing: ENGL2701 (3 credits)
- Two 3000-level CW Writing Workshops (6 credits) chosen from among these courses: ENGL 3701, 3703, 3705, 3707, 3711, 3715E
- One elective (3 credits) focused on literary genres or methods, chosen from the following: ENGL 2401, 2405, 2407, 2408/W, 2409, 2411/W, 2413/W, 2610, 2612, 2635E, 2640/W, 2730/W, 3003/W, 3012, 3013/W, 3240E, 3403, 3420, 3422, 3640/W, 3713

Concentration: Cultural Studies / Media Studies

Twelve credits from the following list:

ENGL 2276/W, 2411/W, 2413/W, 2610, 2612, 2640/W, 3235/W, 3265/W, 3420, 3422, 3623, 3625, 3633/W, 3640/W

Concentration: English Teaching

Twelve credits distributed as follows:

- Cultural, Genre, and Media Studies (3 credits): 2276/W, 2401, 2405, 2407, 2408, 2409, 2411/W, 2413/W, 2605/W, 2609, 2610, 2612, 2635E, 2640/W, 3235/W, 3240E, 3265W, 3640, 3619, 3623, 3625, 3631, 3633W, 3652, 3653, 3715E

- Advanced Composition (3 credits): ENGL 2013W, 2049W, 3003W, 3010W, 3701*
- Grammar (3 credits): ENGL 3601 or 3603
- Children's or Young Adult Literature (3 credits): ENGL 3420 or 3422

* Sections of this course may only be applied to the concentration if approved by the Coordinator of the Teaching Concentration

Concentration: Irish Literature

Twelve credits from the following list.

ENGL 3120, 3122, 3301, 3509*, 3623*, 3627*

*Sections of these courses may only be applied to the concentration if approved by the Coordinator of the Irish Literature program.

Concentration: Literature, Antiracism, and Social Justice

Twelve credits from the following list:

ENGL 2207, 2214/W, 2274/W, 2301/W, 2605/W, 2609, 2635E, 3120, 3122/W, 3210, 3212, 3213/W, 3215/W, 3217/W, 3218/W, 3220, 3318, 3319, , 3605, 3607, 3609, 3611, 3613, 3619, 3629, 3631, 3633/W

Concentration: Literary Histories and Legacies

Twelve credits from the following list:

ENGL 2100, 2101, 2200, 2201/W, 2203/W, 2301/W, 2603, 3111/W, 3113/W, 3117/W, 3118/W, 3120, 3122/W, 3123/W, 3124/W, 3207/W, 3213/W, 3215/W, 3301, 3303, 3501, 3503/W, 3505, 3507, 3509, 3603, 3625

Concentration: Literature of Place and Environment

Twelve credits from the following list:

ENGL 2276/W, 2635E, 2730W, 3240E, 3235/W, 3652, 3653, 3715E

Concentration: Writing and Composition Studies

Twelve credits from the following list:

ENGL 2001, 2013W, 2049W, 2730W, 3003W, 3010W, 3012, 3013W, 3082, 3091, 3692, 3713, 3715E

A maximum of 6 credits of 3091 and 3692 may be counted towards the Writing and Composition Studies concentration.

Justification

1. Reasons for changing the major: **to make the major more appealing to students, bring it in line with changes in the field, highlight diversity, and showcase the full possibilities of an English major**
2. Effects on students: **theoretically, it should be more appealing to students while also exposing them to more courses on diversity and difference. Overall, it is a much more flexible major.**
3. Effects on other departments: **none**
4. Effects on regional campuses: **easier delivery at the regional campuses**
5. **Dates approved** by
Department Curriculum Committee: **October 18, 2020**
Department Faculty: **November 18, 2020**
6. Name, Phone Number, and e-mail address of principal contact person:
Chris Vials, Christopher.vials@uconn.edu, (413)-695-9252

2020-351

PNB

Revise Major

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 12/2
2. Department or Program: Physiology and Neurobiology
3. Title of Major: Physiology and Neurobiology
4. **Effective** Date (semester, year): Fall 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Update to reflect new research and experiential course numbering guidelines

Existing Catalog Description of Major

Physiology and Neurobiology

This B.S. program in Physiology and Neurobiology is intended to provide students with a foundational understanding of body and brain functions at the molecular, cellular and systemic levels by synthesizing current and emerging ideas from research and medical science. Course offerings span comparative and model system physiology, nervous system function and development, endocrinology, cardiorespiratory physiology, and associated diseases.

Additionally, we also offer coursework and independent study based undergraduate research opportunities.

The following courses are required to earn a B.S. degree in the college of liberal arts and sciences:

- BIOL 1107
- CHEM 1124Q–1126Q or 1127Q–1128Q;
- MATH 1131Q–1132Q
- PHYS 1201Q–1202Q–1230 or 1401Q–1402Q or 1601Q–1602Q.

PNB Major Requirements:

Undergraduate majors must complete at least 24 credits in PNB at the 2000 or higher level, including:

- All courses in the core group
- At least three courses from the physiology and neurobiology groups, with at least one course from the physiology group and at least one course from neurobiology group.
- At least one course from the experiential group
- At least one W course in PNB (which may be fulfilled from the experiential group)

Core Group

- PNB2274 and PNB2275
- PNB3251

Physiology Group

- PNB2250, PNB3252, PNB3262, PNB3265, PNB3270, PNB3350, and PNB3500

Neurobiology Group:

- PNB3255, PNB3260, PNB3275, PNB3700, and PNB4400

Experiential Group:

- PNB3120W, PNB3180, PNB3263WQ, PNB3264W, and PNB4296W

Students who have not completed 24 credits in the PNB major after satisfying the above requirements may take additional course(s) from the above categories, or any other PNB course at the 2000 or higher level. However, no more than 3cr. of PNB3180, PNB3295, or PNB3299 may be applied toward the 24 credits-in-major requirement.

Related Courses:

- MCB 2000 or MCB 3010
- MCB 2400 or MCB 2410
- CHEM 2443 and CHEM 2444 or CHEM 2241 and MCB 2210

There is a minor in [Physiology and Neurobiology](#). A minor in [Neuroscience](#) is offered jointly by the Physiology and Neurobiology Department and the Psychology Department. Both programs are described in the [Minors](#) section of this Catalog

Proposed Catalog Description of Major

Physiology and Neurobiology

This B.S. program in Physiology and Neurobiology is intended to provide students with a foundational understanding of body and brain functions at the molecular, cellular and systemic levels by synthesizing current and emerging ideas from research and medical science. Course offerings span comparative and model system physiology, nervous system function and development, endocrinology, cardiorespiratory physiology, and associated diseases. Additionally, we also offer coursework and independent study based undergraduate research opportunities.

The following courses are required to earn a B.S. degree in the college of liberal arts and sciences:

- BIOL 1107
- CHEM 1124Q–1126Q or 1127Q–1128Q;
- MATH 1131Q–1132Q
- PHYS 1201Q–1202Q–1230 or 1401Q–1402Q or 1601Q–1602Q.

PNB Major Requirements:

Undergraduate majors must complete at least 24 credits in PNB at the 2000 or higher level, including:

- All courses in the core group
- At least three courses from the physiology and neurobiology groups, with at least one course from the physiology group and at least one course from neurobiology group.
- At least one course from the experiential group
- At least one W course in PNB (which may be fulfilled from the experiential group)

Core Group

- PNB2274 and PNB2275
- PNB3251

Physiology Group

- PNB2250, PNB3252, PNB3262, PNB3265, PNB3270, PNB3350, and PNB3500

Neurobiology Group:

- PNB3255, PNB3260, PNB3275, PNB3700, and PNB4400

Experiential Group:

- PNB3120W, PNB3180, PNB3263WQ, PNB3264W, and PNB4297W

Students who have not completed 24 credits in the PNB major after satisfying the above requirements may take additional course(s) from the above categories, or any other PNB course at the 2000 or higher level. However, no more than 3cr. of PNB3180, PNB3296, or PNB4296 may be applied toward the 24 credits-in-major requirement.

Related Courses:

- MCB 2000 or MCB 3010
- MCB 2400 or MCB 2410
- CHEM 2443 and CHEM 2444 or CHEM 2241 and MCB 2210

There is a minor in [Physiology and Neurobiology](#). A minor in [Neuroscience](#) is offered jointly by the Physiology and Neurobiology Department and the Psychology Department. Both programs are described in the [Minors](#) section of this Catalog

Justification

1. Reasons for changing the major: This change is required to bring the major into compliance with the new numbering for research and experiential courses.
2. Effects on students: none
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: 11/4
Department Faculty: 11/4
6. Name, Phone Number, and e-mail address of principal contact person:

John Redden
860 486 2367
john.redden@uconn.edu

2020-352 PNB Revise Minor

UConn | COLLEGE OF LIBERAL
ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 12/2/2020
2. Department or Program: PNB
3. Title of Minor: Physiology and Neurobiology
4. **Effective** Date (semester, year): Fall 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: We are removing the requirement for students to take courses within "groups" and instead switching to a credits-in-PNB model that will offer more flexibility to students.

Existing Catalog Description of Minor

Students desiring this minor must take at least 15 credits of 2000-level and higher PNB courses including fulfilling the Core requirements of either Group A or Group B, below:

- **Group A:** [PNB 2274–2275](#)
- **Group B:** [PNB 2250](#), [3251](#), [3262](#) or [3265](#), [3263WQ](#) or [3264W](#)

The minor is offered by the [Physiology and Neurobiology Department](#).

Proposed Catalog Description of Minor

The PNB minor is suitable for students wishing to further their understanding of body and brain functions at the molecular, cellular and systemic level. Course offerings span comparative and model system physiology, nervous system function and development, endocrinology, cardiorespiratory physiology, and associated diseases.

Students pursuing a minor in Physiology and Neurobiology must complete 15 credits in PNB at the 2000 or higher level, including:

- [PNB2264](#) or PNB2274
- [PNB2265](#) or PNB2275

No more than 3 credits of PNB3295, PNB3296, PNB3299 or PNB4296 may be applied toward the 15 credit requirement.

Justification

1. Reasons for changing the minor: Due to changes in course offerings and a desire to open the minor to more students, we are removing the course groupings from our minor.
2. Effects on students: This should open up the major to more students in biology and related fields like allied health and nursing.
3. Effects on other departments: Students in biology and related departments may now wish to pursue a minor in PNB.

4. Effects on regional campuses: none
5. Dates approved by
 Department Curriculum Committee: 11/4
 Department Faculty: 11/4
6. Name, Phone Number, and e-mail address of principal contact person: john redden
 john.redden@uconn.edu

2020-353 POLS 3040 Add Course

COURSE ACTION REQUEST	
CAR ID	20-3876
Request Proposer	Arat
Course Title	Power, Politics and Art
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > 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	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	Power, Politics and Art
Course Number	3040
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Zehra Arat
Initiator Department	Political Science
Initiator NetId	zea11001
Initiator Email	zehra.arat@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	online summer course

COURSE RESTRICTIONS	
Prerequisites	none
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Junior,Senior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS	
Provide proposed title and complete course catalog copy	POLS 3040 - Power, Politics and Art. 3 credits Prerequisites: Open to juniors or higher. Grading Basis: Graded An examination of the expression of political ideologies in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest.
Reason for the course action	The proposed course would meet the following interest and needs: 1. Interdisciplinary teaching: The course will expand the interdisciplinary course options for all students. 2. General Education: As an upper-level course that requires no background knowledge either in politics or art but expects students to have relatively developed reading comprehension, writing and analytical skills, the course will serve as an upper-level General Education course. Given its global content, the course would meet the requirements of the General Education Content Area Four-International (CA4INT) - Diversity and Multiculturalism. It can also meet CA1. 2. Political Science Major: The course proposal has been approved by the Political Theory subfield faculty of the Political Science department and will meet "Theory and Methods" course distribution requirement for the Political Science majors. 3. Regional Campuses: Being an online course, it would be accessible to students from regional campuses. 4. Non-Political Science Majors: Students who major in other fields, including those in the arts, can take the course to meet their general education, related course, or elective requirements. 5. Facilitate graduation: Meeting several needs listed above, the course would help students from different majors and campuses to graduate in a timely manner.
Specify effect on other departments and overlap with existing courses	There are no art-oriented or General Education CA4INT courses offered by the Political Science program. As for other departments, none of the CA4INT courses listed below cover the material intended to be covered by the proposed course. Moreover, only the first four courses on the list focus on art, two of them are lower level, and all of them have regional focus. The proposed course is upper level, global in scope, and has a strong political content. ARTH 1128 Global Perspectives on Western Art: Renaissance to the Present CA1, CA4INT ARTH 1141 From Sun Gods to Lowriders: Introduction to Latin American Art CA1, CA4INT ARTH 3630 Alternative Modernities: Visual Culture of Latin America CA4INT HIST 2020 Pyramids, Pirates, and the Polis: The Ancient Mediterranean CA1, CA4INT HIST 2222E Global Environmental History CA1, CA4INT, COMPE HIST 3206 Black Experience in the Americas CA1, CA4INT HIST 3362 The Black Death: Medieval and Modern Responses to Catastrophe CA1, CA4INT HIST 3607 Latin America in the Colonial Period CA1, CA4INT HIST 3609 Latin America in the National Period CA1, CA4INT HIST 3635 History of Modern Mexico CA1, CA4INT HIST 3705 The Modern Middle East from 1700 to the Present CA1, CA4INT HIST 3822 Modern China CA1, CA4INT
Please provide a brief description of course goals and learning objectives	Defining politics as "struggle for power," the course intends to guide students to think about politics broadly and to understand how politics operate in our daily lives and influence our outlook and behavior. Visual arts and architecture are integrated as media through which citizens are socialized into particular socio-political systems or what people use as tools of political critique, resistance, and protest. Students who complete this course will be able to: • define major political concepts; • describe main tenets of major ideologies; • define general principles of visual arts; • describe the use of certain forms and images as ideological expressions; • accurately employ the vocabulary of arts and politics in their descriptions and analyses; • compare different political ideologies and some religious belief systems; and • analyze and identify the expression of distinct ideologies in a given artwork or architectural design.

Describe course assessments	Students' comprehension of the course material will be assessed through: • two online tests, • two analytical writing assignments, and • the quality of contribution to the discussion board. Tests include true-false, multiple choice, fill-in the blank, and short answer questions that will assess the students' knowledge and ability to define basic concepts and describe ideological and artistic expressions. Writing assignments involve analysis and reflection, as they attempt to test students' understanding and ability to integrate and apply abstract concepts introduced in class to the analysis of specific pieces. No additional research is needed to undertake the writing assignments. General guidelines for writing assignments and specific instructions for each assignment will be posted on HuskyCT under "Assignments." Discussion boards will be used both to encourage students to think critically and to allow them to share their views with other students.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Arat, Power, Politics and Art preliminary Syllabus.docx	Arat, Power, Politics and Art preliminary Syllabus.docx	Syllabus
	Power, Politics and Art, sample writing assignment[2].docx	Power, Politics and Art, sample writing assignment[2].docx	Other

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Zehra Arat	11/13/2020 - 11:03	Submit		Submitted on November 30, 2020
	Political Science	Evan J Perkoski	12/03/2020 - 18:09	Approve	12/3/2020	Approved by EP



**POLS 3040 – POWER, POLITICS AND ART
(Online Course)**

ZEHRA F. KABASAKAL ARAT
email: zehra.arat@uconn.edu

SUMMER 2021

Office hours: Through Nexus, <https://nexus.uconn.edu/>

COUSE DESCRIPTION

Defining politics as “struggle for power,” the course intends to guide students to think about politics broadly and to understand how politics operate in our daily lives and influence our outlook and behavior. Visual arts and architecture are integrated as media through which citizens are socialized into particular socio-political systems or people use as tools of political critique, resistance, and protest. While the course will introduce some basic political concepts, institutions, socio-political systems, major political phenomena (e.g., imperialism and independence struggles), and major world religions and political ideologies, it will also help students to acquire art appreciation skills. Covering visual art and architecture from different periods and cultures and examining them comparatively, the course will also address interactions, continuities and changes in the expression of political ideas and ideologies in visual art and architecture.

The course intends to the Political Theory requirement for Political Science majors and Content Area 4 (international) of General Education requirements.

Prerequisites: There are no prerequisites for the course, meaning that no prior knowledge of the subject is required. However, as an upper-level course that is open to juniors and seniors, the course is designed with the expectation that students have already acquired certain academic skills (e.g., reading comprehension, causal analysis, critical thinking, and writing) at college level and are able to manage demanding readings and writing assignments.

GOALS AND OBJECTIVES

Students who complete this course will be able to:

- define major political concepts;
- describe main tenets of major ideologies;
- define general principles of visual arts;
- describe the use of certain forms and images as ideological expressions;
- accurately employ the vocabulary of arts and politics in their descriptions and analyses;
- compare different political ideologies and some religious belief systems; and
- analyze and identify the expression of distinct ideologies in a given artwork or architectural design.

COURSE REQUIREMENTS, POLICIES, AND GRADING

This is an **online course** that involves no synchronized meetings. However, the course is highly structured and require timely completion of all tasks. Students are required to *complete the assigned readings* by the beginning of the week for which the material is assigned, *participate in discussion boards* on a given subject within the period allocated to it, and *submit the assignments* without delay.

Students’ comprehension of the course material will be assessed through:

- two online tests,
- two analytical writing assignments, and
- the quality of contribution to the discussions.

Tests include true-false, multiple choice, fill-in the blank, and short answer questions that will assess the students’ knowledge and ability to define basic concepts and describe ideological and artistic expressions.

Writing assignments involve analysis and reflection, as they attempt to test students’ understanding and ability to *integrate* and *apply* abstract concepts introduced in class to the analysis of specific pieces. No additional research is needed to undertake the writing assignments. General guidelines for writing assignments and

specific instructions for each assignment will be posted on HuskyCT under “Assignments.”

Discussion boards will be used both to encourage students to think critically and to allow them to share their views with other students.

All students can benefit from seeking assistance from the Writing Center to improve their writing (<http://www.writingcenter.uconn.edu/>); for online tutorial assistance, you can contact writingcenter@uconn.edu.

The weight assigned to each component of the final grade and their dates/deadlines are as follows:

Assignment/Assessment	Grade Share	Date/Deadline
Discussion board participation	10%	TBD
Tests	40%	
First		TBD
Second		TBD
Writing Assignments	50%	
First		TBD
Second		TBD

However, if the student shows a steady improvement during the course of the semester, extra weight will be assigned to the later work. Late submissions will result in deductions from the deserved grade – 10 points for each calendar day.

Plagiarism and other forms of cheating will result in an “F” for the course and in disciplinary action. For the university rules on academic integrity, please see <http://community.uconn.edu/the-student-code-appendix-a/>.

For all course related questions, students should sign up for an appointment through Nexus (<https://nexus.uconn.edu/>) and keep the appointment or cancel it in a timely manner. Simple questions about assignments or some procedures should be posted on HuskyCT under “Student Questions” in the Course Content section (dark area on the left margin). Please use e-mail messages as the last resort or under extraordinary circumstances. Assignments will be submitted online, and *work submitted via e-mail will not be accepted*, unless there are technical issues.

Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. They should provide the necessary documentation through the Center for Students with Disabilities (CSD, <http://www.csd.uconn.edu>) and discuss possible accommodations with the instructor within the first week, or as soon as the disability is diagnosed. The CSD is located in Wilbur Cross, Room 204, and can be reached at (860) 486-2020 or at csd@uconn.edu.

REQUIRED COURSE MATERIAL

In order to ensure success in this class, students should acquire the required course materials before the first day of classes. They include the following:

1. A computer with a camera and Internet access.
2. Access to the video communication systems WebEx and Zoom. You can subscribe to Zoom without any cost through <https://zoom.us/download>.

3. There is a required book:

Hunt, E. K. 2003. *Properties and Prophets: The Evolution of Economic Institutions and Ideologies*. Updated Seventh edition. New York: M.E. Sharpe.

The required book is available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

Readings from different sources and other course material can be accessed through the HuskyCT page for the course.

WEEKLY TOPICS AND READINGS

IMPORTANT: In addition to the required book, readings include some descriptive material (mostly prepared by the instructor for this course in the form of PowerPoint (PP) slides/videos, handouts or short essays), as well some primary philosophical writings and secondary analytical sources. **Please make sure you read the instructions posted for each week, before you start reading and reviewing the assigned material in the listed order.**

PART I: INTRODUCTORY TOPICS

WEEK - 1: Introduction of the Course and Analytical Concepts/Tools

1. Introducing the Course, Purpose, Objectives and Policies
2. Key Concepts: Power and Politics
 - Power and sources of power
 - Institutional/High politics
 - Everyday politics
3. Belief Systems: Religions and Political Ideologies
4. Language of Art:
 - Subject, Form, Content
 - Historical Style
 - Analysis versus Personal Taste

Teaching material

PPs and short videos

Sample readings:

Short essays prepared by the instructor

Sample artwork:

The Battle of Issus, Albrecht Altdorfer, 1529, oil on wood

Guernica, Pablo Picasso, 1937, oil on canvas

Bauhaus Campus, Walter Gropius, 1926, Dessau, Germany

University of Technology Campus, Model, Hans Malwitz, 1937, Berlin, Germany

PART II: ART AS POLITICAL SOCIALIZATION AND INDOCTRINATION

WEEK - 2: Religious Hierarchies, Paternalism and Patriarchy

1. Western Feudalism; Christian Paternalistic Ethic; Medieval European Art and Architecture
2. The rise and spread of Islam; Main beliefs and rituals; Classical Islamic Art and Architecture
3. Main tenets of Hinduism; the Caste System; Hindu Art and Architecture

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 1-2

“The Ten Commandments”

St. Thomas Aquinas. *The Summa Theologica*.” First Part, Question 92. The production of the woman, Article 1.

Esposito, John. 1998. *Islam: The Straight Path*. 3rd Edition. New York: Oxford University Press, pp. 17-28 and 88-93 (HuskyCT)

Sample artwork:

The Very Rich Hours of the Duke of Berry, Limbourg Brothers, 1412-16, tempera on vellum - Medieval Europe

Mosque of Cordoba, 8th c, Cordoba, Spain - Islamic

Notre-Dame Cathedral, Paris, France, 14th c - Christian

Shiva as Lord of Dance, India, 11th c, bronze cast – Hindu

ATTENTION: TEST-1 is on XXXX

WEEK - 3: Political Ideologies

1. Liberalism (and justification of class system and consumerism)
2. Marxism – theory and its implementation as state socialism
3. Anarchism
4. Fascism

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 4-7

Peter Kropotkin, “Mutual Aid.” In Paul Schumaker, C. Kiel Dwight, and Thomas W. Heilke. eds., *Ideological Voices: An Anthology in Modern Political Ideas*. New York: McGraw-Hill, 1997, 95-105.

Benito Mussolini, “The Doctrine of Fascism” from *Enciclopedia Italiana*, 1932.

Sample artwork:

The Indigent Family, William Bouguereau, 1865, oil on canvas

Worker and Kolhoz Woman, Vera Mukhina, 1937, Steel

The City Rises, Umberto Boccioni, 1910, oil on canvas

Farm Family from Kahlenberg, Adolf Wissel, 1939, oil on canvas

ATTENTION: WRITING ASSIGNMENT-1 is due on XXXX

WEEK - 4: Militarism, Imperialism, and Western Expansion

1. Militarism
2. Imperialism: Meaning, forms, phases and policies
3. Gendered and Racial impacts of Western imperialism
4. Orientalism

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 11

Ho Chi Minh (Declaration of Independence of the Democratic Republic of Vietnam, 1945

Başcı, Pelin. 1998. "Shadows in the Missionary Garden of Roses," in Arat, Z., Chapter 4. "Orientalism." *New World Encyclopedia*

<http://www.newworldencyclopedia.org/entry/Orientalism>

Nochlin, Linda. 1989. "The Imaginary Orient," *The Politics of Vision Essays on Nineteenth Century Art and Society*. New York: Harper & Row, 33-59.

Sample artwork:

Soldiers and Sailors Memorial Arch Projection, Krzysztof Vodiczko, 1984-85

Benin Bronzes / Elgin Marbles / Naram Sin-Akkadian Steele

The Snake Charmer, Jean-Leon Gerome, 1879, oil on canvas

The White Man's Burden, Victor Gillam, 1899, Judge Magazine

PART III: PROTEST AND RESISTANCE

WEEK - 5: Critical Ideologies and Art

1. Feminisms
2. Anti-colonialism
3. Anti-racism
4. Anti-consumerism
5. Anti-militarism
6. Environmentalism

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 13-14

Short essay on feminisms prepared by the instructor

Mohandas K. Gandhi, "Industrial Organization: Old and New,

<http://www.mkgandhi.org/sfgbook/five.htm>; "Economic Ideals," http://www.gandhi-manibhavan.org/gandhiphilosophy/philosophy_economics_ideals.htm

"Meaning of Swadeshi" <http://www.mkgandhi.org/momgandhi/chap87.htm>

Malcolm X, "Message to the Grass Roots." In *Malcolm X Speaks: Selected Speeches and Statements*. Edited by George Breitman. New York: Grove Weidenfeld.

Selections from Herbert Marcuse

Shiva, Vandana. 1989. "Development, Ecology and Women" from *Staying Alive*. In Mann, Susan Archer, and Ashly Suzanne Patterson. Eds. 2016. *Reading Feminist*

Theory: From Modernity to Postmodernity. New York: Oxford University Press, 462-466.

Sample artwork:

The Dinner Table, Judy Chicago-Collaboration, 1974-79, ceramic, fabric, installation

The Epic of American Civilization, J. Clemente Orozco, 1932-34, 24 fresco panels

The Civil Rights Memorial, Maya Lin, 1988-93, granite, water

I shop, therefore I am, Barbara Kruger, 1987, screen print on vinyl

The Disappearing Monument, Jochen & Esther Gerz, 1986, lead, mechanical pen

Garbage Wall, Gordon Matta Clark, 1970, repurposed trash

ATTENTION: TEST-2 is on XXXX

ATTENTION: WRITING ASSIGNMENT-2 is due on XXXX

2020-354

STAT

Revise Major

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 11/30/2020
2. Department or Program: Statistics
3. Title of Major: STATISTICS
4. **Effective** Date (semester, year): Fall, 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Revise Major

Existing Catalog Description of Major

Statistics

The Department of Statistics offers work leading to degrees in theoretical and applied statistics.

At the undergraduate level, the department offers a major in statistics and a major in mathematics-statistics. The latter is offered jointly with the Mathematics Department. [STAT 3494W](#) may not be counted in the Statistics or the Mathematics-Statistics majors.

The statistics major requires 24 credits at the 2000-level or above in statistics, including [STAT 3375Q](#) and [3445](#). [MATH 2210Q](#) or [3210](#) is strongly recommended. Since [STAT 3375Q](#) has [MATH 2110Q](#) or [2130Q](#) as a prerequisite, students should begin the calculus sequence as soon as possible.

Students without mathematical background who wish some skill in statistical methodology should take [STAT 1100Q](#) followed by [2215Q](#). Students interested in the statistical analysis of business and economic data should take [STAT 1000Q](#) followed by [2215Q](#). Students with the appropriate calculus prerequisite should take [STAT 3025Q](#) rather than [STAT 1000Q](#) or [1100Q](#) and [2215Q](#). [STAT 3115Q](#) and [3515Q](#) are appropriate continuations for each of these three introductory sequences. Students interested in statistics as a mathematical discipline should complete [STAT 3375Q–3445](#).

To satisfy the information literacy competency and writing in the major requirement, statistics majors must take [STAT 3494W](#).

Bachelor of Science or Arts in Mathematics-Statistics

The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 40 credits at the 2000-level or above in Mathematics and Statistics, with at least 12 credits in each department.

The required courses for the Mathematics-Statistics major are [MATH 2110Q](#) (or [2130Q](#) or [2143Q](#)); [MATH 2210Q](#) or [3210](#) or ([2143Q](#) and [2144Q](#)); [2410Q](#) or ([2420Q](#) or [2144Q](#)); and [STAT 3375Q](#) and [3445](#).

To satisfy the Writing in the Major and Information Literacy competencies, all students must pass one of the following courses: [MATH 2710W](#), [2720W](#), [2794W](#), [3670W](#), [3710W](#), [3796W](#), or [STAT 3494W](#).

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

Proposed Catalog Description of Major

Statistics

The Department of Statistics offers work leading to degrees in theoretical and applied statistics.

The Department offers both Bachelor of Science and Bachelor of Arts degrees in Statistics and Mathematics-Statistics. The latter is offered jointly with the Mathematics Department.

The Statistics major requires 24 credits at the 2000-level or above in statistics, including [STAT 3115Q](#), [STAT 3375Q](#), [STAT 3445](#), [STAT 3675Q](#). A maximum of three credits from each of [STAT 4190](#), [STAT 4299](#), and [STAT 4389](#) may count toward the 24-credit requirement. Since [STAT 3375Q](#) has [MATH 2110Q](#) or [2130Q](#) as a prerequisite, students should begin the calculus sequence as soon as possible. In addition, at least 12 credits at the 2000-level or above in approved related areas are required. [MATH 2210Q](#) or [3210](#) is strongly recommended, and can count towards the related credits.

Students without mathematical background who wish some skill in statistical methodology should take [STAT 1100Q](#) followed by [2215Q](#). Students interested in the statistical analysis of business and economic data should take [STAT 1000Q](#) followed by [2215Q](#). Students with the appropriate calculus prerequisite should take [STAT 3025Q](#) rather than [STAT 1000Q](#) or [1100Q](#) and [2215Q](#). [STAT 3115Q](#) and [3515Q](#) are appropriate continuations for each of these three introductory sequences. [STAT 3025Q](#) is recommended before [STAT 3375Q–3445](#).

To satisfy the information literacy competency and writing in the major requirement, statistics majors must take [STAT 3494W](#). [STAT 3494W](#) does not count, however, towards the 24 required major credits in Statistics, nor the 40 required major credits in Mathematics-Statistics.

Bachelor of Science or Arts in Mathematics-Statistics

The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 40 credits at the 2000-level or above in Mathematics and Statistics, with at least 12 credits in each department.

The required courses for the Mathematics-Statistics major are [MATH 2110Q](#) (or [2130Q](#) or [2143Q](#)); [MATH 2210Q](#) or [3210](#) or ([2143Q](#) and [2144Q](#)); [2410Q](#) or ([2420Q](#) or [2144Q](#)); and [STAT 3375Q](#) and [3445](#).

To satisfy the Writing in the Major and Information Literacy competencies, all students must pass one of the following courses: [MATH 2710W](#), [2720W](#), [2794W](#), [3670W](#), [3710W](#), [3796W](#), or [STAT 3494W](#).

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

Justification

- 1. Reasons for changing the major:** As the number of elective course offerings will increase in Fall 2021, we want to ensure that all students are exposed to a core set of courses to meet the needs and expectations of the major.
- 2. Effects on students:** Many students already take the proposed additional required courses to complete the major course requirements; the proposed changes will require students to continue to take these core courses even in the presence of more elective course options.
- 3. Effects on other departments:** We are revising the major in Statistics only, the requirements for a major in Mathematics-Statistics remain the same. Recommendations and requirements for Mathematics courses within the Statistics major also remain the same.
- 4. Effects on regional campuses:** None
- 5. Dates approved by**
 - Department Curriculum Committee: 11/09/2020
 - Department Faculty: 11/11/2020
- 6. Name:** Elizabeth Schifano
 - Phone Number: +1 860 486 6143
 - e-mail: elizabeth.schifano@uconn.edu

COURSE ACTION REQUEST	
CAR ID	20-4118
Request Proposer	Theologhides
Course Title	The Practice and Theory of Literary Translation
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > 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	TRST
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	The Practice and Theory of Literary Translation
Course Number	5310
Will this use an existing course number?	Yes
Please explain the use of existing course number	I would like to change this into a variable content course.

CONTACT INFO	
Initiator Name	Peter C Theologhides
Initiator Department	Lit, Cultures and Languages
Initiator NetId	pct15101
Initiator Email	peter.constantine@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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
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	Lecture and discussion

COURSE RESTRICTIONS	
Prerequisites	Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent)
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	9

Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

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

COURSE DETAILS							
Provide existing title and complete course catalog copy	TRST 5310. Literary Translation: Theory and Practice. 3.00 credits. Prerequisite: Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Grading Basis: Graded. A study of the theoretical and practical aspects of literary translation. Translating literature from various genres.						
Provide proposed title and complete course catalog copy	TRST 5310. Literary Translation: Theory and Practice. 3.00 credits. May be repeated for credit to a maximum of 9 credits with a change of topic. Prerequisite: Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Grading Basis: Graded. A study of the theoretical and practical aspects of literary translation. Translating literature from various genres.						
Reason for the course action	I would like to offer students who wish to work more extensively or specialize in Translation Studies the opportunity to repeat the course since topics change every semester.						
Specify effect on other departments and overlap with existing courses	This course will not overlap with any existing courses, but will complement all literary and foreign language courses offered in other departments.						
Please provide a brief description of course goals and learning objectives	The goal is to develop students' skill in literary translation in various literary genres while also developing their understanding of translation theory and how it can help translators in their craft.						
Describe course assessments	Students will translate texts in a specific genre every week which throughout the term will be gathered into a portfolio. Students will read a theoretical text for each class: a student will be chosen to make a ten-minute presentation, which will be followed by a class discussion. Throughout the semester students will present their literary translations, explaining the technique they use. These translations are analyzed and discussed by the class. The written work will be one essay on translation and a book review either of a translation theory work or a translated book of prose or poetry. Students' grades will be based on participation, their written work, and translation portfolio. There will be no final exam.						
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>TRST 5310. The Practice and Theory of Literary Translation, Syllabus (2020).docx</td> <td>TRST 5310. The Practice and Theory of Literary Translation, Syllabus (2020).docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	TRST 5310. The Practice and Theory of Literary Translation, Syllabus (2020).docx	TRST 5310. The Practice and Theory of Literary Translation, Syllabus (2020).docx	Syllabus
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TRST 5310. The Practice and Theory of Literary Translation, Syllabus (2020).docx	TRST 5310. The Practice and Theory of Literary Translation, Syllabus (2020).docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Peter C Theologhides	11/24/2020 - 14:52	Submit		I am requesting that this course, which is part of UConn's Program in Literary Translation be changed into a repeatable variable content courses
	Literatures, Cultures and Languages	Sara R Johnson	11/30/2020 - 14:13	Approve	11/30/2020	See comments on the CAR for the second semester of this two semester sequence - all looks good.

TRST 5310. The Practice and Theory of Literary Translation

Instructor: Peter Constantine
 peter.constantine@uconn.edu

Wednesday 5:00-7:30PM

Office hours: by appointment.

“Not only does the translator perform an interpretive act, but readers must also learn how to interpret translations as translations, as texts in their own right, in order to perceive the ethical effects of translated texts.” – Lawrence Venuti

Course Description

This seminar offers a thorough grounding in translation theory, while providing a framework for developing individual translation projects. The readings examine how literary translations have historically been evaluated and received, spanning from Cicero and Jerome’s early theories on the merits of “word-for-word” vs. “sense-for-sense” approaches to translation, to subsequent binaries of “metaphrase” vs. “paraphrase” (Dryden) and “domestication” vs. “foreignization” (Venuti), to recent theoretical models that destabilize and challenge the imposed hierarchies of “original” and “translation” (Emmerich, Briggs). The discussions and readings help identify discursive strategies and approaches for our own translation projects and experiments. As Anne Carson argues, “languages are not sciences of one another, you cannot match them item for item.” In this graduate course, we will explore what becomes “lost”—and found—in different modes of translation.

Class Structure

Each week, we will dedicate time to discussion of the weekly reading and workshopping new translations. Regular participation is essential.

Texts

All texts will be provided, and will be posted on HuskyCT or handed out in class the week prior to discussion.

Readings Schedule

Note: Unless otherwise indicated, all readings will be uploaded to HuskyCT.

Week 1—Jerome, Carson, Sappho, and Metaphysical Silence **2/3**

- Excerpt from *Jerome on Translation: A Breviary* (tr. William Arrowsmith)
- Anne Carson, *Variations on the Right to Remain Silent*
- Excerpt from *If not, winter: fragments of Sappho* (tr. Anne Carson)

Week 2—Venuti and *The Translator’s Invisibility*

2/10

- Excerpt from *The Translator's Invisibility*, Lawrence Venuti

Week 3—Venuti as Translator 2/17

- Excerpts from *Breath: Poems and Letters* by Antonia Pozzi (tr. Lawrence Venuti)
- Excerpts from *Daybook 1918* by J. V. Foix (tr. Lawrence Venuti)
- Supplemental reading (TBA)

Week 4—Keene and Translating Diaspora 2/24

- John Keene, “Translating Poetry, Translating Blackness”
- Excerpts from *Letters from a Seducer* by Hilda Hilst (tr. John Keene)
- Excerpts from *Counternarratives* and *Seismosis* by John Keene

Week 5—Roundtable Discussion #1 3/2

- For this week, analyze and present an article of your choosing that relates to translation theory.

Week 6—19 Ways of Looking at Eliot Weinberger 3/9

- *19 Ways of Looking at Wang Wei*, by Eliot Weinberger
- Supplemental reading (TBA)

Week 7—No class, spring recess 3/16

Week 8—Spivak and Translating Impossibility 3/23

- Gayatri Chakravorty Spivak, “Translating Into English”
- Excerpts of poetry by Farhad Mazhar (tr. Gayatri Chakravorty Spivak)

Week 9—Emmerich, Translation, and the Making of Originals 3/30

- Excerpt from *Literary Translation and the Making of Originals* by Karen Emmerich
- Excerpts from *Beyond Lyricism* by Eleni Vakalo (tr. Karen Emmerich)
- Supplemental reading (TBA)

Week 10—Oswald’s Originals 4/6

- Excerpt from *Memorial: A Version of the Iliad* by Alice Oswald
- Excerpts from *Dart* by Alice Oswald

Week 11—Heaney’s Originals 4/13

- Excerpt from *Sweeney Astray: A Version of Buile Shuibhne* by Seamus Heaney
- Excerpts from *Finders Keepers: Selected Prose* by Seamus Heaney
- Supplemental reading (TBA)

Week 12—Roundtable Discussion #2 4/20

- For this week, select an original work that has at least three translations into English, and analyze and present on the various strategies and translation choices used.

Week 13—Briggs and New Trends in Translation Theory 4/27

- Excerpt from *This Little Art* by Kate Briggs

2020-356 TRST 5311 Revise Course

COURSE ACTION REQUEST	
CAR ID	20-4195
Request Proposer	Theologhides
Course Title	Literary Translation Seminar
CAR Status	In Progress
Workflow History	Start > Literatures, Cultures and Languages > 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	TRST
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Literary Translation Seminar
Course Number	5311
Will this use an existing course number?	Yes
Please explain the use of existing course number	I would like to change this into a variable content course.

CONTACT INFO	
Initiator Name	Peter C Theologhides
Initiator Department	Lit, Cultures and Languages
Initiator NetId	pct15101
Initiator Email	peter.constantine@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	12
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture and discussion

COURSE RESTRICTIONS	
Prerequisites	Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent)
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	9
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Instructor is located 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	TRST 5311. Literary Translation Seminar. 3.00 credits. Prerequisite: Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Grading Basis: Graded. Translating literature and studying the practical aspects of the craft of literary translation.
Provide proposed title and complete course catalog copy	TRST 5311. Literary Translation Seminar. 3.00 credits. May be repeated for credit to a maximum of 9 credits with a change of topic. Prerequisite: Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Grading Basis: Graded. Translating literature and studying the practical aspects of the craft of literary translation.
Reason for the course action	I would like to offer students who wish to work more extensively or specialize in Translation Studies the opportunity to repeat the course since topics change every semester.

Specify effect on other departments and overlap with existing courses	This course will not overlap with any existing courses, but will complement all literary and foreign language courses offered in other departments.		
Please provide a brief description of course goals and learning objectives	This course will focus intensely on translating prose, poetry, and drama from various eras while also also concentrating on practical matters such as publication strategies and preparing publishable translations and articles on literary translation.		
Describe course assessments	Students will translate literary texts every week with a view to producing publishable translations. Students will present their work every second week for class analysis and editing, and analyze specific translation issues that their translated passages have presented. One essay on practical aspects of literary translation. Weekly readings of texts by notable translators about translation issues and professional aspects of literary translation. Students will be graded on the final portfolio of translated texts, their essay, and the class presentations.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	TRST 5311 : Literary Translation Seminar 2020.docx	TRST 5311 : Literary Translation Seminar 2020.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Peter C Theologhides	11/29/2020 - 22:34	Submit		I am requesting that this course, which is part of UConn's Program in Literary Translation be changed into a repeatable variable content course.
	Literatures, Cultures and Languages	Sara R Johnson	11/30/2020 - 14:10	Approve	11/30/2020	Everything looks good to me - Pam please let me know if I missed any details. As is the practice in my department, I am sending out notification to the dept ccc group, and approval is assumed unless someone raises an objection (they never do!).

TRST 5311: Literary Translation Seminar

Syllabus

Instructor: Brian Sneed
brian.sneed@uconn.edu

Monday 4:00-6:45PM

Office hours: by appointment.

In this course we will translate literature and study the practical aspects of the craft of literary translation, and read and discuss what notable literary translators have written about their craft and their particular experience. We will develop different translation strategies, preparing translations of various genres of short prose, poetry, and drama. Throughout the course we will discuss practical matters, such as choosing publishable literary works to translate and publication strategies.

Foreign Language Requirement: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Students not meeting this requirement who wish to take the course should contact me.

Supportive Readings and Materials:

All texts will be provided, and will be posted on HuskyCT or handed out in class the week prior to discussion.

Readings Schedule

Note: Unless otherwise indicated, all readings will be uploaded to HuskyCT.

PLAN OF CLASSES:

*** This plan is subject to change. If any changes occur, students will be informed by the instructor.

WEEK 1

Introduction to the course and general discussion of the craft of literary translation; the various approaches to literary translation, from mainstream to experimental. Discussion of students' ideas for their first translation projects.

WEEK 2

Read "Translating from Culture to Culture," Umberto Eco.
Students' first translation samples discussed in class.

WEEK 3

Read "Can a translator change a story?" by Umberto Eco.
Students' first translation samples discussed in class.

WEEK 4

Core issues in translating contemporary prose.
Read "Style and translation" and "Translating literary texts" by David Bellos.
Students' presentation of their translated texts.

WEEK 5

Students' presentations of their contemporary prose translations.

WEEK 6

Read: "Pleasures and Problems of Translations," by Donald Frame.

Core issues in translating pre-modernist prose.

WEEK 7

Students' presentations of their prose translations from a pre-modernist period.

WEEK 8

Core issues in translating contemporary poetry.
Discussion of students' proposed essays on translation.

WEEK 9

Spring Recess

WEEK 10

Students' presentations of their translations of contemporary poetry.

WEEK 11

Read: "Building a Translation, the Reconstruction Business: Poem 145 of Sor Juana Inés de la Cruz," by Margaret Sayers Peden.
"Translating Medieval European Poetry," by Burton Raffel.
Core issues in translating pre-modernist poetry.

WEEK 12

Short presentations based on students' essays.

WEEK 13

Core issues in translating for the stage.

WEEK 14

Students workshopping their translation portfolio with class discussion.

COURSE ACTION REQUEST

CAR ID	20-4094
Request Proposer	Codr
Course Title	Gender and Globalization
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	Gender and Globalization
Course Number	2124
Will this use an existing course number?	Yes
Please explain the use of existing course number	No change is being made to the number

CONTACT INFO

Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed 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	
Environmental Literacy	No
Number of Sections	1
Number of Students per Section	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	This course has two formats. It is taught as a 40 person course (with lectures, discussions, group work, etc) and as a large format lecture with GA led discussion sections.

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?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	WGSS 2124. Gender and Globalization 3.00 credits Prerequisites: Recommended preparation: WGSS 1105 Grading Basis: Graded Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.
Provide proposed title and complete course catalog copy	WGSS 2124. Gender and Globalization 3.00 credits Prerequisites: None Grading Basis: Graded Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.
Reason for the course action	We are bringing our prerequisites in line with the new major which no longer requires any 1000 level coursework. We want 2000 level courses (like this one) to be possible entry points to the 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: • Situate contemporary economic, political, and cultural globalization within the long history of imperial expansion • Analyze the gendered nature of globalization, paying special attention to how gender inequality is produced and maintained within global economic, political, and cultural structures and processes • Discuss how gender and sexuality intersect with geopolitics, race, class, nation, religion and shape global issues such as migration, work, national and personal identity, social justice, and interpersonal relationships • Recognize and evaluate the gendered narratives produced by those writing about globalization in activist, academic, and literary contexts • Identify and reflect critically on how gender, sexuality and globalization function in your everyday life.
Describe course assessments	Students take two short answer and essay exams. They also research a topic of their choice and write a literature review.
General Education Goals	1. Become articulate: the discussion-heavy format of the course, literature review assignment, and essay-based exams offer students ample opportunity to articulate their thoughts and receive feedback 2.Acquire intellectual breadth and versatility: By exposing students to cultures other than their own, we hope to expand their understanding of the politics, cultures, religions and people from around the world, thus enabling them to acquire a larger, more flexible view of the world 3. Acquire critical judgment: This course will challenge students to think about "accepted" practices, and to formulate their own opinions and decisions based on the expanded viewpoint this course can offer them 4.Acquire moral sensitivity: This course not only exposes students to unfamiliar cultures and value systems, it also interrogates moral exceptionalism and the role moral arguments have played in colonialism and other forms of exploitation. 5.Acquire awareness of their era and society: This course situates our current global moment within a longer history of globalization, paying particular attention to the relationship between contemporary economic and political policies and histories of colonization. 6.Acquire a consciousness of the diversity of human culture and experience: This course will challenge students to think critically about diverse sociological and multicultural issues from around the world 7.Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: The course encourages students to think about globalization in their own lives--and are encouraged to begin to make connections between course work and experiences outside the course. For instance, we discuss current news items, students' purchasing patterns, and personal experiences of care work. Students are trained in using library resources to find and analyze research in the social sciences and write a literature review, a skill they can use in future courses
Content Area: Social Sciences	a..Our goal in this course is to render visible the historical, sociological, economic, and political processes that shape the lives of men, women, and nonbinary individuals in different parts of the world. These processes often serve to reinforce gender inequality. The course will introduce students to social scientific theories and concepts as they relate to

	<p>constructions of gender. These include the analysis of the role of gender at the level of individual, community, nation-state, and international relations. b. Assignments, particularly the literature review, include opportunities to gain knowledge of and some experience in the variety of introductory research methods on gender and everyday life. Class discussions emphasize the ethical dilemmas involved in conducting different types of social science research c. The course introduces students to the analysis the gendered working of historical, political and economic processes in different parts of the world. The course discusses a variety of topics that involve the way in which international processes are shaped by the interaction of individuals, groups, institutions, and nation-states as well as explore how contemporary processes of globalization shapes local experiences. These include the study of immigration, transnational movements, labor, and consumer practices. d. In addition to providing training in research methods skills, the course emphasizes a feminist methodology that provides students with analytical tools to engage in critical assessment of the major debates related to gender in global perspective with particular attention to the relationship between the local experiences of gender and global processes.</p>									
Content Area: Diversity and Multiculturalism (International)	<p>This course introduces students to a variety of human experiences, perceptions, and values. For instance, we discuss the experiences of women working in factories along the US-Mexico border, garment industry workers in South Asia, care workers from the Philippines, and Senegalese migrant workers in Italy. In each case, we discuss how their situations reflect the socially constructed gender systems in which they live. In each case, we also examine how personal choices are constrained by global economic practices that bear the mark of histories of colonial exploitation.</p>									
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>Sp20 WGSS Gender and Globalization CAR.docx</td> <td>Sp20 WGSS Gender and Globalization CAR.docx</td> <td>Syllabus</td> </tr> <tr> <td>literature review assignment.docx</td> <td>literature review assignment.docx</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Sp20 WGSS Gender and Globalization CAR.docx	Sp20 WGSS Gender and Globalization CAR.docx	Syllabus	literature review assignment.docx	literature review assignment.docx	Other
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Sp20 WGSS Gender and Globalization CAR.docx	Sp20 WGSS Gender and Globalization CAR.docx	Syllabus								
literature review assignment.docx	literature review assignment.docx	Other								

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Ariana R Codr	11/22/2020 - 21:17	Submit		CAR submitted by Ariana Codr 11/30 to reflect desired changes to prereqs as discussed at faculty meeting on 10/14/2020
	Women's Gender and Sexuality Studies	Ariana R Codr	11/30/2020 - 14:59	Approve	10/14/2020	Approved by C&C rep

Gender and Globalization

University of Connecticut

Course and Section Number: WGSS 2124 008
Term: Spring 2020
Meeting Time: MWF 11:15-12:05pm
Room: AUST 202

Instructor: Dr. Ariana Reilly Codr
Office: BCH 416
Office Hours: R 11:00am-12:00pm / F 1:30-2:30pm
Email: ariana.codr@uconn.edu

Course Description: [taken from course catalog]

Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

Goals and Objectives

Students will:

- Situate contemporary economic, political, and cultural globalization within the long history of imperial expansion
- Analyze the gendered nature of globalization, paying special attention to how gender inequality is produced and maintained within global economic, political, and cultural structures and processes
- Discuss how gender and sexuality intersect with geopolitics, race, class, nation, religion and shape global issues such as migration, work, national and personal identity, social justice, and interpersonal relationships
- Recognize and evaluate the gendered narratives produced by those writing about globalization in activist, academic, and pop cultural contexts
- Identify and reflect critically on how gender, sexuality and globalization function in your everyday life.

Required Texts: (available at the University Bookstore)

You must obtain hardcopies of the required texts. No electronic copies will be permitted.

Lucy

By Jamaica Kincaid
Farrar, Straus, and Giroux
ISBN: 978-0-37-452735-8

The True Cost (2015)

Dir. Andrew Morgan

Available to rent on Amazon Prime or YouTube

Atlantics (2019)

Dir. Mati Diop

Requires a Netflix Subscription (please feel free to subscribe for only the month during which we will be watching this film)

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

Rules and Expectations and Course Management Information

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.

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.** 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 automatically**

result in failure for the course. If you're having difficulty with any assignment you should contact me right away. I can help!

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. During our meeting I can look over an outline, go over a difficult concept from class, discuss your writing process, chat about how a group project is going, or simply throw around ideas. Preparing some thoughts in advance helps, but is not necessary. If you're completely stumped on an assignment, don't be shy about reaching out for help. Drop in or make an appointment as soon as possible so that we can get things rolling.

Grading Scale:

*Final Grades are assigned with the following scale:			
Grades		Scored	Letter Equivalent
Between			
94	to	100	A
90	to	Less than 94	A-
87	to	Less than 90	B+
84	to	Less than 87	B
80	to	Less than 84	B-
77	to	Less than 80	C+
74	to	Less than 77	C
70	to	Less than 74	C-
67	to	Less than 70	D+
64	to	Less than 67	D
60	to	Less than 64	D-
		Less than 60	F

Grade Distribution:

Professionalism and Participation: 10%

Midterm Exam 30%

Final Exam 30%

Literature Review 30%

Professionalism and Participation: 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 professionalism and participation will be awarded only to those who significantly contribute to each and every class, demonstrate that they have done all the reading with care, complete any homework or in-class assignments, 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.

Course Schedule

(The course schedule is subject to change. Any changes will be announced via HuskyCT)

Week One: Introductions

DATE	FOR CLASS	IN CLASS
1/22 W		<ul style="list-style-type: none"> • Introductions
1/24 F	<ul style="list-style-type: none"> • Read syllabus and bring questions to class • Read Manfred B. Steger, "Globalization: a contested concept" (HuskyCT) 	<ul style="list-style-type: none"> • What is globalization?

Week Two

DATE	FOR CLASS	IN CLASS
1/27 M	<ul style="list-style-type: none"> • Read Raewyn W. Connell and Rebecca Pearse, "The Question of Gender" (HuskyCT) • Review notes on globalization and brainstorm some ideas on why gender might be a useful category for thinking about globalization. <i>Bring in</i> notes from your brainstorming session. 	<ul style="list-style-type: none"> • What do we mean by "gender"?
1/29 W	<ul style="list-style-type: none"> • Think about where you see both gender and globalization at work in your own life. This could be a personal experience, but could also come from the media you consume, the hobbies you participate in, or the news you read. Jot down some notes as you reflect and bring them with you to class. 	<ul style="list-style-type: none"> • In class activity
1/31 F		<ul style="list-style-type: none"> • Histories of globalization

Week Three

DATE	FOR CLASS	IN CLASS
2/3 M	<ul style="list-style-type: none"> • Read Aulette, "Colonial Origins of the Concept of Race/Ethnicity: Slavery and Tribalism" 	<ul style="list-style-type: none"> • Gender, Colonialism, and Slavery
2/5 W	<ul style="list-style-type: none"> • Read Duggan, "Neoliberalism" 	<ul style="list-style-type: none"> • Neoliberalism: A New Colonialism?
2/7 F	<ul style="list-style-type: none"> • Read Mary E. Hawkesworth, "Engendering Globalization" (HuskyCT) 	<ul style="list-style-type: none"> • Gender and Globalization in the 20th and 21st centuries

Week Four

DATE	FOR CLASS	IN CLASS
2/10 M	<ul style="list-style-type: none"> • Read Chandra Talpade Mohanty, "Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity" (HuskyCT) 	<ul style="list-style-type: none"> • Discuss Mohanty
2/12 W		<ul style="list-style-type: none"> • Pre-screening activity • Begin watching <i>Maquilopolis</i>
2/14 F	<ul style="list-style-type: none"> • Finish watching <i>Maquilopolis</i> 	<ul style="list-style-type: none"> • <i>Maquilopolis</i> discussion

Week Five

DATE	FOR CLASS	IN CLASS
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2/17 M	Go through your closet and make a list of the places where your clothing is made. Choose one or two brands and attempt to find out something about their manufacturing practices. Bring in notes on your findings.	<ul style="list-style-type: none"> • Global fashion activity
2/19 W		<ul style="list-style-type: none"> • Pre-screening activity • Begin watch <i>The True Cost</i>
2/21 F	Finish watching <i>The True Cost</i>	<ul style="list-style-type: none"> • Discuss <i>The True Cost</i>

Week Six

DATE	FOR CLASS	IN CLASS
2/24 M	<ul style="list-style-type: none"> • Review notes and bring <i>written</i> questions you may have about the exam or the material in your notes 	<ul style="list-style-type: none"> • Exam review
2/26 W	<ul style="list-style-type: none"> • Study for Exam 	<ul style="list-style-type: none"> • EXAM
2/28 F	<ul style="list-style-type: none"> • Consider starting on next week's reading 	<ul style="list-style-type: none"> • TBD (flex day)

Week Seven

DATE	FOR CLASS	IN CLASS
3/2 M	<ul style="list-style-type: none"> • Read Arlie Russell Hochschild, "Love and Gold" (HuskyCT) • Read Todaro and Arriagada, "Global Care Chains" 	Chain of care
3/4 W	<ul style="list-style-type: none"> • Read Jamaica Kincaid, <i>Lucy</i>, pp 3-41 • Read Sara Ahmed, "Killing Joy" (HuskyCT) 	<ul style="list-style-type: none"> • Discuss <i>Lucy</i>
3/6 F	<ul style="list-style-type: none"> • Read Jamaica Kincaid, <i>Lucy</i>, pp 43-83 	<ul style="list-style-type: none"> • Discuss <i>Lucy</i> • In class writing activity

Week Eight

DATE	FOR CLASS	IN CLASS
3/9 M	<ul style="list-style-type: none"> • Read Jamaica Kincaid, <i>Lucy</i>, pp. 85-164 	<ul style="list-style-type: none"> • Discuss <i>Lucy</i>
3/11 W	<ul style="list-style-type: none"> • Read Manalansan, "Queering the Chain of Care Paradigm" 	<ul style="list-style-type: none"> • Discuss Manalansan
3/13 F	<ul style="list-style-type: none"> • Watch <i>Paper Dolls</i> 	<ul style="list-style-type: none"> • Discuss <i>Paper Dolls</i>

Week Nine

DATE	FOR CLASS	IN CLASS
3/16 M	<ul style="list-style-type: none"> • Do something fun! 	<ul style="list-style-type: none"> • NO CLASS: SPRING BREAK
3/18 W	<ul style="list-style-type: none"> • Take some time to relax! 	<ul style="list-style-type: none"> • NO CLASS: SPRING BREAK
3/20 F	<ul style="list-style-type: none"> • Engage your friends and family in conversation about gender and globalization! 	<ul style="list-style-type: none"> • NO CLASS: SPRING BREAK

Week Ten

DATE	FOR CLASS	IN CLASS
3/23 M	<ul style="list-style-type: none"> • Read Sally Engle Merry, "Gender Violence as a Human Rights Violation" (HuskyCT) 	<ul style="list-style-type: none"> • Human rights discourse and the case of sex trafficking and sex work
3/25 W	<ul style="list-style-type: none"> • Read Hua and Nigorizawa, "US Sex Trafficking and Contestations around Sex Work" (HuskyCT) 	<ul style="list-style-type: none"> • Sex trafficking and sex work continued.

3/27 F	<ul style="list-style-type: none"> Read Jo Doezema, “Western Feminists’ ‘Wounded Attachment’ to the ‘Third World Prostitute’” (HuskyCT) 	<ul style="list-style-type: none"> Sex trafficking and sex work continued.
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Week Eleven

DATE	FOR CLASS	IN CLASS
3/30 M	<ul style="list-style-type: none"> Brainstorm topics related to gender and globalization that you might want to investigate further 	<ul style="list-style-type: none"> Introduce Literature Review Assignment
4/1 W	<ul style="list-style-type: none"> Read Hannaford, “Introduction,” “Bitim Rëw” AND “Sex, Love, and Modern Kinship” 	<ul style="list-style-type: none"> Transnational Marriage
4/3 F	<ul style="list-style-type: none"> Watch Diop, <i>Atlantics</i> 	<ul style="list-style-type: none"> Discuss <i>Atlantics</i>

Week Twelve

DATE	FOR CLASS	IN CLASS
4/6 M	<ul style="list-style-type: none"> Review notes and bring <i>written</i> questions you may have about the exam or the material in your notes 	<ul style="list-style-type: none"> Exam review
4/8 W	<ul style="list-style-type: none"> Study for Exam 	<ul style="list-style-type: none"> Exam review
4/10 F	<ul style="list-style-type: none"> Study for Exam 	<ul style="list-style-type: none"> EXAM

Week Thirteen

DATE	FOR CLASS	IN CLASS
4/13 M	<ul style="list-style-type: none"> Decide on your topic and one back-up Bring Laptop 	<ul style="list-style-type: none"> Library Day—meet in the library
4/15 W	<ul style="list-style-type: none"> Find at least 2 scholarly sources. Save to your computer for quick access. Write APA bibliographic entries for each source Bring Laptop 	<ul style="list-style-type: none"> Source discussion
4/17 F	<ul style="list-style-type: none"> Read Sample Literature Reviews 	<ul style="list-style-type: none"> Sample literature reviews

Week Fourteen

DATE	FOR CLASS	IN CLASS
4/20 M	<ul style="list-style-type: none"> Draft at least one page of your literature review Bring Laptop 	<ul style="list-style-type: none"> Writing a literature review
4/22 W		<ul style="list-style-type: none"> Avoiding plagiarism
4/24 F	<ul style="list-style-type: none"> Bring Laptop 	<ul style="list-style-type: none"> In-class writing activity

Week Fifteen

DATE	FOR CLASS	IN CLASS
4/27 M	<ul style="list-style-type: none"> Draft of Literature Review Due Bring Laptop 	<ul style="list-style-type: none"> Exchange papers Revision activity
4/29 W	<ul style="list-style-type: none"> Read and comment on assigned peer literature reviews Bring Laptop 	<ul style="list-style-type: none"> Peer Review
5/1 F	<ul style="list-style-type: none"> Read and comment on assigned peer literature reviews Bring Laptop 	<ul style="list-style-type: none"> Peer Review

Literature Review Due During Final Exam Period

3/30:
last
day to
drop

Campus Policies and Resources

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 and 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.

2020-358

WGSS 2263

Revise Course (S)

COURSE ACTION REQUEST	
CAR ID	20-4238
Request Proposer	Codr
Course Title	Women, Gender, and Violence
CAR Status	In Progress
Workflow History	Start > Draft > Women's Gender and Sexuality Studies > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Subject Area #2	HRTS
School / College #2	College of Liberal Arts and Sciences
Department #2	Human Rights
Reason for Cross Listing	This is an interdisciplinary course that considers gender based violence from both a feminist as well as a human rights perspective.
Course Title	Women, Gender, and Violence
Course Number	2263
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are using the existing number--no revision to the number is deemed necessary.

CONTACT INFO	
Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3

Instructional Pattern	
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COURSE RESTRICTIONS	
Prerequisites	none
Corequisites	none
Recommended Preparation	any 1000 or 2000 level WGSS course
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Sophomore, Junior, Senior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS							
Provide existing title and complete course catalog copy	WGSS 2263. Women, Gender, and Violence Also offered as: HRTS 2263 3.00 credits Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000-level WGSS course. Grading Basis: Graded Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.						
Provide proposed title and complete course catalog copy	WGSS 2263. Women, Gender, and Violence Also offered as: HRTS 2263 3.00 credits Prerequisites: Open to sophomores and higher. Recommended preparation: Any 1000- or 2000-level WGSS course. Grading Basis: Graded Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women.						
Reason for the course action	We have removed the 1000 level requirement from the major and are, therefore, changing the required preparation for any course that previously specifically required a 1000 level course.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	<ul style="list-style-type: none"> Recognize, explain, and critique how gender violence functions within hierarchies of power and privilege. Analyze gender violence in an intersectional context, paying special attention to race, class, nationality, and sexuality. Analyze cultural representations of gender and sexuality and the role such representations play in the perpetuation gender violence. Evaluate programs, policies, and social movements aimed to prevent gender violence, raise awareness about gender violence, or intervene when violence has occurred. Special attention will be given to gender violence on college campuses. Collaborate with peers to design an original research project that meaningfully addresses a local or global issue relating to gender violence. 						
Describe course assessments	Students complete journal assignments which require them to engage critically with readings and offer their own perspectives. They also design and carry out a group project on a topic of their choice and do a presentation.						
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>WGSS 2263 Sp20.pdf</td> <td>WGSS 2263 Sp20.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	WGSS 2263 Sp20.pdf	WGSS 2263 Sp20.pdf	Syllabus
Attachment Link	File Name	File Type					
WGSS 2263 Sp20.pdf	WGSS 2263 Sp20.pdf	Syllabus					

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

	Draft	Ariana R Codr	11/30/2020 - 20:56	Submit		submitted by Ariana Codr in accordance with program's decision to update prerequisites
	Women's Gender and Sexuality Studies	Ariana R Codr	12/01/2020 - 11:47	Approve	10/14/2020	Approved by C&C rep 12/1
	Human Rights	Cesar Abadia-Barrero	12/01/2020 - 12:35	Approve	12/1/2020	Approved by C&C rep on 12/1

Women, Gender, and Violence

University of Connecticut

Course and Section Number: WGSS 2263 02

Term: Spring 2020

Meeting Time: MWF 12:20-1:10pm

Room: BCH 302

Instructor: Dr. Ariana Reilly Codr

Office: Beach 416

Office Hours: R 11:00am-12:00pm / F 1:30-2:30pm

Email: ariana.codr@uconn.edu

Course Description: [taken from course catalog]

Discussion of various forms of gendered violence in the United States and in a global context. Physical, sexual, emotional and structural violence; social, political and personal meanings of gendered violence; special emphasis on women. Three credits. Prerequisite: Open to sophomores or higher. Recommended preparation: Any 1000-level WGSS course.

Course Objectives:

Students will:

- Recognize, explain, and critique how gender violence functions within hierarchies of power and privilege.
- Analyze gender violence in an intersectional context, paying special attention to race, class, nationality, and sexuality.
- Analyze cultural representations of gender and sexuality and the role such representations play in the perpetuation gender violence.
- Evaluate programs, policies, and social movements aimed to prevent gender violence, raise awareness about gender violence, or intervene when violence has occurred. Special attention will be given to gender violence on college campuses.
- Collaborate with peers to design an original research project that meaningfully addresses a local or global issue relating to gender violence.

* **A Note on Subject Matter:** The material covered in this course, by its nature, can be difficult or even painful to discuss. For this reason, it is especially important that you be considerate and respectful of your peers at all times. Avoid statements that could be construed as accusatory or targeted at certain individuals or groups. Any personal information and opinions that may be shared in the course of class discussion should be not repeated outside of class in conversation, on social media, or anywhere else. If at any point during the semester something about the course is troubling you, please let me know so that I can try to resolve the issue. Finally, if you have had a traumatic experience likely to be triggered by the course material, please make sure you have a reliable support network in place. At the very least, tell someone you trust that you will be taking this course this semester.

Rules and Expectations and Course Management Information

Required texts: All readings for the course will be posted to HuskyCT. **However, you must print the readings for each day and bring the hardcopies with you to class.** Budget the money you would have spent on a textbook for the associated printing costs.

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.

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 automatically result in failure for the course. These policies are final and will not be negotiated.** If you're having difficulty with any assignment you should contact me right away. I can help!

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. During our meeting I can look over an outline, go over a difficult concept from class, discuss your writing process, how a group project is going, or simply throw

around ideas. Preparing some thoughts in advance helps, but is not necessary. If you're completely stumped on an assignment, don't be shy about reaching out for help. Drop in or make an appointment as soon as possible so that we can get things rolling.

Grading Scale:

*Final Grades are assigned with the following scale:			
Grades Between		Scored	Letter Equivalent
94	to	100	A
90	to	Less than 94	A-
87	to	Less than 90	B+
84	to	Less than 87	B
80	to	Less than 84	B-
77	to	Less than 80	C+
74	to	Less than 77	C
70	to	Less than 74	C-
67	to	Less than 70	D+
64	to	Less than 67	D
60	to	Less than 64	D-
		Less than 60	F

Grading Breakdown:

- Professionalism and Participation: 15%
- Journals (7 total): 50%
- Group Project 30%
- Presentation 5%

Professionalism and Participation: 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 professionalism and participation will be awarded only to those who significantly contribute to each and every class, demonstrate that they have done all the reading with care, complete any homework or in-class assignments, 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.

Course Schedule

(The course schedule is subject to change. Any changes will be announced via HuskyCT)

Week One

DATE	FOR CLASS	IN CLASS
1/22 W		• Introductions

1/24 F	<ul style="list-style-type: none"> • Read Syllabus • Write down any questions you have about the course and bring them with you to class • JOURNAL #1 DUE (Submit to HuskyCT and bring a hardcopy to class): Write a letter to me in which you consider the possible challenges we may face in this course due to the subject matter. How might we approach these challenges? Are there any ground rules that you think should be established? What might you do personally to help ensure the success of this class? 	<ul style="list-style-type: none"> • Answer syllabus questions • Discuss Journal #1
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Week Two

DATE	FOR CLASS	IN CLASS
1/27 M	<ul style="list-style-type: none"> • Read Sally Engle Merry, "Introduction" (HuskyCT) 	<ul style="list-style-type: none"> • What is gender violence?
1/29 W	<ul style="list-style-type: none"> • Begin Reading Kimberlé Crenshaw, "Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (HuskyCT) 	<ul style="list-style-type: none"> • Begin discussion of intersectionality
1/31 F	<ul style="list-style-type: none"> • Finish Reading Kimberlé Crenshaw, "Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (HuskyCT) 	<ul style="list-style-type: none"> • Intersectionality discussion continued

Week Three

DATE	FOR CLASS	IN CLASS
2/3 M	<ul style="list-style-type: none"> • Read Shamita Das Dasgupta, "Women's Realities: Defining Violence Against Women by Immigration, Race, and Class" (HuskyCT) 	<ul style="list-style-type: none"> • Multiple Oppressions
2/5 W	<ul style="list-style-type: none"> • Read Lori Girshick, "No Sugar, No Spice: Reflections on Research on Woman-to Woman Sexual Violence" (HuskyCT) 	<ul style="list-style-type: none"> • Introduce Journal #2 • Multiple Oppressions
2/7 F	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Multiple Oppressions

Week Four

DATE	FOR CLASS	IN CLASS
2/10 M	<ul style="list-style-type: none"> • Listen to <i>The Takeaway</i>, "Violence Against Transgender People is on the Rise" (NPR podcast—link on HuskyCT) • Read Daniela Jauk, "Gender Violence Revisited: Lessons from Violent Victimization of Transgender Identified Individuals" (HuskyCT) 	<ul style="list-style-type: none"> • Multiple Oppressions
2/12 W	<ul style="list-style-type: none"> • JOURNAL #2 DUE (submit to HuskyCT. Bring a hardcopy or your laptop with you to class) 	<ul style="list-style-type: none"> • Discuss Journal #2
2/14 F	<ul style="list-style-type: none"> • Brainstorm some ideas about what you think of when you hear the phrase "rape culture." Try to write a definition or perhaps jot down some examples. Bring your notes with you to class. 	<ul style="list-style-type: none"> • Begin discussion of rape culture • Introduce Group Project

Week Five

DATE	FOR CLASS	IN CLASS
2/17 M	<ul style="list-style-type: none"> • Read Nickie D. Philips, "The Mainstreaming of Rape Culture" (HuskyCT) 	<ul style="list-style-type: none"> • Discussion of rape culture continued
2/19 W	<ul style="list-style-type: none"> • Read Nickie D. Philips, "Hey, TV, Stop Raping Women" (HuskyCT) 	<ul style="list-style-type: none"> • Rape culture and the media • Begin in-class media activity

	<ul style="list-style-type: none"> • Bring Laptop 	
2/21 F	<ul style="list-style-type: none"> • Bring Laptop 	<ul style="list-style-type: none"> • In-class activity continued

Week Six

DATE	FOR CLASS	IN CLASS
2/24 M	<ul style="list-style-type: none"> • JOURNAL #3 DUE (Submit to HuskyCT) 	<ul style="list-style-type: none"> • Brainstorm Group Project topics
2/26 W	<ul style="list-style-type: none"> • Read Heldman, Ackerman, Breckenridge-Jackson, “‘I Said Nothing’: Sexual Violence on Campus” (HuskyCT) • Armstrong, Hamilton, and Sweeny, “Sexual Assault on Campus: A Multi-Level Integrative Approach to Party Rape” (HuskyCT) 	<ul style="list-style-type: none"> • College campuses
2/28 F	<ul style="list-style-type: none"> • Look over Dear Colleague Letter (HuskyCT), Questions and Answers on Title IX (HuskyCT), and the University of Connecticut’s webpage for “Sexual Assault, Intimate Partner Violence, and Stalking Awareness” (link on HuskyCT) 	<ul style="list-style-type: none"> • Visit from UConn’s Office of Institutional Equity

Week Seven

DATE	FOR CLASS	IN CLASS
3/2 M	<ul style="list-style-type: none"> • Read Nancy Chi Cantalupo, “Title IX’s Civil Rights Approach and the Criminal Justice System: Enabling Separate but Coordinated Parallel Proceedings” (HuskyCT) 	<ul style="list-style-type: none"> • Civil Rights vs. Criminal Justice System
3/4 W	<ul style="list-style-type: none"> • Read Sara Carrigan Wooten, “Heterosexist Discourses: How Feminist Theory Shaped Campus Sexual Violence Policy” (HuskyCT) • Read Wooton and Mitchell, “Afterward: Questioning the Scripts of Sexual Misconduct” (HuskyCT) 	<ul style="list-style-type: none"> • Oversights in Campus Policy
3/6 F	<ul style="list-style-type: none"> • Bring Laptops 	<ul style="list-style-type: none"> • Meet with Group

Week Eight

DATE	FOR CLASS	IN CLASS
3/9 M	<ul style="list-style-type: none"> • Read Heldman, Ackerman, and Breckenridge-Jackson, “‘Silence has the Rusty Taste of Shame’: The New Campus Anti-Rape Movement” (HuskyCT) • Jot down some thoughts about how YOU would do a documentary about the fight to end sexual assault and gender-based violence on college campuses. What story would you want to tell? Who would be the hero(es)? How would you want the story to begin? End? 	<ul style="list-style-type: none"> • Watch <i>The Hunting Ground</i>
3/11 W	<ul style="list-style-type: none"> • Work on Journal #4 	<ul style="list-style-type: none"> • Watch <i>The Hunting Ground</i>
3/13 F	<ul style="list-style-type: none"> • JOURNAL #4 DUE (Submit to HuskyCT) 	<ul style="list-style-type: none"> • Class Discussion of <i>The Hunting Ground</i>

Week Nine

DATE	FOR CLASS	IN CLASS
3/16 M	<ul style="list-style-type: none"> • Relax! 	<ul style="list-style-type: none"> • NO CLASS: SPRING BREAK
3/18 W	<ul style="list-style-type: none"> • Check in with your group. 	<ul style="list-style-type: none"> • NO CLASS: SPRING BREAK
3/20 F	<ul style="list-style-type: none"> • Do something Fun! 	<ul style="list-style-type: none"> • NO CLASS: SPRING BREAK

Week Ten

DATE	FOR CLASS	IN CLASS
3/23 M	<ul style="list-style-type: none"> Research and other tasks as assigned by group 	<ul style="list-style-type: none"> Meet with groups
3/25 W	<ul style="list-style-type: none"> Read Heldman, Ackerman, and Breckenridge-Jackson, “‘Women Should Avoid Dressing Like Sluts’: Campus Prevention Programs” (HuskyCT) Watch “Violence Against Women—It’s a Men’s Issue: Jackson Katz” (link on HuskyCT) 	<ul style="list-style-type: none"> Training, awareness raising, and prevention
3/27 F	<ul style="list-style-type: none"> Read ONE of the following essays (as assigned on Wednesday) and be prepared to report on the reading to the class 1. Read Garvey, Hitchins, and McDonald, “Queer-Spectrum Student Sexual Violence: Implications for Research, Policy, and Practice” (HuskyCT) 2. Read Scott, Singh, and Harris, “The Intersections of Lived Oppression and Resilience: Sexual Violence Prevention for Women of Color on College Campuses” (HuskyCT) 3. Read Tillapaugh, “‘The Wounds of Our Experience’: College Men Who Experienced Sexual Violence” (HuskyCT) 	<ul style="list-style-type: none"> Training, awareness raising, and prevention, continued Reading reports

Week Eleven

DATE	FOR CLASS	IN CLASS
3/30 M	<ul style="list-style-type: none"> JOURNAL #5 DUE (Submit to HuskyCT and bring a hardcopy of your journal entry to class) 	<ul style="list-style-type: none"> Discuss Journal entries
4/1 W	<ul style="list-style-type: none"> As assigned by group 	<ul style="list-style-type: none"> No Class: Group Meetings with Instructor
4/3 F	<ul style="list-style-type: none"> As assigned by group 	<ul style="list-style-type: none"> No Class: Group Meetings with Instructor

Week Twelve

DATE	FOR CLASS	IN CLASS
4/6 M	<ul style="list-style-type: none"> Read Hattery and Smith, “Hollywood, Washington, DC, and the #MeToo Movement” Read TBD 	<ul style="list-style-type: none"> #MeToo
4/8 W	<ul style="list-style-type: none"> Find a news article from the last 5 years about the #MeToo Movement Bring Laptops 	<ul style="list-style-type: none"> News analysis activity
4/10 F	<ul style="list-style-type: none"> As assigned by group Bring Laptops 	<ul style="list-style-type: none"> Work on Project

Week Thirteen

DATE	FOR CLASS	IN CLASS
4/13 M	<ul style="list-style-type: none"> Jot down some thoughts about how YOU would do a documentary about the #MeToo Movement and sexual harassment in Hollywood. What story would you want to tell? Who would be the hero(es)? How would you want the story to begin? End? 	<ul style="list-style-type: none"> Watch <i>The Reckoning</i>
4/15 W		<ul style="list-style-type: none"> Watch <i>The Reckoning</i>

3/30:
last
day to
drop

4/17 F	<ul style="list-style-type: none"> ● JOURNAL #6 DUE (Submit to HuskyCT and bring a hardcopy of your journal entry to class) 	<ul style="list-style-type: none"> ● Discuss <i>The Reckoning</i> ● Discuss Journal #6
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Week Fourteen

DATE	FOR CLASS	IN CLASS
4/20 M	<ul style="list-style-type: none"> ● As assigned by group ● Bring Laptops 	<ul style="list-style-type: none"> ● Work on Project
4/22 W	<ul style="list-style-type: none"> ● As assigned by group ● Bring Laptops 	<ul style="list-style-type: none"> ● Work on Project
4/24 F	<ul style="list-style-type: none"> ● Final Project Due! (Submit to HuskyCT) 	<ul style="list-style-type: none"> ● Discuss Presentations

Week Fifteen

DATE	FOR CLASS	IN CLASS
4/27 M	<ul style="list-style-type: none"> ● Prepare for presentation 	<ul style="list-style-type: none"> ● Presentations
4/29 W	<ul style="list-style-type: none"> ● Prepare for presentation 	<ul style="list-style-type: none"> ● Presentations
5/1 F	<ul style="list-style-type: none"> ● TBD 	<ul style="list-style-type: none"> ● Where do we go from here?

Final Exam: (JOURNAL #7)

Campus Policies and Resources

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 and 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.

2020-359 WGSS 3257/W Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	20-4236
Request Proposer	Codr
Course Title	Feminist Disability 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	Feminist Disability Studies
Course Number	3257
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are not changing the course number, only the prerequisites

CONTACT INFO	
Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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?	Yes
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	

COURSE RESTRICTIONS	
Prerequisites	ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor.
Corequisites	none
Recommended Preparation	Any 1000- or 2000-level WGSS course.
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Junior,Senior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No
Is Consent Required for course?	No Consent Required
Who is this course open to?	Junior,Senior

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	WGSS 3257. Feminist Disability Studies 3.00 credits Prerequisites: Open to juniors or higher; sophomores by consent of instructor. Recommended preparation: any 1000-level WGSS course. Grading Basis: Graded Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. WGSS 3257W. Feminist Disability Studies 3.00 credits Prerequisites: ENGL 1007 or

	1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: any 1000-level WGSS course. Grading Basis: Graded									
Provide proposed title and complete course catalog copy	WGSS 3257. Feminist Disability Studies 3.00 credits Prerequisites: Open to juniors or higher; sophomores by consent of instructor. Recommended preparation: any 1000- or 2000-level WGSS course. Grading Basis: Graded Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. WGSS 3257W. Feminist Disability Studies 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: any 1000- or 2000-level WGSS course. Grading Basis: Graded									
Reason for the course action	We have removed the 1000 level requirement from our major. This revision allows students to use a 2000 level course for the prerequisite.									
Specify effect on other departments and overlap with existing courses	none									
Please provide a brief description of course goals and learning objectives	At the heart of feminist theory is the claim that bodies have social and political meaning, particularly when it comes to the distinction between sex and gender. In the field of disability studies, disability is also not solely defined as a physical deficit or medical problem inherent in certain bodies or minds, but rather as a social construct and a relationship of differential power/privilege applied to those bodies that give them meaning. Feminist disability studies begins with the assumption that disability is always inextricably linked to other social markers, such as gender, race, sexuality, and class. Issues explored within feminist disability studies are wide-ranging and span diverse disciplinary and interdisciplinary locations. We will survey these issues, as well as examine personal accounts of women with disabilities, while we bear in mind that a feminist analysis of disability can be useful across seemingly disparate social problems. We will discuss gender, sexuality and disability, as well as police violence, racism, family, and reproduction – revealing that a feminist analysis must include a consideration of all injustices.									
Describe course assessments	The non-W version: Students will be quizzed on selected reading assignments, asked to lead a class discussion, and write 3 response papers of 4-5 pages each. The W-version: class requires 2 four page writing assignments (each worth 15% of final grade) and a 15 page final paper (worth 40% of the final grade) that students will work on over the course of the semester. Quizzes, in-class discussions, and cultural artifact presentations make up the remainder of the grade.									
General Education Goals	Become articulate: students develop their ability to articulate complex ideas through scaffolded writing assignments with significant instructor feedback as well as in intimate in-class discussions Acquire intellectual breadth and versatility: Students are pushed to read and engage with material from a range of disciplines, cultural contexts, and levels of expertise. Acquire critical judgment: Writing assignments encourage students to think critically about different academic arguments and positions, situating themselves within these conversations Acquire moral sensitivity: Students explore complicated ethical questions at the center of disability studies Acquire awareness of their era and society: The social construction of disability is recurrent theme in reading and discussions. Acquire consciousness of the diversity of human culture and experience: Students are asked to think intersectionally about disability, race, gender, class, immigration status, sexuality Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Translatability of writing skills is emphasized. Students present on "cultural artifacts" from their own lives that relate to the course topic. This encourages them to think about connections between their own lives and the course.									
Writing Competency	This class requires 2 four page writing assignments (each worth 15% of final grade) and a 15 page final paper (worth 40% of the final grade) that students will work on over the course of the semester. The two smaller papers serve as lower stakes opportunities to experiment with their writing before the submitting the final assignment. Students receive substantial feedback on the this assignment, including two drafts that students submit to the instructor and revise in consultation. Throughout the course, not only the content of the reading assignments is discussed, but also the writing--how effective arguments are made, writing conventions within the disciplines, writing for an interdisciplinary audience, etc. These discussions become the ground for thinking about how students can improve their own writing as well. Specifics about the assignments and how the writing process is worked into the course can be found on the attached syllabus.									
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>WGSS 3257W Syllabus.pdf</td> <td>WGSS 3257W Syllabus.pdf</td> <td>Syllabus</td> </tr> <tr> <td>Fall 2018 Fem Dis Syll.pdf</td> <td>Fall 2018 Fem Dis Syll.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	WGSS 3257W Syllabus.pdf	WGSS 3257W Syllabus.pdf	Syllabus	Fall 2018 Fem Dis Syll.pdf	Fall 2018 Fem Dis Syll.pdf	Syllabus
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Fall 2018 Fem Dis Syll.pdf	Fall 2018 Fem Dis Syll.pdf	Syllabus								

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Ariana R Codr	11/30/2020 - 16:55	Submit		submitted by Ariana Codr, C&C rep in accordance with program's decision (10/14) to update prerequisites for the major
	Women's Gender and Sexuality Studies	Ariana R Codr	12/01/2020 - 11:32	Approve	10/14/2020	Approved by C&C rep 12/1

2020-360

WGSS 3264

Revise Course

COURSE ACTION REQUEST

CAR ID	20-4234
Request Proposer	Codr
Course Title	Gender in the Workplace
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	Gender in the Workplace
Course Number	3264
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course number is not being changed. Only the prerequisites are being revised.

CONTACT INFO	
Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	Any 1000 or 2000 level WGSS course
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS							
Provide existing title and complete course catalog copy	WGSS 3264. Gender in the Workplace 3.00 credits Prerequisites: WGSS 1105 or WGSS 2124 Grading Basis: Graded Examination of the gendered dimensions of migration and labor in the global economy and its impact on workers in the US and select other countries.						
Provide proposed title and complete course catalog copy	WGSS 3264. Gender in the Workplace 3.00 credits Prerequisites: Any 1000 or 2000 level WGSS course Grading Basis: Graded Examination of the gendered dimensions of migration and labor in the global economy and its impact on workers in the US and select other countries.						
Reason for the course action	Because 1000 level courses are no longer required for the major we are updating prerequisites that used to require a 1000 level course to read "any 1000 or 2000 level course"						
Specify effect on other departments and overlap with existing courses	no effect						
Please provide a brief description of course goals and learning objectives	Are women punished in the workplace for having children? How did the recession impact men differently than women? Do LGBT people face discrimination in the workplace? This course provides answers to these questions by using a mixture of social theory, cultural criticism, and empirical research. By combining case studies, research articles, and popular culture pieces from a variety of academic disciplines, we will uncover how gender shapes the workplace, as well as the lives of workers.						
Describe course assessments	Participation and In-Class Activities (10%): Students are expected to be prepared to participate in class, including answering questions and completing in-class activities. Reading Questions (15%): I expect the reading to be done prior to the class on which it is assigned. Students will answer several short-answer questions about the readings. Examining Gender in the Workplace Paper (25%): In this paper, you will choose one of several options designed to apply ideas and concepts from class to concepts outside of the class. Examinations (50%): There will be two exams over the semester (25% each); they will assess students' understanding of materials covered in the readings and discussions. The exam format will consist of a mixture of multiple choice, short answer, and essay questions.						
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>Gender in the Workplace syllabus.docx</td> <td>Gender in the Workplace syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Gender in the Workplace syllabus.docx	Gender in the Workplace syllabus.docx	Syllabus
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Gender in the Workplace syllabus.docx	Gender in the Workplace syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Ariana R Codr	11/30/2020 - 15:54	Submit		CAR submitted by Ariana Codr 11/30 to reflect desired changes to prereqs as discussed at faculty meeting on 10/14/2020
	Women's Gender and Sexuality Studies	Ariana R Codr	11/30/2020 - 16:15	Approve	10/14/2020	Approved by program C&C rep 11/30

Gender in the Workplace

WGSS 3264

Fall 2016

Instructor: Devon Goss
 Email: Devon.Goss@Uconn.edu

Office: Manchester Hall 8A (in the basement)
 Office Hours: By Appointment

Course Description: Are women punished in the workplace for having children? How did the recession impact men differently than women? Do LGBT people face discrimination in the workplace? This course provides answers to these questions by using a mixture of social theory, cultural criticism, and empirical research. By combining case studies, research articles, and popular culture pieces from a variety of academic disciplines, we will uncover how gender shapes the workplace, as well as the lives of workers.

READINGS

Required texts:

Schilt, Kristen. 2010. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. The University of Chicago Press.

Harris, Deborah A., and Patti Giuffre. 2013. *Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen*. Rutgers University Press.

Barber, Kristen. 2016. *Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry*. Rutgers University Press.

All other required readings have been made available to you through the course HuskyCT site

COURSE REQUIREMENTS

Participation and In-Class Activities (10%): Students are expected to be prepared to participate in class, including answering questions and completing in-class activities.

Reading Questions (15%): I expect the reading to be done prior to the class on which it is assigned. Students will answer several short-answer questions about the readings.

Examining Gender in the Workplace Paper (25%): In this paper, you will choose one of several options designed to apply ideas and concepts from class to concepts outside of the class.

Examinations (50%): There will be two exams over the semester (25% each); they will assess students' understanding of materials covered in the readings and discussions. The exam format will consist of a mixture of multiple choice, short answer, and essay questions.

Grading: The grading scale is: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (59 or less)

COURSE POLICIES

Late Work: Late work is never accepted without either prior agreement or with documentation of a significant event (hospitalization, funeral, etc).

Academic Integrity/Plagiarism: I expect that you will follow all standards of academic integrity set out by the University of Connecticut. It is your responsibility to understand what constitutes plagiarism and academic dishonesty.

Electronics Policy: Laptops/tablets will be allowed, but only if used to facilitate taking notes. If this policy is not followed, I reserve the right to ban these devices from the classroom.

Outside Communication: Please check your UConn email and HuskyCt regularly as these are the main channels of communication I use outside class. I will email or post announcements and class cancellations. If you need to contact me, **do not** use the email option on HuskyCT. Email me at Devon.Goss@Uconn.edu and I will respond as quickly as I can, usually within 48 hours.

Students with Additional Needs: The Sociology Department is committed to making educational opportunities available to all students. Please contact the Center for Students with Disabilities and bring me your documentation so I can provide you with appropriate testing conditions. If you are on an athletic team and will miss class because of team travel dates, you are required to bring me a list of such dates from your coach so the absence is excused and not counted against you. You are responsible for making up any work that you miss

COURSE SCHEDULE

Date	Topic	Assignment
<u>Week 1</u>		
8/30	Course overview	
9/1	NO CLASS	Reading Day
<u>Week 2</u>		
9/6	Introduction	“Men Are Really Clueless About Their Female Coworkers.”
9/8	History	
<u>Week 3</u>		
9/13	Education	“Why Are There Still So Few Women in Science?”
9/15	Occupational segregation	“The Jobs Where Women’s Wages Still Haven’t Caught Up.”
<u>Week 4</u>		
9/20	Pay disparities	“Why Is It So Hard to Fix the Wage Gap?” “To Narrow Gender Pay Gap, One State Tries Something Completely New.”
9/22	LGBT Issues at Work	Schilt Finished
<u>Week 5</u>		
9/27	Sexual harassment	“Sexual Harassment Still a Reality in the Workplace.”
9/29	Sexual harassment	
<u>Week 6</u>		
10/4	Sex work	“Is Prostitution Just Another Job?”
10/6	Nontraditional jobs	Harris and Giuffre finished
<u>Week 7</u>		
10/11	Midterm exam review	
10/13	Midterm exam	
<u>Week 8</u>		

10/18	Work/family choices	“The Opt Out Generation Wants Back In.”
10/20	Parenthood in the workplace	“When the Pilot is a Mom”
<u>Week 9</u>		
10/25	Poverty and unemployment	“How Poor Single Moms Survive”
10/27	Men in the workplace	“What the Recession Did to American Fathers.”
<u>Week 10</u>		
11/1	Emotional labor	Barber finished
11/3	NO CLASS	Reading/Writing Day
<u>Week 11</u>		
11/8	Immigration, work, and gender	“The Price of Nice Nails”
11/10	NO CLASS	Reading/Writing Day
<u>Week 12</u>		
11/15	Global inequality	“The Rockets’ Red Glare”
11/17	Individual solutions	“Why I Want Women to Lean In”
11/21-26	<u>Week 13: Thanksgiving Break: No Class</u>	
<u>Week 14</u>		
11/29	Structural solutions	“Why Women Still Can’t Have It All”
12/1	Paper discussions	Paper Due
<u>Week 15</u>		
12/6	Final exam review	
12/8	Final exam	

Examining Gender in the Workplace Paper

Details:

3 pages, double-spaced, 12 point font

Due: 12/1

For the topic of this paper, choose **one** of the following options. If you have an additional idea, let me know and I may be able to accommodate it.

1. Media Analysis Paper

In this paper, you will review a media source’s depiction of gender in the workplace analyze it. Media is broadly defined and includes: newspaper articles, magazine articles, film, television shows, books, and music and song lyrics. For example, you could explore depictions of women bosses in film. Summarize the media source or excerpt, and then explore: How does this media source tie into topics we discussed in class? Does it reinforce normative ideas about gender and the workplace, or does it challenge those ideas?
No references are required

2. Research Paper

In this paper, you will report in-depth on a topic related to gender in the workplace. For example, you could explore LGBT issues in the workplace, men’s experience in caretaking professions, or the

motherhood penalty. Explore: How does your specific topic tie into broader topics we discussed in class? What are the scholarly debates around your topic? I expect an introduction, a review of the topic and scholarly debates surrounding that topic, a conclusion where you make recommendations for future research or policy changes, and a properly formatted reference list. You must include at least three scholarly citations coming from either scholarly books or academic journals
3 scholarly references in ASA or APA style

3. Interview Project

In this paper, you will interview someone about their experiences in the workplace. Choose someone with substantial workforce experience so that you will have enough material to write about. Explore: What was their work history? How did gender impact both their work choices and their experiences inside the workplace? How do their experiences tie into topics we have discussed in class?

No references are required

2020-361 WGSS 3270/W **Revise Course (G) (S)**

COURSE ACTION REQUEST	
CAR ID	20-4239
Request Proposer	Codr
Course Title	Masculinities
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	Masculinities
Course Number	3270
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are not planning on changing the course number. We are only revising the prerequisites.

CONTACT INFO	
Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed 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?	Yes
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	

COURSE RESTRICTIONS	
Prerequisites	ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor.
Corequisites	none
Recommended Preparation	Any 1000 or 2000 level WGSS course.
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Junior,Senior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No
Is Consent Required for course?	No Consent Required
Who is this course open to?	Junior,Senior

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	WGSS 3270. Masculinities 3.00 credits Prerequisites: Open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000-level WGSS course. Grading Basis: Graded Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. WGSS 3270W. Masculinities 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000-level WGSS course. Grading Basis: Graded

Provide proposed title and complete course catalog copy	WGSS 3270. Masculinities 3.00 credits Prerequisites: Open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000- or 2000-level WGSS course. Grading Basis: Graded Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. WGSS 3270W. Masculinities 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000- or 2000-level WGSS course. Grading Basis: Graded											
Reason for the course action	Our major no longer requires a 1000 level course. We are updating all prerequisites that suggest students would need to take a 1000 level course. They are now encouraged to take either a 1000 or 2000 level.											
Specify effect on other departments and overlap with existing courses	none											
Please provide a brief description of course goals and learning objectives	<ul style="list-style-type: none"> • Situate masculinity within particular social and historical contexts and trace historical shifts and patterns in the meanings and constructions of masculine identities. • Recognize, explain, and critique how multiple masculinities participate in the construction and maintenance of hierarchies of power and privilege. • Analyze the intersectional construction and experience of masculinity, paying special attention to race, class, and sexuality. • Critically engage with classic and current research and theory about masculinity in the humanities and social sciences. • Identify and critique representations of masculinity in media and cultural artifacts using theories from the humanities and social sciences. • Apply classic and current research and theory about masculinity to their own lives, cultural experiences, and political moment. 											
Describe course assessments	Non W version: 2 exams, in-class group discussions and presentations, daily small reading and writing activities, reading guides, quizzes, and annotation activities to help with reading comprehension and critical engagement W version: Students lead a class discussion, take reading quizzes, and write 3 2-4 page reflection/response/analysis papers, and one 15 page paper that goes through several drafts with instructor feedback more detail is available on the syllabi attached											
General Education Goals	<p>Become articulate: students develop their ability to articulate complex ideas through scaffolded writing assignments with significant instructor feedback as well as in intimate in-class discussions Acquire intellectual breadth and versatility: Students are pushed to read and engage with material from a range of disciplines, cultural contexts, and levels of expertise. Acquire critical judgment: Writing assignments encourage students to think critically about different academic arguments and positions, situating themselves within these conversations Acquire moral sensitivity: Students explore complicated ethical questions surrounding the power and privilege that attaches to gender and sexuality Acquire awareness of their era and society: The context specific social construction of masculinity is recurrent theme in reading and discussions. Acquire consciousness of the diversity of human culture and experience: Students are asked to think intersectionally about disability, race, gender, class, immigration status, sexuality Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Translatability of writing skills is emphasized. Assignments and course discussions routinely ask students to relate course material to their own experiences and the cultural representations of masculinity that confront them in their daily lives.</p>											
Writing Competency	This class requires 3 two to four page writing assignments and a 15 page final paper (worth 40% of the final grade) that students will work on over the course of the semester. The smaller papers serve as lower stakes opportunities to experiment with their writing before the submitting the final assignment. Students receive substantial feedback on the this last assignment, including two drafts that students submit to the instructor and revise in consultation in addition to pre-writing activities. Throughout the course, we discuss not only the content of the reading assignments, but also the writing. For instance, we ask how effective arguments are made, what the writing conventions are within disciplines, and how to write for an interdisciplinary audience, etc. These discussions become the ground for thinking about how students can improve their own writing as well. Specifics about the assignments and how the writing process is worked into the course can be found on the attached syllabus.											
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>WGSS 3270 syllabus Sp20 CAR.docx</td> <td>WGSS 3270 syllabus Sp20 CAR.docx</td> <td>Syllabus</td> </tr> <tr> <td>WGSS 3270W Syllabus Gill.pdf</td> <td>WGSS 3270W Syllabus Gill.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	WGSS 3270 syllabus Sp20 CAR.docx	WGSS 3270 syllabus Sp20 CAR.docx	Syllabus	WGSS 3270W Syllabus Gill.pdf	WGSS 3270W Syllabus Gill.pdf	Syllabus		
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WGSS 3270W Syllabus Gill.pdf	WGSS 3270W Syllabus Gill.pdf	Syllabus										

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Ariana R Codr	12/01/2020 - 12:07	Submit		Submitted by Ariana Codr, C&C rep in accordance with recommendation by WGSS program for prerequisite update
	Women's Gender and Sexuality Studies	Ariana R Codr	12/01/2020 - 12:36	Approve	10/14/2020	Approved by C&C rep 12/1

Masculinities

University of Connecticut

Course and Section Number: WGSS 3270 01

Term: Spring 2020
Meeting Time: T/R 3:30pm-4:45pm
Room: BCH 302

Instructor: Dr. Ariana Reilly Codr
Office: BCH 416
Office Hours: R 11:00am-12:00pm / F 1:30-2:30pm
Email: ariana.codr@uconn.edu

Course Description [taken from course catalog]

Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. Three credits. Prerequisite: Open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000-level WGSS course.

Course Objectives

Students will:

- Situate masculinity within particular social and historical contexts and trace historical shifts and patterns in the meanings and constructions of masculine identities.
- Recognize, explain, and critique how multiple masculinities participate in the construction and maintenance of hierarchies of power and privilege.
- Analyze the intersectional construction and experience of masculinity, paying special attention to race, class, and sexuality.
- Critically engage with classic and current research and theory about masculinity in the humanities and social sciences.
- Identify and critique representations of masculinity in media and cultural artifacts using theories from the humanities and social sciences.
- Apply classic and current research and theory about masculinity to their own lives, cultural experiences, and political moment.

Required Texts

Exploring Masculinities: Identity, Inequality, Continuity and Change

Oxford 2015

C. J. Pascoe and Tristan Bridges

ISBN: 9780199315673

The textbook is available at the university bookstore. All other readings will be on HuskyCT. **You must print any reading not found in the textbook and bring a hardcopy to class.**

Rules and Expectations

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.

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.** 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 automatically result in failure for the course.** If you're having difficulty with any assignment you should contact me right away. I can help!

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!

Grading Scale:

*Final Grades are assigned with the following scale:			
Grades Scored Between		Letter Equivalent	
94	to	100	A
90	to	Less than 94	A-
87	to	Less than 90	B+
84	to	Less than 87	B
80	to	Less than 84	B-
77	to	Less than 80	C+
74	to	Less than 77	C
70	to	Less than 74	C-
67	to	Less than 70	D+
64	to	Less than 67	D
60	to	Less than 64	D-
		Less than 60	F

Grading Breakdown:

Participation and Professionalism: 10%

Daily Activities (group work, presentations, homework, reading guides, free writes): 30%

Midterm Exam: 30%

Final Exam: 30%

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. **You will not receive credit for these assignments if you are not in class on the day these activities take place/are due.** Assignments designed to be completed in class can ONLY be completed in class; if you are absent, you receive no credit. Homework assignments, such as reading guide worksheets and free writes, will receive credit only if you are in class to submit them and participate in the discussion they are intended to foster.

In recognition that sometimes we fall ill, sleep late, have personal dramas, visit family, and forget things, **I will drop the two lowest grades in this category.** Please do not attempt to abuse this policy, however. It is there to help you out when life happens—not to avoid doing the work of the class. You cannot, for instance, choose not to participate in group activity on a day when you are in class because you don't feel like it. To do so would be unprofessional, disruptive, and disrespectful to your peers and, accordingly, would result in a deduction from your professionalism grade.

Completing the daily activities also 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

(The course schedule is subject to change. Any changes will be announced via HuskyCT)

Week One

DATE	FOR CLASS	IN CLASS
T 1/21		<ul style="list-style-type: none"> • Introductions and syllabus
R 1/23	<ul style="list-style-type: none"> • Look over the syllabus. Write down any questions you have about the course and bring them with you to class. • Do a “free write” on the concept of masculinity. This could take the form of a few informal paragraphs, a flow chart, a spider map, a bulleted list. Please spend around 30 minutes working on your free write. What you produce, though informal, should reflect sustained, serious thought. 	<ul style="list-style-type: none"> • Answer syllabus questions • Discuss masculinities free write

Week Two

DATE	FOR CLASS	IN CLASS
T 1/28	<ul style="list-style-type: none"> • Read Pascoe and Bridges, “Introduction: Exploring Masculinities: History, Reproduction, Hegemony and Dislocation” (<i>EM</i> pp. 1-34) 	<ul style="list-style-type: none"> • What do we mean by gender? • Trends in Masculinities Studies
R 1/30	<ul style="list-style-type: none"> • Read Pascoe and Bridges, “Historicizing Masculinities: An Introduction” (<i>EM</i> pp. 37-49) 	<ul style="list-style-type: none"> • Thinking historically • Newspaper Activity

Week Three

DATE	FOR CLASS	IN CLASS
T 2/4	<ul style="list-style-type: none"> • Bring textbook to class 	<ul style="list-style-type: none"> • Discussion of how to annotate and take notes on scholarly articles
R 2/6	<ul style="list-style-type: none"> • Read Bederman, “Remaking Manhood Through Race and ‘Civilization’” (<i>EM</i> pp. 50-66) • Annotate and take notes on the article 	<ul style="list-style-type: none"> • Discuss annotations and notes

Week Four

DATE	FOR CLASS	IN CLASS
T 2/11	<ul style="list-style-type: none"> • Read Mosse, “Shell-Shock as a Social Disease” (<i>EM</i> pp. 94-99) • Annotate article as you read. Feel free to try a new strategy if you weren’t satisfied with how you annotated the Bederman. 	<ul style="list-style-type: none"> • Historicizing Masculinity: War
R 2/13	<ul style="list-style-type: none"> • Read Paoletti, “Clothing and Gender in America: Children’s Fashions, 1890-1920” (<i>EM</i> pp. 89-93) • Over the weekend pay attention to what children are wearing. How are they (or their parents) telegraphing gender identity? • BRING LAPTOPS 	<ul style="list-style-type: none"> • Children’s fashion activity

Week Five

DATE	FOR CLASS	IN CLASS
T 2/18	<ul style="list-style-type: none"> • Read Pascoe and Bridges, “Multiplying Masculinities—An Introduction” (<i>EM</i> pp. 123-35) • Read Connell, “The Social Organization of Masculinity” (<i>EM</i> pp. 136-44) • Complete Reading Guide 	<ul style="list-style-type: none"> • Theorizing multiple masculinities
R 2/20	<ul style="list-style-type: none"> • Read Rios and Sarabia, “Synthesized Masculinities: The Mechanics of Manhood among Delinquent Boys” (<i>EM</i> 166-77) • Read Anderson, “Inclusive Masculinities” (<i>EM</i> pp. 178-87) • Write a brief (3-5 sentence) summary of what you consider the “take-away” of each article. Note the precise location where you found that idea best expressed (paragraph, line number, or quotation). Follow your summary with a brief response. What makes this idea/position/theory/assertion/finding convincing? thought-provoking? useful? Explain. What are the essays’ limits or shortcomings? 	<ul style="list-style-type: none"> • Applying the multiple masculinities model

Week Six

DATE	FOR CLASS	IN CLASS
T 2/25	<ul style="list-style-type: none"> • Read Ezzell, “Healthy for Whom?—Males, Men, and Masculinity: A Reflection on the Doing (and Study) of Dominance” (<i>EM</i> pp. 188-97) • Complete Reading Guide 	<ul style="list-style-type: none"> • Critiques of multiple masculinities model • Discuss the “Healthy Masculinity Action Project”
R 2/27	<ul style="list-style-type: none"> • Look over notes and bring questions you may want answered during the exam review. 	<ul style="list-style-type: none"> • Exam Review

Week Seven

DATE	FOR CLASS	IN CLASS
T 3/3	<ul style="list-style-type: none"> • Study for exam 	<ul style="list-style-type: none"> • MIDTERM EXAM
R 3/5	<ul style="list-style-type: none"> • Relax! 	<ul style="list-style-type: none"> • NO CLASS-EXTENDED OFFICE HOURS

Week Eight:

DATE	FOR CLASS	IN CLASS
T 3/10	<ul style="list-style-type: none"> • Read Mulvey, “Visual Pleasure and Narrative Cinema” (HuskyCT) • Read Neale “Masculinity as Spectacle: Reflections on Men and Mainstream Cinema” (HuskyCT) • Annotate articles • BRING LAPTOPS 	<ul style="list-style-type: none"> • Masculinity and film • Introduce Media Activity
R 3/12	<ul style="list-style-type: none"> • BRING LAPTOPS 	<ul style="list-style-type: none"> • Group Media Activity and Presentations

Week Nine:

DATE	FOR CLASS	IN CLASS
T 3/17	<ul style="list-style-type: none"> • Think about Irish Masculinity? 	SPRING BREAK: NO CLASS!
R 3/19	<ul style="list-style-type: none"> • Have some fun! Relax! Talk to your friends and family about masculinity! 	SPRING BREAK: NO CLASS!

Week Ten:

DATE	FOR CLASS	IN CLASS
T 3/24	<ul style="list-style-type: none"> • Read Pascoe and Bridges, “Navigating Masculinities: An Introduction” (<i>EM</i>, pp. 223-34) • Read Mora, “Latino Boys, Masculinity, and Puberty” (<i>EM</i> pp. 235-44) • Annotate as you read 	<ul style="list-style-type: none"> • Intersectionality • Discuss Mora
R 3/26	<ul style="list-style-type: none"> • Do an informal essay (1-2 pages) about your adolescent experience of masculinity, taking into account intersections of class, nationality, race, ethnicity, wealth, sexuality, ability, and/or other markers of identity. 	<ul style="list-style-type: none"> • Discuss adolescence and intersectionality

Week Eleven:

DATE	FOR CLASS	IN CLASS
T 3/31	<ul style="list-style-type: none"> • Relax 	<ul style="list-style-type: none"> • Watch <i>Hip-Hop: Beyond Beats and Rhymes</i> • Reflection Activity
R 4/2	<ul style="list-style-type: none"> • Reading TBD (will be posted to HuskyCT) 	<ul style="list-style-type: none"> • Discuss documentary

Week Twelve:

DATE	FOR CLASS	IN CLASS
T 4/7	<ul style="list-style-type: none"> • Read Ocampo, “‘Manning Up to Be Gay’: Minority Masculinities in the Community and at the Club” (<i>EM</i> pp. 301-10) 	<ul style="list-style-type: none"> • Intersections of race and sexuality

M 3/30
Last day
to drop
with W

R 4/9	<ul style="list-style-type: none"> • Read Pascoe and Bridges, “Dislocating Masculinities: An Introduction” (<i>EM</i>, 325-36) • Read Halberstam, “An Introduction to Female Masculinity: Masculinity without Men” (<i>EM</i> pp. 348-58) • Complete Reading Guide 	<ul style="list-style-type: none"> • Dislocating masculinities • Female masculinity
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Week Thirteen:

DATE	FOR CLASS	IN CLASS
T 4/14	<ul style="list-style-type: none"> • Read Westbrook and Schilt, “Penis Panics: Biological Maleness, Social Masculinity, and the Matrix of Perceived Sexual Threat” (<i>EM</i> pp. 382-93) • Read Abelson, “Negotiating Vulnerability and Fear: Rethinking the Relationship Between Violence and Contemporary Masculinity” (<i>EM</i> pp. 394-401) • Write a brief response to the two essays in which you: 1. State what you believe the main point(s) of the essay to be. 2. Discuss what you found most interesting/surprising about the essay 3. Explain what is convincing about the essay as well as any places where you felt the analysis fell short. 	<ul style="list-style-type: none"> • Transgender implications for masculinity studies
R 4/16	<ul style="list-style-type: none"> • Bring in a news article from the past 5 years that relates to the experiences of transgender individuals. • BRING LAPTOPS 	<ul style="list-style-type: none"> • News analysis activity

Week Fourteen:

DATE	FOR CLASS	IN CLASS
T 4/21	<ul style="list-style-type: none"> • Read Karl Bryant, “William’s Doll and Me” pp. (<i>EM</i> pp. 376-381) • Do a free write about a toy, book, song, game, show, movie, etc. that was meaningful to you in early childhood and that you related to in a gendered way. 	<ul style="list-style-type: none"> • Children’s Book Activity
R 4/23		<ul style="list-style-type: none"> • Present Children’s books • Discuss Exam

Week Fifteen:

DATE	FOR CLASS	IN CLASS
T 4/28	<ul style="list-style-type: none"> • Look over notes and bring questions you may want answered during the exam review. 	<ul style="list-style-type: none"> • Exam Review
T 4/30		<ul style="list-style-type: none"> • TBD (flex)

Final Exam: Date TBA

Campus Policies and Resources

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 and 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.