CLAS C&C

Chair: Pamela Bedore

Agenda Part II -- Materials

2.9.2021

**A. Chair Approvals**

**2021-053 HDFS 1095 Add Special Topic: The Science of Well-Being (S)**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 84* | |

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| Created by | Beth S Russell | Last updated | Jan 22, 2021, 11:30:12 AM Eastern Standard Time |
| Printed by | Pamela Bedore | Print Date | Jan 22, 2021, 11:35:00 AM Eastern Standard Time |

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| Course Information (select above) | |  |  | | --- | --- | | Subject | HDFS | | Catalog Nbr | 1095 | | Course Title | Special Topics Lecture | | Min Units | 1 | | Max Units | 6 | |
| Topic Information | |  |  | | --- | --- | | Topic Title | The Science of Wellbeing | | Instructor Name | Yale faculty Laurie Santos | | Description | n this course, you will learn a set of scientifically-validated strategies for living a more satisfying life. Throughout the course, we’ll explore what new results in behavioral science teach us about how to be happier, how to feel less stressed, and how to flourish more. We’ll then have a chance to put these scientific findings into practice by building the sorts of habits that will allow us to live a happier and more fulfilling life. We’ll also discuss how to apply these findings beyond our own lives to make our communities and our planet better too. | | Additional Attachments | |  |  | | --- | --- | | **Description** | **Attachment** | | | # of Credits | 3 | | Syllabus | [HDFS1095 Science of Well-Being\_\_Syllabus\_Spring 2021 Yale\_Santos.pdf](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/b3b03959-77af-40c2-8b63-c6115d580a0a) | | Comments | |  |  | | --- | --- | | Add Comment | The Office of Early College Programs and UConn Early College Experience is offering an online course to a number of Title I schools in Connecticut in partnership with Yale University and the National Education Equity Lab – an organization that seeks to offer a variety of university courses to low income schools to expose their students to college and encourage them to apply and attend. Yale faculty Dr. Santos will be teaching the course, thus requiring no teaching resources from HDFS. | | All Comments | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| Initiator Information | |  |  | | --- | --- | | First Name | Beth | | Last Name | Russell | | Title | ASSOCIATE PROFESSOR | | Email | [beth.russell@uconn.edu](mailto:beth.russell@uconn.edu) | | Department | Human Dev and Family Sciences | |
| Approve/Deny Request | |  |  | | --- | --- | | Approval Status |  | | Date |  | |

**B. New Business**

**2021-054 ARAB 3100 Add Course (guest: Hind Ahmed Zaki)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5574 |
| **Request Proposer** | Ahmed Zaki |
| **Course Title** | Advanced Arabic Composition, Style, and Vocabulary |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Advanced Arabic Composition, Style, and Vocabulary |
| **Course Number** | 3100 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Hind A Ahmed Zaki |
| **Initiator Department** | Political Science |
| **Initiator NetId** | haa19011 |
| **Initiator Email** | [hind.ahmed\_zaki@uconn.edu](mailto:hind.ahmed_zaki@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | ARABIC |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and Discussions |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ARAB 1004 or instructor consent |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ARAB 3100. Advanced Arabic Composition, Style, and Vocabulary. 3.00 credits Prerequisites: ARAB 1004 or instructor consent. Grading Basis: Graded. Topics include advanced Arabic texts by writers from around the Arab world, covering a range of political, social, religious, and literary themes and that represent a range of genres, styles, and periods. Taught in Arabic. |
| **Reason for the course action** | This course will complement offerings in the Arab language program through adding one additional advanced course in Arabic and ensure continuity in the curriculum. The course aims to help students reach a superior level of proficiency by expanding vocabulary and providing paragraph-level activities in reading, writing, and speaking. Student will read texts for comprehension, attempt to write complete paragraphs on topics, and make a basic short power-point presentation in Arabic. The course will appeal to students who currently lack a third year Arabic course and will ensure that they further continue in learning intermediate to advanced Modern Standard Arabic (MSA). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Goals: 1) Familiarize students with contemporary Arab culture through a variety of written texts that represent different genres of writing and various topics. 2) Learn about the history, politics, arts, and culture of the contemporary Arab world. 3) Have a good understanding of the main challenges that contemporary Arab societies faces as expressed in the different genres of writings that we will read. 4) Develop an understanding of the different writing styles and genres that exist in the Arab world and how authors express themselves. 5)Engage on a deeper level with Arab politics, culture and society through reading texts, listening to audio material, and learning how to give short presentations on various topics in Arabic. Course Learning Objectives: 1) Enhance Students' reading and writing skills in Modern Standard Arabic (MSA). 2) Strengthen Students' reading skills and widen their vocabulary acquisition. 3)Aid students in developing their writing skills through extensive writing activities. 4)Refines and expands knowledge of sentence structure, paragraph structure and the Arabic grammar via extensive reading and writing. 5) Develop students Arabic speaking skills through short in class presentations. |
| **Describe course assessments** | Assignments: Final Exam: 20% 4 short writing assignments: 40% 2 In-Class Quizzes: 20% Discussion and Participation: 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARAB 3100- Advanced Modern Standard Arabic (MSA) .pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F62636&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Ca3de4f020b8b499eb06108d8c93cd061%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480610327135693%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=LZ80yuma92z4U1NmdN0Q3rB5VNT32DGIr6aTCwiSHTc%3D&reserved=0) | ARAB 3100- Advanced Modern Standard Arabic (MSA) .pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Hind A Ahmed Zaki | 01/29/2021 - 16:12 | Submit |  | This is the CAR for ARAB 3100 Advanced Modern Standard Arabic (MSA). | | Literatures, Cultures and Languages | Sara R Johnson | 02/03/2021 - 11:54 | Approve | 2/3/2021 | I have made a few changes that were discussed in email and approved by Jennifer and Hind - Hind, please double check to make sure I didn't make a mistake. Pam, let me know if any further corrections are needed. | |

**2021-055 ARIS/WGSS 1170 Revise Course (G) (S) (guest: Hind Ahmed Zaki)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3974 |
| **Request Proposer** | Ahmed Zaki |
| **Course Title** | WOMEN’S CONTEMPORARY WRITINGS IN THE ARAB WORLD |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ARIS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | WGSS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | This course will be a good introduction for students to Women, Gender and Sexuality Studies through introducing a transnational feminist perspective Theoretical and critical approaches will focus on issues such as feminist early awakening in the Arab world, women’s association with the oral tradition in the Arab literary canon, and the interplay of literature and feminist writings in the region. The module will be taught through weekly interactive lectures with a high degree of student input. |
| **Course Title** | WOMEN’S CONTEMPORARY WRITINGS IN THE ARAB WORLD |
| **Course Number** | 1170 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am applying to get this course approved by GEOC to be turned into a Gen Ed course. It had already been approved by the University senate. |

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| **CONTACT INFO** | |
| **Initiator Name** | Hind A Ahmed Zaki |
| **Initiator Department** | Political Science |
| **Initiator NetId** | haa19011 |
| **Initiator Email** | [hind.ahmed\_zaki@uconn.edu](mailto:hind.ahmed_zaki@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed 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** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** | 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** | Lectures and discussions |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ARIS 1170. Women’s Contemporary Writing in the Arab World 3.00 credits Prerequisites: None. Grading Basis: Graded Fiction and non-fiction by women writers from the Arab world. Texts include feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English. |
| **Provide proposed title and complete course catalog copy** | ARIS 1170. Women’s Contemporary Writing in the Arab World (also taught as WGSS 1170) 3.00 credits Prerequisites: None. Grading Basis: Graded An exploration of feminist texts, literary texts, and popular fiction by women writers from the Arab world. Topics may include: the role of women’s writing from the nineteenth century to the present in public life; women’s writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA-1(B) and CA 4-INT. ARIS 1170W. Women’s Contemporary Writing in the Arab World (also taught as WGSS 1170W) 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded |
| **Reason for the course action** | This course had already been approved by the University Senate and is being proposed as a GEN ED course. The course provides a window into Arab literature and culture, and helps illuminate how language and culture are interrelated in the Arab world. It will help student understand the diversity of human experience through looking at diverse forms of literary expression and especially women’s writing in the Middle East. Through exploring a rich tapestry of written texts including memoirs, novels, poetry, feminist texts, oral traditions, and blogs, students will investigate the cultural and literary representation of women in Arab literature. In addition to the course's reading materials, students will be emerged in a cultural experience that allows them to engage with Arab culture and the gendered implications of living in a different culture that their own. Through watching movies, documentaries, online clips, and TV series made by women or about women from different Arab countries, students will be exposed to the multiple voices of women in the Middle East and North Africa as they recount their experiences and deal with a variety of the daily issues they face. Through engaging with a different culture and its literary and art products, students will reflect on their own life experiences, especially when it comes to the role of gender in constructing social and political reality. The new catalog copy provides more specificity. |
| **Specify effect on other departments and overlap with existing courses** | This class will be cross-listed with WGSS. To my knowledge, no comparable class exists on the WGSS department undergraduate course catalogue. None of the courses focus on women's fictional writings in the third world, and specifically in the Arab world as a method of exploring the relationship between feminist literary theory and Third World and global feminism. As such this course will help complement the course offerings in the WGSS department as it explore the historical development of transnational feminism in one of the world's regions (The Arab Middle East) through an exploration of the history Arab feminism through literature and arts. |
| **Please provide a brief description of course goals and learning objectives** | Course goals: This course will examine the ways in which literary production contributes to shaping social, cultural, and gender identities in the Arab World. Topics will include the role women in the Arab literary awakening of the late 19th and early 20th century, the interaction between the rise of nationalism and the feminist awakening, the role of women's oral and written linguistic in the development of a nationalist culture in Egypt, and rise of Arab feminism through women's oral and written literary tradition from the mid twentieth century to modern times. We will also explore the emergence of new publishing venues for women's writings like the nationalist press and later women's magazines of language as influenced by modern technologies and reflect on contemporary women's writings following the uprisings known as the Arab spring. Course Objectives: After taking this course, students are expected to: ¬ Explain, and argue for the ways in which women's literary production expresses systematic structures of inequality, identity, and also solidarity.; ¬ Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction using certain literary forms ; ¬ Work together in groups to discuss the different ways in which different literary forms can be analyzed through a critical feminism lens ; ¬ Learn how to conduct research in sociolinguistics and how to write an academic research paper of at least 15 pages. |
| **Describe course assessments** | 1. Preparation & participation 20 % 2. Leading one reading discussion 20 % 3. Two in-class exams 30 % 4. Final research paper 30 % |
| **General Education Goals** | This course will help students develop a critical appraisal of cultural forms of written expression. By exploring different genres of women's writings in the Middle East and North Africa region since the late 19th century and up until the current era, students will acquire knowledge of both the diversity and the universality of the human experience. In terms of learning outcomes, students will learn to prepare and articulate oral presentations on thematic topics, conduct secondary research, and write a long term research paper using the concepts and methods of feminist literary theory and transnational feminism. Students will spend a substantive part of the semester learning how to plan and finish a research paper starting from topic selection, research question, writing a proposal, collecting resources and data, research methodology, data analysis, and paper write-up. |
| **Content Area: Arts and Humanities** | This course meets the following criteria of Area 1 category of general education: 1. Investigations and historical/critical analyses of human experience: by focusing on literature, culture and gender- identity formation in the Middle East and North Africa, this course introduces students to the relation between different literary forms of expression and socio-political change in the Middle East. It further helps students understand the complicated relationships between literature, art and the construction of social and political identities. 2. Investigations into cultural or symbolic representation as an explicit subject of study: the course investigates how women writers in the Middle East and North Africa negotiated their identity through different genres of writing and how different literary art forms created transnational feminist subjectivities within a particular cultural context. Students will explore how women's cultural representations shaped socio-political transformations in the whole region and continue to do so until now. 3. Comprehension and appreciation of written, visual, multi-modal and/or performing art forms: Throughout the semester, students will be exposed to a variety of written, visual and some performing art forms that demonstrates a rich tradition of creative art forms by Middle Eastern women. In addition to reading creative texts like novels and poetry, students will also watch movies, documentaries, online clips, and TV series made by women or about women from different Arab countries. They will thus learn to appreciate art forms created within another culture and learn how they change and develop over time. |
| **Content Area: Diversity and Multiculturalism (International)** | ARIS 1170 fulfills the following criteria of the CA-4 (international): 1.Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity: As can be seen from the course themes, students will be able to critically analyze an often neglected and misunderstood aspect of the human experience, that of Arab women, and relate this seemingly foreign experience to their own lives. Students will be able to Identify and analyze similarities, differences, and interrelationships among different cultures and learn to appreciate diverse literary forms, cultural traditions, and communicative practices. 2. Consider the similarities that may exist among diverse groups: While the course focuses on women's writings and how Arab women used different literary forms to construct new identities and express their own brand of transnational feminism, students will be able to also reflect on their own identities, especially on their gendered and racial existence in the contemporary United States. The course's pedagogy is based on drawing parallels among different cultures and time periods and encouraging students to reflect on their life experiences as they learn about a foreign culture. This will allow students to see that similarities exist across the range of the human experience despite seemingly opposing cultural values. 3. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items: The course helps students gain a better understanding of the multiple ways in which literary forms, identity formation, and socio-political change are interlinked as well as the issues and challenges facing contemporary Arab women in the past and today. |
| **Writing Competency** | ARIS 1170 will cover various topics related to women’s writing and feminist movements in the Arab Middle East and North Africa. Those topics will include Modernism, Colonialism and the gender in the Middle East and North Africa, Nationalism and the emergence of the women's questions, the first feminists of the Arab world and their demands as expressed in their writings, the post-colonial era and the emergence of a feminist literary canon, feminism and nationalism and their contradictions, notions of citizenship and the inclusion of women from power, Arab women poets, feminist film-makers in the Arab world, feminist postcolonial writers and the emergence of body politics in the 1960's and 1970's, feminist novelists of the early twenty-first century and the role of women writers and artists in the Arab uprisings. The Writing component of this course will help students connect the course content (readings) with a particular thematic topic that they are interested in exploring. The final research project that students will undertake and work on throughout the semester is designed to further develop their understanding of the course content, with a special focus on one theme or topic that they choose to focus on. The final paper will be a combination of a "close reading exercise" where students engage in a short meditation on some theoretical issue we studied in class and draw from the readings to construct an original argument, and a “research project” where student conduct their own additional research on their chosen topic. Students will learn to choose a research topic, pose a puzzle or question, collect appropriate data, analyze the data using critical feminist literary theories. In order to help students develop their final paper project, they will be required to submit a final paper research proposal no later than Week 6 of the semester. The instructor will return to students with detailed comments. The first draft of the final research paper will be due right before Thanksgiving recess or spring break (depending on semester). The instructor will conduct individual meetings with students to discuss their final research paper drafts right after the break. Students will submit the final paper during the last week of classes. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus ARIS 1170 Fall 2020 (1).docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F60676&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C023decfe86e4497c743d08d8c939053e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480594032221664%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=3xLDsBxpSMggQMNZBfQxAkZiZkK9FiqVRdpcC7Yu4I8%3D&reserved=0) | Syllabus ARIS 1170 Fall 2020 (1).docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Hind A Ahmed Zaki | 11/16/2020 - 21:48 | Submit |  | Awaiting your comments. Hind Ahmed Zaki | | Literatures, Cultures and Languages | Sara R Johnson | 01/19/2021 - 10:13 | Approve | 1/19/2021 | This all looks great, with one possible exception - under course features the form mentions creating both W and non-W versions, but the catalog copy section doesn't seem to reflect that. I am not sure if two CARs are required, one for W and one for non-W - Pam, can you clarify? Otherwise we should be good to move forward with this. | | Women's Gender and Sexuality Studies | Ariana R Codr | 02/03/2021 - 20:20 | Approve | 2/3/2021 | The WGSS faculty were very impressed with this syllabus and feel the course will nicely complement and expand our current offerings. | |

Hind Ahmed Zaki Fall 2021

Office: 445 Oak Hall

e-mail: [hind.ahmed\_zaki@uconn.edu](mailto:hind.ahmed_zaki@uconn.edu)

Office Hours: TBD

**ARIS 1170**

**WOMEN’S CONTEMPORARY WRITINGS IN THE ARAB WORLD**

***Course Description***

The course provides a window into Arab literature and culture, and helps illuminate how language and culture are interrelated in the Arab world. It will help student understand the diversity of human experience through looking at diverse forms of literary expression and especially women’s writing in the Middle East. Throughout the semester, we will explore a wide range of contemporary women’s writings in the Middle East and North Africa. While a rich tradition of Arab Middle Eastern women’s writings had existed since the late nineteenth century, there had been a dramatic increase in the number of published women writers in the last couple of decades, as well as the different genres and mediums of their writing. Through exploring a rich tapestry of written texts including memoirs, novels, poetry, feminist texts, oral traditions, and blogs, students will investigate the cultural and literary representation of women in Arab literature. In addition to the course's reading materials, students will be emerged in a cultural experience that allows them to engage with Arab culture and the gendered implications of living in a different culture that their own. Through watching movies, documentaries, online clips, and TV series made by women or about women from different Arab countries, students will be exposed to the multiple voices of women in the Middle East and North Africa as they recount their experiences and deal with a variety of the daily issues they face. Through engaging with a different culture and its literary and art products, students will reflect on their own life experiences, especially when it comes to the role of gender in constructing social and political reality.

In this course, we will explore this tradition memoirs, novels, poetry, feminist texts, and blogs. We will also watch movies, documentaries, online clips, and TV series made by women or about women from different Arab countries. This course aims to expose students to the multiple voices of women in the Middle East and North Africa as they recount their experiences and deal with a variety of the daily issues they face. The main goal of this course is to read narratives *by* Arab women themselves rather than read *about* them through the academic and literary writings of western academics or Arab male authors. By exploring different texts (in translation), this course explores the following questions: How do Arab women authors and female authors in the wider MENA region address women’s oppression in Arab societies? What mediums do they use to explore women’s issues? How do they deal with the intersectionality of sexuality, identity, class, and nation? What literary traditions and models do they draw on? What are the major issues or concerns that they address? Those topics will include Modernism, Colonialism and the gender in the Middle East and North Africa, Nationalism and the emergence of the women's questions, the first feminists of the Arab world and their demands as expressed in their writings, the post-colonial era and the emergence of a feminist literary canon.

We will begin by exploring how women experienced colonialism in the region in the first generation of women writers and early feminists who grappled with questions of tradition versus modernity and women’s emancipation. We will then move to the experience of decolonization and the role women played in national independence movements as well as reading the narratives of women’s lives in the newly established independent Arab nations of the 1950’s and 1960’s. We will then move on to a new wave of women’s who wrote about the challenges facing contemporary Arab women in first-person accounts and novels. Topics here will include feminism and nationalism and their contradictions, notions of citizenship and the inclusion of women from power, Arab women poets, feminist film-makers in the Arab world, feminist postcolonial writers and the emergence of body politics in the 1960's and 1970's Finally, we will look at how young women activists, writers, and artists in the Arab world are engaging with the uprisings of 2011 and their aftermath. By learning about women’s lived realties, we will understand more about women’s struggles for representation in contemporary Arab culture and society and how they depart from or echo feminist writings globally. Finally, by analyzing a wide range of women’s experiences, we aim to deconstruct many of the myths and stereotypes of Arab women presented in both the mainstream western and Arab medias.

College of

Liberal Arts and Sciences

Arabic and Islamic Civilizations

**Course Learning Outcomes:**

This course will examine the ways in which literary production contributes to shaping social, cultural, and gender identities in the Arab World. Topics will include the role women in the Arab literary awakening of the late 19th and early 20th century, the interaction between the rise of nationalism and the feminist awakening, the role of women's oral and written linguistic in the development of a nationalist culture in Egypt, and rise of Arab feminism through women's oral and written literary tradition from the mid twentieth century to modern times. We will also explore the emergence of new publishing venues for women's writings like the nationalist press and later women's magazines of language as influenced by modern technologies and reflect on contemporary women's writings following the uprisings known as the Arab spring.

**Course Learning Objectives:**

After taking this course, students are expected to:

 Explain, and argue for the ways in which women's literary production expresses systematic structures of inequality, identity, and also solidarity.

 Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction using certain literary forms.

 Work together in groups to discuss the different ways in which different literary forms can be analyzed through a critical feminism and literary lens.

 Learn how to conduct research in sociolinguistics and how to write an academic research paper of at least 15 pages.

**Assigned Books:**

Shaarawi, Huda. *Harem Years: The Memoirs of An Egyptian Feminist.* American University in Cairo Press, 1986. (Translated by Margot Badran).

Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994.

Al-Zayat, Latifa. *The Open Door: A Novel.* Hoopoe Fiction, 2017.

Assia Djebar, Fantasia, Heinemann, 1993.

Nawal el-Sadaawi, Woman at Point Zero, Zed Books, 1983.

**\*All the course readings, other than the books, will be available on the course website under course contents at Husky CT. Readings will be uploaded over the first two weeks of class and could be downloaded in full only then.**

**Assignments:**

Preparation & participation: 20 %

Leading one reading discussion: 15 %

Two in-class exams: 30 %

Final research paper 35%: Final paper (Research proposal 15%- Final paper 20%).

**Note on the (W) Component of this class:**

The writing component of this course is designed students connect the course content (readings) with a particular thematic topic that they are interested in exploring. Students will undertake and develop the final paper research project throughout the semester. The final paper research proposal will focus on one theme or topic explored during the semester. The final paper will be a combination of a "close readings exercise" where students engage in a short meditation on some theoretical issue we studied in class and draw from the readings to construct an original argument, and a “research project” where student conduct their own additional research on their chosen topic. Students will learn to choose a research topic, pose a puzzle or question, collect appropriate data, analyze the data using critical feminist literary theories.

Grading system:

A=100-94, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-67, D=66-64, D-=63-60, F=59 and below.

**Week 1: Introduction**

**Tuesday:** *Introducing the Course*

Overview of the course’s themes: Why women writers in the Arab world? What could learning about women’s lives through women’s writings teach us about the contemporary Arab world?

*Course Expectations, Assignments, and Important Dates\**

**Thursday :** *Situating Women and Gender in the Middle East: Literary feminist Theories and Transnational Feminism*

Mahrouse, Gada. 2016. “Teaching Intersectional and Transnational Feminisms through Fiction and Film” *Feminist Teache*r 26 (2-3):233-239.

**Week 2: The “Harem” as a Spatial and Historic Concept**

**Tuesday: What is the “Harem”?**

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994.Chapters 1, 2 and 3.

**Thursday:** *Life in the Harem*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 4,5 and 6.

**Tuesday:** The “Harem” as a Spatial and Historic Concept

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994.Chapters 1, 2 and 3.

**Thursday:** *Life in the Harem*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 4, 5 and 6.

**Week 3: The Harem Within**

**Tuesday:** *The Harem Within*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 7,8 and 9.

**Thursday:** *The World Outside the Harem*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 10, 11, 12 and 13.

**Week 4: The First Feminists**

**Tuesday:** *The Mother of Arab Feminism: Huda Sharawi*

Class Discussion: Huda Sharawi: Egyptian Feminist

Watch: BBC Arabic Documentary: Huda Sharawi, The Egyptian Feminist who rebelled against the Harem.

Reading Assignment: Huda Sharawi *Harem Years* (Introduction, Part 1 and 2).

**Thursday:** *Huda Sharwai (Continued)*

Reading Assignment: Huda Sharawi *Harem Years* (Part 3).

**Week 5: The Rise of Feminist Consciousness**

**Tuesday :** *Who are the first feminists of the Arab world? What were their demands? What provoked their demands? How was the “Personal Political” in Huda Sharawi’s life?*

Assigned Reading: Huda Sharawi *Harem Years* (Part 4 and Epilogue)

**Thursday:** *The First Feminists and their Struggle for Recognition*

Baron, Beth: *Egypt as a Woman*, Chapter 7: Partisans of the Wafd, pp 162-188.

***First In-class Exam!***

**Week 6: Representing the Nation as a Woman**

**Tuesday:** *Decolonization and Nationalism*

Baron, Beth: *Egypt as a Woman*, Chapter 3: Nationalist Iconography, pp: 57-81

***Watch:*** *The Battle of Algiers 1966* (French/ Italian).

**Thursday:** *Women of the Nation: The Case of Egypt*

Baron, Beth: *Egypt as a Woman*, Chapter Six: Mother of the Egyptians, pp: 135-161

**Week 7: Feminists in the Inter-War Period**

**Tuesday:**  *The Second Generation of Feminists: Doria Shafik*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Preface, chapters 1 and 2).

**Thursday:** *Remaking Women into Citizens: The Case of Egypt*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 3 and 4 ).

***Final Paper Proposal Due in Class!***

**Week 8: The Rise of Literary Traditions: Women’s Magazines and Literary Biographies**

**Tuesday***: Literary Biographies*

Kamal, Hala. 2017.“Women's Writing on Women's Writing”: Mayy Ziyada's Literary Biographies as Egyptian Feminist History” *Women's Writing* 25(2): 268-287.

**Thursday:** *Women’s Press at the Turn of the Century*

Booth, Marilyn. 2001.“Woman in Islam: Men and the "Women's Press" in Turn-of-the-20th-Century Egypt” *International Journal of Middle East Studies* 33(2): 171-201.

**Week 9: The War of Independence**

**Tuesday:** *Women on the Eve of Independence*

Assigned Reading: Al-Zayat, Latifa. *The Open Door: A Novel.* Hoopoe Fiction, 2017, Translator’s Introduction, Chapters 1 and 2.

**Thursday**: Movie Day!

***Watch:*** *The Battle of Algiers 1966* (French/ Italian).

**Week 10: Hopes and Dream: Women on Eve of National Independence**

**Tuesday:** *Feminist Literature*

Assia Djebar, Fantasia, Heinemann, 1993 (Chapters 1 and 2).

**Thursday:** *Women’s Political Mobilization: The Battle for the Vote*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 9 and 10 ).

***Second In-class Exam!***

**Week 11: Revisiting the “Harem”**

**Tuesday**: The Harem Changing

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994 (Chapters 14, 15, and 16).

**Thursday:**

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994 (Chapters 17, 18, and 19).

**Week 12: Body Politics**

**Tuesday: A New Feminist Awakening?**

Assigned Reading: Nawal el-Sadaawi, Woman at Point Zero, Zed Books, 1983 (Chapters 1, 2, and 3).

**Thursday: Nawal El Sawadi and Third Wave Feminism:**

Nawal el-Sadaawi, Woman at Point Zero, Zed Books, 1983 (Chapters 4, 5 and 6).

**Thanks giving Recess: Finish the Novel!**

**Week 13: Arab Spring and New Wave of Feminist Activism**

**Tuesday:** *The Arab Spring (1):Gender in Context of Revolutions*

Assigned Readings: Bromley, Rogers. 2015. “‘Giving memory a future’: women, writing, revolution” *Journal for Cultural Research* 19(2): 221-232.

Langohr. Vickie. “Women’s Rights Movements During Political Transitions: Activism Against Public Sexual Violence in Egypt” *International Journal of Middle East Studies*. 47 (2015):131-135.

**Thursday:** *Women’s Recent Mobilization in the Middle East (1)*

Assigned Reading: Contemporary Feminist Testimonies from Egypt:

<https://www.madamasr.com/en/2017/03/06/feature/society/feminist-testimonies-from-egypt-a-series/>

**Week 14:**

**Tuesday:** *Wrap-up Session*

What did we learn in this class? What are the main challenges that Arab women continue to face? How do contemporary women writers express those challenges?

**Final Paper due on exam’s week!**

# Weekly Time Commitment

Students should expect to dedicate at least 9-12 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut’s policy regarding credit hours.

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

To keep track of your performance in the course, refer to My Grades in Husky CT.

# University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. Tutors work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

# Students with Disabilities

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

# Academic Misconduct:

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code:

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

# Misuse of Sources:

The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.  The misuse of sources is a violation of academic codes of conduct and could result in serious penalty.  The severity of the penalty depends on an individual instructor’s assessment, in consultation with the Director and Associate Director of First-Year Writing.

# Plagiarism:

Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation—for the purposes of evaluation—of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.  The First-Year Writing Program takes plagiarism very seriously.  Any student who commits plagiarism will receive a grade of “F” for the course in which he or she has committed the act.  The First-Year Writing Office and the Office of Community Standards will keep the student’s name in a permanent record of students who have committed plagiarism.  The Dean of the School or College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

# Full and Proper Acknowledgement:

The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own.  There are many different methods of identifying a source [MLA for French courses], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

# Writing in French

The use of online translators, such as Google translate, is strictly forbidden. Students cannot learn how to organize and express their opinions in French, if they do not work on the appropriate use of grammar, vocabulary and style, at the sentence-level.

# 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. 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.

# Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness. 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.

**2021-056 POLS 3040 Add Course (guest: Zehra Arat)**

|  |  |
| --- | --- |
| **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 > Return > 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](mailto: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 |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 3040. Power, Politics and Art. 3 credits Prerequisites: Open to juniors or higher. Grading Basis: Graded A study of power and politics through a survey of major political ideologies and their expression 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57213&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C7e9260ea7b634951672b08d8c93bffa3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480606822378664%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=KgZFgyLJTddOo4RH%2BozMmPqXfMtX90b1eABlkr6%2BaIQ%3D&reserved=0) | Arat, Power, Politics and Art preliminary Syllabus.docx | Syllabus | | [Power, Politics and Art, sample writing assignment[2].docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57202&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C7e9260ea7b634951672b08d8c93bffa3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480606822388651%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=cyeG49e0cvUzxP5WuyTBGWdL8lmv3RrnhaqJt%2Bm2u7Y%3D&reserved=0) | Power, Politics and Art, sample writing assignment[2].docx | Other | | [Arat, Power, Politics and Art preliminary Syllabus revised.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F60471&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C7e9260ea7b634951672b08d8c93bffa3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480606822398645%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=IJc6blvJWaYO0Hc1dSUmEHEc3vqsrLwXnIPyIXSOios%3D&reserved=0) | Arat, Power, Politics and Art preliminary Syllabus revised.docx | Syllabus | | [response letter.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F60472&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C7e9260ea7b634951672b08d8c93bffa3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480606822398645%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=NPTsz3gjuX8B4GUmj5GyF9KPIHomU8XE%2BDRh1xpXZ3g%3D&reserved=0) | response letter.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 | | College of Liberal Arts and Sciences | Pamela Bedore | 12/07/2020 - 08:56 | Return | 12/7/2020 | Returning to proposer for further revisions as per Evan Perkoski email, 12.7.2020. PB. | | Return | Zehra Arat | 01/12/2021 - 18:04 | Resubmit |  | This a revised submission of the form. Although they did not specify any Art History courses that might be duplicated or any other way affected by my proposed course, the Art History faculty raised some reservations about potential overlaps, broadly noting that Art History courses also consider the political context of art works. Nevertheless, I tried to address their reservations in a letter submitted to them on December 21, 2020. As I indicated in that letter, I also revised the preliminary course syllabus to stress the Political Science focus of my course. The Art History faculty has not responded to that letter yet. I have attached both the revised syllabus and my response letter to this new submission of the CAR form. | | Political Science | Evan J Perkoski | 02/03/2021 - 12:17 | Approve |  | Approved (and approved by Art History) | |



**POLS 3040 – POWER, POLITICS AND ART**

**(Online Course – revised preliminary syllabus)**

**ZEHRA F. KABASAKAL ARAT**   
email: [zehra.arat@uconn.edu](mailto:zehra.arat@uconn.edu)

**SUMMER 2021**

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

**COUSE DESCRIPTION**

**Catalog description:** A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest.

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. Providing a survey of major belief systems and political ideologies, the course examines the power structures and relations that they justify or challenge. In addition to belief systems and ideologies, the course introduces some basic political concepts, institutions, socio-political systems (e.g., feudalism, capitalism), and major political phenomena (e.g., imperialism and independence struggles) to contextualize the ideologies. Visual arts and architecture are integrated as media of ideological expressions, through which citizens are socialized into particular socio-political systems, or people use as tools of political critique, resistance, and protest. Covering visual art and architecture from different periods and cultures and examining them comparatively as “ideological texts,” the course will also address interactions, continuities and changes in the expression of political ideas and ideologies in visual art and architecture. Thus, the course will also help students to acquire art appreciation skills.

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](mailto: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](mailto: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](http://uconn.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=88191) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](http://uconn.bncollege.com/webapp/wcs/stores/servlet/BNCBShippingDeliveryView?langId=-1&storeId=88191&catalogId=10001)).

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

1. Belief Systems: Religions and Political Ideologies
2. 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*, Limbourgh 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 Weidenfled.

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***

**2021-057 ENGL 3015W Add Course (G) (S) (guest: Sarah DeCapua)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-4576 |
| **Request Proposer** | DeCapua |
| **Course Title** | Writing Across Cultures |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Writing Across Cultures |
| **Course Number** | 3015W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sarah E DeCapua |
| **Initiator Department** | English |
| **Initiator NetId** | sed18010 |
| **Initiator Email** | [sarah.decapua@uconn.edu](mailto:sarah.decapua@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed 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?** | 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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **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** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | N/A |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENGL3015W. Writing Across Cultures. 3 credits. Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded Investigation of linguistic diversity; what persuasion looks like and how it’s used in different cultures/communities. |
| **Reason for the course action** | To expand department offerings in the writing minor and to provide students an option in the areas of multilingualism and rhetoric. Also, many students seek academic training in preparation for careers in which they will work with linguistically diverse individuals and for graduate study in composition and rhetoric, so this course provides students an opportunity to explore multilingualism and rhetoric. |
| **Specify effect on other departments and overlap with existing courses** | Possible overlap with LING 3610W (Language and Culture). Awaiting word from LING C&C rep following full faculty discussion and vote. |
| **Please provide a brief description of course goals and learning objectives** | The course is designed to help students better understand and develop a robust knowledge of the rhetoric surrounding linguistic diversity. They will learn to analyze the rhetoric behind arguments related to linguistic diversity by understanding the relationship between rhetoric and linguistic practice in both historical and contemporary contexts, and by constructing and defending arguments related to this topic. In addition to the theoretical work of the course, students will practice writing about the rhetorical moves related to conversations about linguistic diversity and gain experience negotiating the personal, social, and political factors that impact their writing about various cultures. As a writing-intensive course, Writing Across Cultures will include several essays, which students will revise throughout the course. They will also join the conversation surrounding linguistic diversity through large- and small-group discussions, both in-person and in online discussion forums, and will gain experience reading and commenting on each other’s work during peer-response sessions, which will help to improve their own writing. |
| **Describe course assessments** | Weekly Reading (e.g., essays; chapters in textbook; open access resources, as appropriate); Three major papers (formal essays, 5 pages each; drafts and revisions); a fourth major assignment will be a multimodal project; in-class writing. |
| **General Education Goals** | In this course, students will use writing and multimodal composition to articulate their knowledge of and experience with the rhetoric of linguistic diversity, while also developing their own rhetorical composing skills. As students engage with the rhetoric surrounding linguistic diversity, they will become more skilled rhetoricians themselves. Students will use reading and composing in the course to acquire, use, and disseminate their knowledge about rhetoric and linguistic diversity. |
| **Content Area: Diversity and Multiculturalism (non-International)** | Students will examine rhetoric and linguistic diversity from the perspective of the linguistic group. Course inquiry will be structured by the concepts, ideas, beliefs, and/or values of the linguistic cultures being examined, using both comparative and interdisciplinary methodologies. |
| **Writing Competency** | This course requires at least 15 pages of revised writing. Students will go through the drafting process for each essay and receive feedback from the instructor and their peers prior to revising. The instructor will spend time teaching writing throughout the course. Students will not be able to pass the course unless they pass the writing component. Criteria 1-5 will be components of the course, generally; Criteria 2, 3, and 5 will be specific components of the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [DeCapua syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F62610&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cff294184baea4f6d077f08d8c6bf36f7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637477871845958296%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=IVTMSKa9JRba0ene%2FXoBmhB8M2gULvOGmu5SOzuzxoY%3D&reserved=0) | DeCapua syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sarah E DeCapua | 12/17/2020 - 08:57 | Submit |  | CUWI voted to approve this course on Dec. 16, 2020. | | English | Christopher R Vials | 01/30/2021 - 21:42 | Approve | 1/27/2021 | Approved by English Department faculty on January 27, 2021 | |

**University of Connecticut**

**ENG 3015W**

**Writing Across Cultures**

**Spring 2022**

**Day/Time/Location**

**Contact Information**

**Instructor:** Dr. Sarah DeCapua

**Office:** Austin 223 **Office Hours:** M 12:15 p.m.-1:45 p.m.; W 12:30-1:30 p.m.; & by appointment

**Phone:** (860) 486-1524 **Email:** sarah.decapua@uconn.edu

**Course Description**

The course is designed to help students better understand and develop a robust knowledge of the rhetoric surrounding linguistic diversity. They will learn to analyze the rhetoric behind arguments related to linguistic diversity by understanding the relationship between rhetoric and linguistic practice in both historical and contemporary contexts, and by constructing and defending arguments related to this topic. In addition to the theoretical work of the course, students will practice writing about the rhetorical moves related to conversations about linguistic diversity and gain experience negotiating the personal, social, and political factors that impact their writing about various cultures. As a writing-intensive course, Writing Across Cultures will include several essays, which students will revise throughout the course. They will also join the conversation surrounding linguistic diversity through large- and small-group discussions, both in-person and in online discussion forums, and will gain experience reading and commenting on each other’s work during peer-response sessions, which will help to improve their own writing.

**Course Goals**

In this course, students will use writing to articulate their knowledge of and experience with the rhetoric of linguistic diversity, while also developing their own rhetorical composing skills. As students engage with the rhetoric surrounding linguistic diversity, they will become more skilled rhetoricians themselves. Students will use reading and composing in the course to acquire, use, and disseminate their knowledge about rhetoric and linguistic diversity.

**Required Course Materials**

Required course materials should be obtained before the first day of class. Required textbooks are available for purchase through the UConn Bookstore (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped (fees apply). You may also rent or

purchase your textbook from any number of online retailers, but be sure the ISBN matches exactly the ones listed below.

Killingsworth, M. Jimmie. *Appeals in Modern Rhetoric: An Ordinary Language Approach*. ©2005, Southern Illinois University Press.

Paperback ISBN: 978-0809326631

Wolfram, W., & Schilling-Estes, N. *American English: Dialects and Variation*. 3rd ed. ©2015, Wiley-Blackwell.

Paperback ISBN-13: 978-1118390221

Most of the course readings will be topical journal articles that are listed on the Schedule and available in the Readings folder in our HuskyCT course.

**COURSE ASSIGNMENTS**

Each of the first three assignments below will go through a process of drafting, feedback (including peer feedback), and revision prior to submission of the final draft.

**Linguistic Diversity Profile/Argument** (100 points) 5-7 pages

Students willread a sample of several literacy narratives, then interview a person who has learned another language and write a profile in which you make an argument for the value of the interviewee’s diverse linguistic abilities. The Digital Archive of Literacy Narratives is an excellent resource for you to get started: [Digital Archive of Literacy Narratives (thedaln.org)](https://www.thedaln.org/#/home)

Specifics of this assignment, including the schedule of drafting and revising, will be discussed in class on [date].

**Data Set Analysis** (100 points) 3-5 pages

Students will build a data set from existing texts; for example, find 10 YouTube videos in which southern accents are used/discussed and analyze how southern accents are portrayed in media (i.e., do the data you assembled reveal perpetuation of stereotypes, etc.) Specifics of this assignment, including the schedule of drafting and revising, will be discussed in class on [date].

**Rhetorical Analysis** (100 points) 5 pages

Students will analyze another writer’s argument about linguistic diversity. Your essay should address *what* the writer has written, but the goal of your rhetorical analysis should be a close examination of *how* the writer has presented an argument*. Your purpose is not to argue with (or state your agreement/disagreement with) the writer’s position.* Your primary purpose is to analyze the strategies and features the writer has used to be persuasive. The primary task is to demonstrate that you have uncovered interesting, important things about the way the author’s argument has been presented. Specifics of this assignment, including the schedule of drafting and revising, will be discussed in class on [date].

**Discussion Boards/Journals**

In addition to the formal assignments above, students will engage in low-stakes practice writing, both in class, in response to prompts or class discussions, and outside of class, on discussion boards or journals in HuskyCT. These practice writings will be evaluated as Completion grades. In other words, as long as your writing fulfills the assignment’s requirements, you will receive full credit for it.

**Semester Letter of Reflection** (100 points)

During Finals Week, you will submit a Letter of Reflection, addressed to me, in which you reflect on what you’ve learned about rhetoric, linguistic diversity, and academic writing this semester. I will provide more specific information on this assignment near the end of the semester. Drafts for this assignment are not required.

**Preparation & Participation**

Because there is more to class than taking up space in a chair, being prepared for each class and actively participating in class- and small-group discussions, in-class writing, etc., are important aspects of this course. Students boost their preparation and participation by attending all class sessions and workshops and doing ALL of the following in EVERY class:

--contributing regularly, enthusiastically, and respectfully to class discussion

--setting an agenda for class discussion and moving it forward, while giving others room to speak

--stating ideas clearly

--supporting opinions with specific evidence from the text, journal, or elsewhere

--following up on others’ ideas

--refining own ideas

--taking the lead in engaging others in discussion

--rephrasing accurately what others say

--asking genuine questions

Please keep in mind that you will lose points for failure to engage actively in class. If you are shy, self-conscious, or fearful, start by committing to contribute once per class session. As you feel more comfortable, participation will become more natural to you.

**Grading**

Major assignment and final grades will follow an A-F grading system. Letter grades can be interpreted as follows: **A**-Excellent; **B**-Good; **C**-Average; **D**-Below Average (but passing); or **F**-Failure. To receive credit on a completed paper, you must have completed and submitted on time all of the draft work associated with that assignment.

Grading Scale (by %) ~~(by points)~~

93-100 ~~623-670~~ = A

90-92 ~~603-622~~ = A-

87-89 ~~583-602~~ = B+

83-86 ~~556-582~~ = B

80-82 ~~536-555~~ = B-

77-79 ~~516-535~~ = C+

73-76 ~~489-515~~ = C

70-72 ~~469-488~~ = C-

67-69 ~~449-468~~ = D+

63-66 ~~422-448~~ = D

60-62 ~~402-421~~ = D-

< 60 ~~0-403~~ = F

(C&C, Please note that the “By Points” column is a placeholder right now because I haven’t calculated the total semester points yet, which may also include an optional extra credit assignment.)

**A Word About Grading:** I assume your written work represents your best thinking and writing about a selected subject. Your understanding of the subject, the language you choose, and individual style are what make your writing unique and interesting. These are the **subjective** elements of composition, and without them all essays would be the same—drab and boring. There are, however, various **objective** elements that govern the quality of any composition. These include, but are not limited to: grammar, mechanics, punctuation, documentation form, clarity, coherence, unity, thesis strength and placement, organization of information, development of point, strength of conclusion. In short, these and other elements control the overall quality, the “content” and “form” of written work. Because the focus of this course is writing according to MLA standards, your attention to MLA style conventions is mandatory. How well you use source information and how accurately you document your sources will also affect the overall quality of your work. I put a lot of time and consideration into commenting on your drafts and grading your written work. Please read my commentary carefully and use it as a guide in your revision process. It may also be useful to consult an MLA resource (a handbook, OWL, or course tools provided in HuskyCT) to correct errors in grammar, mechanics, form, and style. If, after serious examination of your essay and my commentary, you have any questions about my comments and/or the grade you’ve received, please talk with me. Do so before the next draft or assignment comes due. If I’m unavailable, seek help with improving your writing in the Writing Center. The bottom line on the final grade you receive in this course is that it reflects your successes, not my failures.

**W Course Guidelines**

The following W Course Information, along with further details, can be found here: [W Course Information | Writing Center (uconn.edu)](https://writingcenter.uconn.edu/w-course-information-2/)

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

According to the policies of the General Education Oversight Committee and the Faculty Senate, those teaching W courses must:

1. Assign 15 pages of edited written work
2. Not only assign writing, but teach it
3. Build in a process for revision
4. Inform students that in order to pass the course, they must pass the writing component.  (This should be stated on the syllabus.)” See the W Course Failure Clause below.

**Writing Instruction**

Writing instruction means more than learning rules for grammar, usage, and conventions of format and documentation. As stated on the W Course Information page, writing instruction also involves “teaching students to explore and shape their ideas, analyze their audiences, frame arguments, gather evidence effectively and ethically, understand genre conventions, and attend to style. . . . Writing instruction should complement rather than compete with course content: learning to write in a discipline means learning to think, argue, research and communicate with the community of scholars in a given field.” In this course, writing instruction will take place inside of class via lectures, discussions, draft workshops, and peer reviews, and outside of class via writing conferences with me, both one-on-one and in small groups. Further, each of the three 5-page papers students write will first be submitted as drafts. There will be at least two drafts before submission of the final draft. For each draft submission, I will leave comments indicating the strengths of the draft, as well as areas for improvement; those comments can be used as a guide for your revision process. (Drafts fulfill the requirement of providing evidence of your writing process. Please note that I reserve the right not to evaluate any paper for which drafts were not previously submitted.)

**W Course Failure Clause**

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

**The Writing Center**

The Writing Center employs consultants who work with students on their papers at any stage of the writing process—from brainstorming to reviewing final drafts to helping with specific difficulties you may have. This service is free and highly recommended for all students. You can sign up for an appointment on the [Writing Center website](http://writingcenter.uconn.edu/). Keep in mind that the only acceptable form of outside help with your writing is the Writing Center.

**COURSE POLICIES**

**Syllabus Changes**

This document is subject to change. I may modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Husky CT site and an amended version of the syllabus will be made available on HuskyCT for upload. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

**Attendance**

Success in this course depends a great deal on whether you show up and participate: Missing a writing-intensive class isn’t like missing a lecture, where a friend who takes good notes can help you get caught up. Missing a writing class is more like missing team practice or a workout: Someone can tell you that everyone ran laps or practiced batting or did drills, but that isn’t going to help you get caught up on the workout that you missed. For the most part, what happens in writing classes benefits only the people who fully participate in them: The act of giving an effective peer review sharpens your own ideas of how to write better; the act of analyzing and discussing a text in class teaches you a process you can use on other texts; the pre-writing, researching, and sentence strategy practice in a writing class help students write better papers.

If you miss a class, please understand that you probably will not be able to make up the missed experience, and there may be consequences in terms of your understanding or written performance later. Your “absences” from class are your responsibility; while UConn does not officially keep track of absences, keep in mind that multiple absences will adversely affect your overall grade in the course. Sometimes there are extenuating and/or unexpected circumstances that get in the way of our best intentions to attend class. If you have a situation, please talk with me about it; we may be able to work together to accommodate the challenge(s) you’re facing.

While your attendance in class is important, your timely attendance is equally important. To that end, please arrive in class on time, every time. Every three late arrivals will adversely affect the evaluation of your Preparation & Participation.

I want you to succeed in this course. If you know in advance you have to miss a class, talk to me ahead of time and we can try to minimize the side effects. I can be reached by email at [sarah.decapua@uconn.edu](mailto:sarah.decapua@uconn.edu) or by phone at (860) 486-1524. You’re also welcome to stop by my office to chat with me, but please let me know in advance that you’re planning to meet with me. Doing so will ensure that you’ll find me in my office when you get there.

**Late assignments**

Absence is not an excuse for late work. If you must miss class when an assignment is due, turn it in *prior* to the due date. I may accept a late assignment, but only when you have an exceedingly good reason for being late; in those instances, work will be accepted only in the next class after the due date and will be penalized a full letter grade. In some instances, it is impossible for you to get the work in on time; please contact me if you think you have a good reason for being late. Please note, however, that dead relatives, running out of gas on the way to school, minor illnesses, hangovers, computer error/malfunction, quirky printers/running out of ink, and child-care concerns are not considered good reasons. *If you are absent on the day an assignment is due, you will not be allowed to submit it for grading and you will receive a zero grade on the assignment.* In respect for your conscientiousness to the schedule, I will make every attempt to have your papers graded and returned to you no more than one week after the due date.

**Sharing Writing/Ideas**

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face and one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

**Intellectual Property**

All course materials and course content are the intellectual property of me, your classmates, and/or their respective authors.  As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and HuskyCT postings is prohibited without written permission.  This means, for example, that you may not post materials from the class, audio of lectures/discussions, or video of the class to personal web pages, Facebook, Instagram, Twitter, YouTube, or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures/discussions for personal academic use.

**Manuscript Preparation**

Major writing assignments should be printed from a digital file (double-spaced) in black ink using a Times New Roman font (11- or 12-point). Use MLA guidelines for spacing, margins, heading, and page numbering. Your assignments do not need a title page, but the following information must appear in the upper left-hand corner of the first page: your name, my name, course name/number, date, and assignment. On all assignments, each page will have your last name and page number in the upper right-hand corner (this tends to trip people up; we’ll go over it together in class to alleviate frustration). Length of the essay will be determined by the nature of the assignment and by the choice of thesis, but all will satisfy the minimum of a well-developed, college-level essay. We’ll discuss assignment length when necessary, but keep in mind that writing-intensive courses like this one require a minimum of 15 polished pages of writing. The three formal written assignments will be 5 pages each. (See below for more on W Course Guidelines and Writing Instruction.)

**Saving Drafts and Printing Assignments**

In this course, you must show evidence of the writing process for all the major assignments. This means students need to provide prewriting (e.g., brainstorming, outlining, mapping, etc.), as well as the draft work itself (e.g., Draft 1, Draft 2, Draft 3, etc.). I reserve the right not to evaluate any assignment that does not include evidence of the writing process. Microsoft Office 365, which includes Word, is free to all UConn students, so there’s no reason not to use it. You can save multiple drafts of your writing, comment on and receive comments on your writing, and save your writing to the cloud so you can access your work anytime. If you are unfamiliar with Word or have a question regarding a Word process, please let me know. Print a hard copy of your work before closing the program you’re using. *Always* save your work on your hard drive and email it to yourself. If you prefer to receive handwritten peer review, print your work prior to class instead of relying on classroom printers because the chances are high that our classroom will not be equipped with a printer. Computer labs are located in the Student Union, the Homer Babbidge Library, and the Wilbur Cross Building.

**Email Correspondence**

I will not discuss individual student grades in class or in email. For questions about grades, students will need to attend my office hours or make an appointment with me. Please keep in mind that emails are written communication, and you should be aware of your audience. Craft a subject line that reflects the main purpose of your message, use appropriate language, and sign your name (first and last), as well as indicate your class by section, day, and time. I typically reply to emails within 24-36 hours. I respond to student emails on weekends, especially when you’re polishing an assignment to be turned in the following week because I understand you may have last-minute questions to ask me. Emails sent to me become my personal property, and I may disclose them to third parties if I determine it’s necessary. Emails constitute correspondence between instructor and student; therefore, remember your audience when composing emails to me.

**Professional Etiquette**

You and your classmates are paying to be here and most of you are trying to get things right the first time, which can demand concentration. I am trying to help all of you. For these reasons, please be professional in all activities associated with this class. Ways to show courtesy to your classmates include:

--Coming to class on time --Treating all class members with respect

--Listening attentively --Not packing up early

--Bringing the needed materials --Turning off/silencing & stowing cell phones

--Speaking distinctly --Not eating in class

--Bringing all assignments, completed --Not reading or working on material unrelated to this class

--Using appropriate language --Only having beverages that are capped

--Not wearing headphones/earbuds --Doing your fair share in groups

--Not leaving class to use the restroom

***Students who ignore these policies may be asked to leave class; they will also lose points from their final course grade.***

* Students with legitimate reasons for leaving their cell phones on should see me before class begins.
* Coming into the classroom late and leaving early (except in emergency situations) are behaviors that distract your instructor and your classmates and interrupt the discussion. Such behaviors are unacceptable in academic environments, since they suggest a student is indifferent to her/his own education and uncaring about her/his fellow classmates and theirs. Also, specific misconduct which may subject a student to disciplinary action includes the failure to comply with the verbal or written direction of college employees acting in the performance of their duties.

Please be aware of how your behavior impacts not only yourself, but also others around you. Also note that inappropriate classroom behavior can lead to the loss of your preparation and participation points, even if you are physically present in the classroom.

Additionally, in accordance with UConn policies and Title IX, this course will be a designated safe space for all students, regardless of background, ability, sexual orientation, gender identity, religion, socioeconomic status, race, or ethnicity. If you feel you have experienced discrimination or harassment at UConn, you can find support and resources at the Office of Institutional Equity. You may also contact Health Services, Counseling & Mental Health Services, and/or the Women’s Center. Please note that I am a mandatory reporter to the Office of Institutional Equity if I become aware of issues that may pose a danger to a student’s health, safety, or well-being.

**Additional University/Program Information**

* **Academic Integrity:** While studying and making use of the ideas and texts of others is central to the writing we will be doing in this course, this must be done in an ethical and appropriate way. Please review and abide by the University’s code on academic misconduct (plagiarism and misuse of sources), which can be found on [the UConn Community Standards website](http://community.uconn.edu/the-student-code-preamble/); you will be held responsible for understanding these materials. Plagiarizing the work of others—passing off someone else’s work as your own—is a very serious offense, and anyone found violating standards of academic integrity will receive a zero on the assignment and may fail the course. You may also be reported to the Office of Community Standards. Please let me know if you have questions about what constitutes appropriate use and citation of other people’s work.
* **Student Software/Technical Requirements:** 
  + HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy) •
  + Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
  + Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
  + Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
* **SafeAssign Statement:**In an effort to ensure the integrity of the academic process, I vigorously affirm the importance of academic honesty as defined on the UConn Community Standards website. Therefore, in an effort to detect and prevent plagiarism, faculty members at UConn may use a tool called SafeAssign to compare a student’s work with multiple sources. SafeAssign then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.
* **Disability and Accessibility:** The English Department is committed to making educational opportunities available to all students. If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Center for Students with Disabilities (Wilbur Cross 204, 860-486-2020). They will work with you to accommodate your needs and provide me with a letter describing those accommodations. All information and documentation are confidential. Please contact me as early as possible in the semester so that I can also make the necessary arrangements for your comfort in our classroom.
* **Multilingual Scholarship:** This classroom may be a multilingual and translingual space, and we may speak and write across languages. I encourage you to do two things consistently: 1) speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course; 2) be respectful of your multilingual colleagues in this space.
* **Course Concerns:** If you have any questions about the course or your final course grade, please see me as soon as possible. If that conversation is not productive, you may contact the English Department associate department head, Dr. Clare King’oo (clare.kingoo@uconn.edu).

## PROPOSED SCHEDULE OF REQUIRED READINGS, ASSIGNMENTS, AND DUE DATES

This is a tentative schedule of class work. It is subject to change. Changes will be announced in class and posted on the course page in HuskyCT. Assigned readings are from your textbooks or available in the Readings folder in HuskyCT. Readings from *Appeals in Modern Rhetoric* will be listed as AMR. Readings from *American English: Dialects and Variation* will be listed as AE. Articles available in HuskyCT are listed by author’s last name. [Note to C&C: For this draft, the links to the articles are included for ease of access.] You should complete the required reading *prior to* the class session in which the discussion will take place.

**Week 1**

Monday Course Introduction / Ethos, Pathos, Logos of Argumentation

Read (for Weds): AMR Chaps. 1-2

Wednesday AMR Chaps. 1-2 / Rhetorical Appeals

Read (for Mon): AMR Chap. 3

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

**Week 2**

Monday Rhetorical Situations / Linguistic Diversity Profile & Argument Assignment

Read (for Weds): Erler [Does Diversity Really Unite Us? Citizenship and Immigration - Imprimis (hillsdale.edu)](https://imprimis.hillsdale.edu/does-diversity-really-unite-us-citizenship-immigration/)

Assign: Post your response to the Journal prompt by Wednesday at 11:59 p.m.

Wednesday Erler / Rhetorical devices

Read (for Mon): AMR Chap. 4 and Continetti [The Problem of Identity Politics and Its Solution - Imprimis (hillsdale.edu)](https://imprimis.hillsdale.edu/the-problem-of-identity-politics-and-its-solution/)

DUE by 11:59 p.m.: Linguistic Diversity Profile & Argument Check-in

**Week 3**

Monday Continetti / Appeals to Time / In-class work on Linguistic Diversity Profile & Arg

Read: AMR Chaps. 5-6

Wednesday Appeals to Place/Body

Read: AMR Chaps 7-8

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

DUE by 11:59 p.m.: Linguistic Diversity Profile & Arg Draft 1

**Week 4**

Monday Appeals to Gender & Race/In-class work on Linguistic Diversity Profile & Argument

Read: AMR Chaps. 9-10

Assign: Post your response to the Journal prompt by Wednesday at 11:59 p.m.

Wednesday Tropes and Narratives

Read: AE Chap. 1

Assign: Take the fun quiz on regional English at [Do You Speak American. Sea to Shining Sea. American Varieties . DARE | PBS](https://www.pbs.org/speak/seatosea/americanvarieties/DARE/).

DUE by 11:59 p.m.: Linguistic Diversity Profile & Argument Draft 2

**Week 5**

Monday Quiz results and Peer Review Workshop (Linguistic Diversity Profile & Argument)

Read: AE Chap. 2 and Adger, Wolfram, & Christian (Ch. 1) [Amazon.com: Dialects in Schools and Communities (9780805843163): Adger, Carolyn Temple, Wolfram, Walt, Christian, Donna: Books](https://www.amazon.com/Dialects-Schools-Communities-Carolyn-Temple/dp/0805843167#:~:text=Dialects%20in%20Schools%20and%20Communities%20is%20rooted%20in,a%20range%20of%20educational%20and%20related%20service%20fields.)

(Note to C&C: This is the link to the book where you can view the contents of Ch. 1. I don’t have a PDF of this chapter yet.)

Wednesday Dialects

Read: AE Chap. 5

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

DUE by 11:59 p.m.: Linguistic Diversity Profile & Argument Final Draft

**Week 6**

Monday Presentations: Linguistic Diversity Profiles

Wednesday Presentations: Linguistic Diversity Profiles

**Week 7**

Monday American English / Rhetorical Analysis Assignment

Read: AE Chap. 8

and Alim (2005) [Critical Language Awareness in the United States: Revisiting Issues and Revising Pedagogies in a Resegregated Society (uconn.edu)](https://journals-sagepub-com.ezproxy.lib.uconn.edu/doi/pdf/10.3102/0013189X034007024)

Assign: Explore samples from the DARE Audio Collection at [Do You Speak American . Sea to Shining Sea . American Varieties . DARE | PBS](https://www.pbs.org/speak/seatosea/americanvarieties/DARE/) and Post your response to the Journal prompt by Wednesday at 11:59 p.m.

Wednesday Ethnicity and Alim

Read: AE Chap. 9 and Quenqua [Young Women Often Trendsetters in Vocal Patterns - The New York Times (nytimes.com)](https://www.nytimes.com/2012/02/28/science/young-women-often-trendsetters-in-vocal-patterns.html)

**Week 8**

Monday Gender and Quenqua / In-class work on Rhetorical Analysis

Read: AE Chap. 11.2

DUE by 11:59 p.m.: Rhetorical Analysis Check-in

Wednesday “Mainstream” American English

Read: Read Alim (2011) [Occupy Language? - The New York Times (nytimes.com)](https://opinionator.blogs.nytimes.com/2011/12/21/what-if-we-occupied-language/)

and CNN Wire Staff [Justice Department: Maricopa sheriff's office discriminated against Latinos - CNN](https://edition.cnn.com/2011/12/15/justice/arizona-sheriff-allegations/index.html)

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

**Week 9**

Monday Politics of Language / In-class work on Rhetorical Analysis Draft 1

Read: Batalova & Zong https://www.migrationpolicy.org/article/language-diversity-and-english-proficiency-united-states-2015

Assign: Post your response to the Journal prompt by Wednesday at 11:59 p.m.

Wednesday Batalova & Zong

Read: Williams [How Language Diversity Affects Dual Language Learners' Linguistic and Academic Trajectories (newamerica.org)](https://www.newamerica.org/education-policy/edcentral/dllslanguagediversity/)

DUE by 11:59 p.m.: Rhetorical Analysis Draft 1

**Week 10**

Monday Language Diversity and Dual-Language Learners/In-class work on Rhetorical Analysis Draft 2

Read: Horowitz [Views on America's Growing Racial, Ethnic Diversity | Pew Research Center (pewsocialtrends.org)](https://www.pewsocialtrends.org/2019/05/08/americans-see-advantages-and-challenges-in-countrys-growing-racial-and-ethnic-diversity/)

Wednesday Horowitz / Racial & Ethnic Diversity

Read: AE 10.1-10.2

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

DUE by 11:59 p.m.: Rhetorical Analysis Draft 2

**Week 11**

Monday Peer Review Workshop (Rhetorical Analysis)

Read: Armas [Language Barriers Cause Problems - CBS News](https://www.cbsnews.com/news/language-barriers-cause-problems/)

and ProEnglish [proenglish Assimilation v. Multiculturalism - proenglish](https://proenglish.org/assimilation-v-multiculturalism/)

Assign: Post your response to the Journal prompt by Wednesday at 11:59 p.m.

Wednesday Assimilation and Multiculturalism / Data Set Analysis Assignment

Read: Thornton [How Assimilation Works: —and how multiculturalism has wrecked it in California | City Journal (city-journal.org)](https://www.city-journal.org/html/how-assimilation-works-10848.html)

and Borzykowski [The international companies using only English - BBC Worklife](https://www.bbc.com/worklife/article/20170317-the-international-companies-using-only-english)

DUE by 11:59 p.m.: Rhetorical Analysis Final Draft

**Week 12**

Monday English-Only and English-Preferred

Read: Schildkraut (Ch. 2) [Symbolic Politics: (uconn.edu)](https://www-jstor-org.ezproxy.lib.uconn.edu/stable/pdf/j.ctt4cgchf.6.pdf?refreqid=excelsior%3A2dde3747963e3094a52b77df17cc3386)

Wednesday Symbolic Politics

Read: Schildkraut (Ch. 6) [Press "ONE" for English: Language Policy, Public Opinion, and American Identity on JSTOR](https://www.jstor.org/stable/j.ctt4cgchf?turn_away=true)

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

DUE by 11:59 p.m.: Data Set Analysis Check-in

**Week 13**

Monday Language Policy / In-class work on Data Set Analysis Draft 1

Read: Labov (Ch. 2)

<https://www.amazon.com/Dialect-Diversity-America-Politics-Page-Barbour/dp/0813935881/ref=sr_1_2?crid=UULEDI3MLBUD&dchild=1&keywords=dialect+diversity+in+america&qid=161116>

(Note to C&C: This is a link to the title only. I don’t have PDFs of Chapters 2 and 6 yet.)

Assign: Post your response to the Journal prompt by Wednesday at 11:59 p.m.

Wednesday Patterns of Linguistic Differences

Read: Labov (Ch. 6)

<https://www.amazon.com/Dialect-Diversity-America-Politics-Page-Barbour/dp/0813935881/ref=sr_1_2?crid=UULEDI3MLBUD&dchild=1&keywords=dialect+diversity+in+america&qid=161116>

(Note to C&C: This is a link to the title only. I don’t have PDFs of Chapters 2 and 6 yet.)

DUE by 11:59 p.m.: Data Set Analysis Draft 1

**Week 14**

Monday White and Black Forms of English / In-class work on Data Set Analysis Draft 2

Read: What Lies Ahead? [Do You Speak American . What Lies Ahead? | PBS](https://www.pbs.org/speak/ahead/)

Wednesday Language Change / Where Do We Go from Here?

Assign: Respond to the DB prompt by Fri at 11:59 p.m.; respond to the posts of two classmates by Sun at 11:59 p.m.

DUE by 11:59 p.m.: Data Set Analysis Draft 2

**Week 15**

Monday Presentations: Data Set Analysis

Wednesday Presentations: Data Set Analysis

DUE by 11:59 p.m.: Data Set Analysis Final Draft

**FINALS Week: May 2-May 7\*\***

See [link TBD] to access the Final Exam Schedule.

**\*\*I do not require a traditional final exam in this course. (You’re welcome!) However, your Semester Letter of Reflection is due in Husky CT by 11:59 p.m. on Thursday, May 5. I will provide you with the Letter of Reflection assignment later in the semester.**

**2021-058 PHIL 1109E Add Course (G) (S) (guest: Lewis Gordon)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5316 |
| **Request Proposer** | Gordon |
| **Course Title** | GLOBAL EXISTENTIALISM |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Philosophy > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | GLOBAL EXISTENTIALISM |
| **Course Number** | 1109 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Lewis Gordon |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | leg12007 |
| **Initiator Email** | [lewis.gordon@uconn.edu](mailto:lewis.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed 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?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **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 |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PHIL 1109E. Global Existentialism 3 credits. Prerequisites: None Grading Basis: Braded An exploration of existential philosophy from a global, multicultural perspective. Focus will be on existentialists from the Global South in conversation with those in Europe and North America. |
| **Reason for the course action** | Existentialism is the most popular topic in philosophy courses worldwide, yet UCONN has not listed formally posted it as a topic. This is because the Philosophy Department was historically analytical with no one specializing in this subfield. Since 2013, when I joined the faculty, I integrated it into the "topics" courses, which were immediately fully enrolled. Because I teach a variety of unique courses, that arrangement worked for a while, but now there is a critical mass of faculty to list existentialism as a formal subfield ( <https://philosophy.uconn.edu/faculty/professors-of-existentialism-and-phenomenology/>). Since the Philosophy Department is also committed to diversifying its curriculum and building courses addressing decolonization and social justice, the designation GLOBAL along with EXISTENTIALISM would bring those themes together. We expect this course to be very popular among undergraduates. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap since existentialism is not formally taught in any departments at UCONN. The subject is historically of interest to students of literature because most existential philosophers were also playwrights, novelists, and poets. |
| **Please provide a brief description of course goals and learning objectives** | The course goals would be to introduce students to the rich, critical literature on problems of existence across the globe, with a special focus on the Global South. The learning objectives would be for students to be able to engage critically actual global questions of existence across humanity. |
| **Describe course assessments** | There will be short, one-page critical reflections on the readings; group presentations and collective papers (so students could learn the dynamics of working together and learning from each other); and a critical take-home examination essay assignment. |
| **General Education Goals** | This course will meet many of the General Education goals because of the mixture of short assignments, oral presentation, collective writing, and individual culminating essay. Specifically, become articulate (the oral project), acquire intellectual breadth and versatility (the readings are global and multicultural), acquire critical judgment (this is foundational in philosophy courses), acquire moral sensitivity (existentialism addresses these problems directly through dealing with paradoxes of value learned from sensitivity to the perspectives of others), acquire awareness of their era and society (the readings will be historic and contemporary, including Africana existentialism, which addresses problems of racism), acquire consciousness of the diversity of human culture and experience (readings will include ideas from Egypt, France, Germany, India, Iran, Japan, Martinique, South Africa, and more). acquire a working understanding of the processes by which they can continue to acquire and use knowledge. In order for any course to be included in Content Area Groups One, Two, Three or Four, it should be oriented toward these overarching goals. In addition, specific criteria for the four Content Areas and five Competency Areas are given below. |
| **Content Area: Diversity and Multiculturalism (International)** | This expectation is addressed in the previous discussion of goals, especially the last two themes: "acquire awareness of their era and society (the readings will be historic and contemporary, including Africana existentialism, which addresses problems of racism), acquire consciousness of the diversity of human culture and experience (readings will include ideas from Egypt, France, Germany, India, Iran, Japan, Martinique, South Africa, and more)." |
| **Environmental Literacy** | Some of the readings would address this question, especially since many Global Southern existentialists were also environmentalists. This includes the Japanese thinkers, who wrote in the wake of the contamination wrought from the USA dropping 2 nuclear bombs on that country and the subsequent environmental effects of nuclear energy facilities. There are also writers who examined the degradation of the environment from colonial exploitation and extraction. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Global Existentialism.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F61544&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C032788e55bd948949d7208d8be02655a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637468264811911632%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=HEFxp30vY%2FVv%2Feu6KQVVoZcCgTR4jLYlkXsGSVp5Ohg%3D&reserved=0) | Global Existentialism.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Lewis Gordon | 01/20/2021 - 14:42 | Submit |  | Since 2013, UCONN because the #1 in the research areas of Africana philosophy, Black existentialism, and it is now one of the top places overall for the study of existential philosophy. This is attested to by the PLURALIST GUIDE TO PHILOSOPHY, and varieties of academic blog forums. Adding this course would be place that academic achievement as a resource as a course in the curriculum. Thanks for your consideration. | | Philosophy | Gustavus A McLeod | 01/20/2021 - 19:49 | Approve |  | This can go forward. | |

**2021-059 ANTH/LLAS/PHIL/POLS 5800 Revise Course (guest: Lewis Gordon)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5274 |
| **Request Proposer** | Gordon |
| **Course Title** | Race in the Formation of the Human Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > Anthropology > Latino and Latin American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Subject Area #2** | ANTH |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Anthropology |
| **Course Subject Area #3** | LLAS |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Latino and Latin American Studies |
| **Reason for Cross Listing** | This course is already cross-listed by three units. We are applying to add a fourth cross-listed unit (PHIL 5800). |
| **Course Title** | Race in the Formation of the Human Sciences |
| **Course Number** | 5800 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Graduate-level courses in POLS, LLAS, ANTH, and PHIL are rarely taught on campuses other than Storrs. At the same time, we are interested in the possibility of this graduate seminar being taught on the Hartford campus to facilitate attendance by working professionals. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ANTH/LLAS/POLS 5800. Race in the Formation of the Human Sciences Three credits. Prerequisites: Not open for credit to students who have passed PHIL 5380. Grading Basis: Graded Exploration of how race and the human sciences emerged out of the theological, epistemological, and political upheavals that resulted in the Euromodern world. |
| **Provide proposed title and complete course catalog copy** | ANTH/LLAS/POLS/PHIL 5800. Race in the Formation of the Human Sciences Three credits. Prerequisites: Not open for credit to students who have passed PHIL 5380. Grading Basis: Graded Exploration of how race and the human sciences emerged out of the theological, epistemological, and political upheavals that resulted in the Euromodern world. |
| **Reason for the course action** | We plan to offer this graduate seminar every fall or every other fall as the proseminar for the Indigeneity, Race, Ethnicity, and Politics (IREP) MA. This staffing plan will be facilitated by a teaching rotation of faculty members based across four distinct units. PHIL 5380 is the same course as ANTH/LLAS/POLS 5800. It would facilitate both staffing and students meeting MA requirements if the same course that is now listed separately were folded into one, cross-listed one. |
| **Specify effect on other departments and overlap with existing courses** | We hope that this course will be useful to graduate students in a variety of disciplines. |
| **Please provide a brief description of course goals and learning objectives** | The concept of race and the human sciences emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world. This course will explore their symbiotic relationship (if any) and the extent to which the question of race offers insight into the continued logic(s) of the human sciences. This approach challenges the presumption that race and racism in the disciplines are results of misapplication of otherwise race-free sciences. We hope that students will develop a historical and critical awareness of the centrality of race to the formation of the academic disciplines in which they work. |
| **Describe course assessments** | We will read a lot of material. The approach will be conversational. The instructor will offer introductory remarks and then different discussion leaders will introduce the readings for critical discussion. We will, in other words, be “reading together” as we critically assess this important historic and philosophical convergence of these seemingly opposed models of inquiry and thought. Each of the faculty members in this course’s teaching rotation will select ten-twelve readings that combine the six core texts with another four-six from the comprehensive, rotating list. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1-JG-Race in the Formation of Human Sciences-POLS-5800.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F61363&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cbdd74f39681145769f0308d8bfabac33%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637470091339420646%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=w67qnhuQoBKWQZw3eU4VY3FbHvctiIff9w6S%2Fd16W%2B0%3D&reserved=0) | 1-JG-Race in the Formation of Human Sciences-POLS-5800.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 01/20/2021 - 10:35 | Submit |  | Thanks for your consideration! Just to be clear, the request is simply to add PHIL to the already cross-listed ANTH/LLAS/POLS 5800 so that it would become ANTH/LLAS/PHIL/POLS 5800. | | Political Science | Evan J Perkoski | 01/20/2021 - 12:11 | Approve | 1/20/2021 | Approved. -EP | | Anthropology | Cesar Abadia-Barrero | 01/20/2021 - 12:45 | Approve | 1/20/2021 | Just adding PHIL to an already approved course. | | Latino and Latin American Studies | Anne Gebelein | 01/22/2021 - 13:51 | Approve | 1/22/2021 | El Instituto approves for LLAS | |

**Race in the Formation of the Human Sciences**

**ANTH/LLAS/PHIL/POLS 5800**

**University of Connecticut**

The concept of race and the human sciences emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world.   This course will explore their symbiotic relationship (if any) and the extent to which the question of race offers insight into the continued logic(s) of the human sciences.  This approach challenges the presumption that race and racism in the disciplines are results of misapplication of otherwise race-free sciences.  We will read a lot of material.  The approach will be conversational. The instructor will offer introductory remarks and then different discussion leaders will introduce the readings for critical discussion.  We will, in other words, be “reading together” as we critically assess this important historic and philosophical convergence of these seemingly opposed models of inquiry and thought.

*Each of the faculty members in this course’s teaching rotation will select ten-twelve readings that combine the six core texts with another four-six from the comprehensive, rotating list below.*

All students will be expected to prepare a weekly journal entry with notes and analysis of the relevant readings. For students pursuing the PhD, they will use these weekly writings to prepare a final, course paper. For MA students, they may draw on their weekly work to prepare a project in the service of their work and larger career aims.

We hope that students will develop a historical and critical awareness of the centrality of race to the formation of the academic disciplines in which they work.

**Core Texts:**

Robert Bernasconi and Tommy Lott (eds.). 2000. *The Idea of Race*.  Indianapolis: Hackett Publishers. 

Bartolome Las Casas. 1992. *In Defense of the Indians: The Defense of the Most Reverend Lord, Don Fray Bartolome De Las Casas, of the Order of Preachers, Late Bishop of Chiapa*.  Northern Illinois University Press.

Anténor Firmin. 2002. *The Equality of Human Races: A Nineteenth Century Haitian Scholar's Response to European Racialism*, trans. Asselin Charles.  University of Illinois Press.

Stephen J. Gould.  1980. *The Mismeasure of Man*.  New York: W.W. Norton.

Lisa Lowe. 2015. *The Intimacies of Four Continents*.  Durham: Duke University Press.

Michel-Rolph Trouillot. 2003. *Global Transformations: Anthropology and the Modern World.*   New York: Palgrave-Macmillan.

**Rotating Texts:**

Alex Anievas and Kerem Nisancioglu. 2015. *How the West Came to Rule: The Geopolitcal Origins of Capitalism.* London: Pluto Press.

Lee Baker. “Rethinking Race at the Turn of the Century: W. E. B. Du Bois and Franz Boas.” In *From Savage to Negro: Anthropology and the Construction of Race, 1896-1954*. Berkeley,

CA: University of California Press, 1998, pp. 99-126.

Franz Boas. 1913. “Changes in Bodily Form of Descendants of Immigrants.” In *Race, Language and Culture*. Chicago, IL: University of Chicago Press, 1995, pp. 60-75.

Raewyn Connell.  2007. *Southern Theory*.   Cambridge, UK: Polity.  

Drucilla Cornel and Kenneth Panfilio.  2010. *Symbolic Forms for a New Humanity: Cultural and Racial Reconfigurations of Critical Theory.*  New York: Fordham University Press.

Sara Daynes and Orville Lee.  2008. *Desire for Race*.  New York: Cambridge University Press.

Troy Duster, “Buried Alive: The Concept of Race in Science.” In *Genetic Nature/Culture: Anthropology and Science Beyond the Two-Culture Divide*. Edited by Alan H. Goodman, Deborah Heath, and M. Susan Lindee. Berkeley, CA: University of California Press, 2003, pp, 258-277.

Johannes Fabian. 2014. *Time and the Other: How Anthropology Makes its Object, 2nd Edition.* New York: Columbia University Press.

Ellen K. Feder. 2007.*Family Bonds: Genealogies of Race and Gender.*  New York: Oxford University Press.

Lewis R. Gordon. 2006. *Disciplinary Decadence*.  New York: Routledge.

Robert V. Guthrie.  2004. *Even the Rat Was White:  Historical View of Psychology*.  2nd Ed.  Boston: Allyn & Bacon.

Matthew Frye Jacobson. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, UK: Harvard University Press.

Jonathan Marks. “Racial and Racist Anthropology.” In *Human Biodiversity: Genes, Race, and History*. Piscataway, NJ: Aldine Transaction, 1995, pp. 99-116.

Anthony Pagden. 1982. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge: Cambridge University Press.

Dorothy Roberts. 2011. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century.*  New York: New Press.

Hortense Spillers. 2003. *Black, White, and in Color: Essays on American Literature and Culture*.  Chicago: University of Chicago Press.

George Stocking, Jr. “The Turn-of-the-Century Concept of Race.” *Modernism/Modernity* 1, no. 1(1994): 4-16.

Robert Vitalis. 2015. *White World Order, Black Power Politics: The Birth of American International Relations.* Ithaca: Cornell University Press.

Carl Zimmer. 2018. *She Has Her Mother’s Laugh: The Powers, Perversions, and Potential of Heredity*.  New York: Dutton.

**2021-060 PHIL 5380 Revise Course (guest: Lewis Gordon)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5294 |
| **Request Proposer** | Gordon |
| **Course Title** | Philosophical Issues of Race in the Human Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Philosophy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | Philosophical Issues of Race in the Human Sciences |
| **Course Number** | 5380 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I would like to change Phil 5380 from the title "Philosophical Issues of Race int he Human Sciences" to "Philosophical Issues of Race" |

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| **CONTACT INFO** | |
| **Initiator Name** | Lewis Gordon |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | leg12007 |
| **Initiator Email** | [lewis.gordon@uconn.edu](mailto:lewis.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | NONE |
| **Corequisites** | NONE |
| **Recommended Preparation** | NONE |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Graduate-level courses in POLS, LLAS, ANTH, and PHIL are rarely taught on campuses other than Storrs. At the same time, we are interested in the possibility of this graduate seminar being taught on the Hartford campus to facilitate attendance by working professionals. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PHIL 5380. Philosophical Issues of Race in the Human Sciences. Three credits. Not open for credit for students who have passed ANTH/LLAS/POLS 5800. Prerequisites: None Grading Basis: Graded The relationship between the concept of race and the concept of the human sciences. Topics will include implications of the question of race for the continued logic(s) of the human sciences and challenges to the presumption that race and racism in the disciplines are results of otherwise race-free sciences. |
| **Provide proposed title and complete course catalog copy** | PHIL 5380. Philosophical Issues of Race 3.00 credits Prerequisites: None Grading Basis: Graded An examination of philosophical problems, ranging from those in metaphysics and epistemology to those in value theory ranging from aesthetics to ethics and political philosophy in the study of race. Topics will include questions of how race is studied in philosophical anthropology, philosophy of freedom, and metacritical questions of the impact of race in how knowledge is produced or understood (such as epistemology). |
| **Reason for the course action** | I have proposed, in another submission, that Phil 5800 be added to the POLS/ANTH/LLAS 5800 course that will be required for the M.A. in Indigineity, Race, Ethnicity, and Politics Program. The Philosophy Department now has additional faculty who specialize in race (<https://philosophy.uconn.edu/faculty/professors-of-philosophy-of-race-racism-and-critical-race-theory/>). The new title would enable them to teach topics in Philosophy of Race, since the old title was connected to an area--Philosophy of Human Sciences--in which I was uniquely able to teach because of my other specializations in Philosophy of Human Sciences and Philosophy of the Social Sciences. |
| **Specify effect on other departments and overlap with existing courses** | We hope that this course will be useful to graduate students in a variety of disciplines. |
| **Please provide a brief description of course goals and learning objectives** | The concept of race emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world and its accompanying Euromodern Philosophy. Philosophy of race is a field which race and racism are placed at the center of analysis, and it explores the impact it has on problems across philosophical subfields ranging from aesthetics, epistemology, and ethics to metaphysics and political philosophy. We hope that students will develop a historical and critical awareness of the centrality of race to the formation of the academic disciplines in which they work. |
| **Describe course assessments** | We will read a lot of material. The approach will be conversational. The instructor will offer introductory remarks and then different discussion leaders will introduce the readings for critical discussion. We will, in other words, be “reading together” as we critically assess this important historic and philosophical convergence of these seemingly opposed models of inquiry and thought. Each of the faculty members in this course’s teaching rotation will focus on their specific area of expertise in Philosophy of Race. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1a-Phil 5380-2019.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F61440&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C3f49216d21bb4d1fd35808d8bed6f237%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637469177838454451%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=fxwZrMkqzk8URThX0LxGQGJiAV4U9lvzYVGxTyoYZoc%3D&reserved=0) | 1a-Phil 5380-2019.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Lewis Gordon | 01/20/2021 - 13:22 | Submit |  | Thanks for your consideration. I have also submitted for Philosophy to join the ANTH/LLAS/POLS 5800, which will fulfill requirements for the IREP M.A. | | Philosophy | Gustavus A McLeod | 01/20/2021 - 14:48 | Approve |  | This can go forward. | |

**2021-061 ANTH 4097 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5394 |
| **Request Proposer** | Abadia-Barrero |
| **Course Title** | Honors Thesis in Anthropology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Honors Thesis in Anthropology |
| **Course Number** | 4097 |

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| **CONTACT INFO** | |
| **Initiator Name** | Cesar Abadia-Barrero |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | cea14002 |
| **Initiator Email** | [cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | We are creating a W version of the course and we need to drop this to avoid confusions. |
| **Specify effect on other departments and overlap with existing courses** | None |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Cesar Abadia-Barrero | 01/23/2021 - 13:19 | Submit |  | Action needed to avoid problems with the our new 4097W course. | | Anthropology | Cesar Abadia-Barrero | 01/23/2021 - 13:22 | Approve | 1/23/2021 | Action needed to avoid problems with our new ANTH 4097W course | |

**2021-062 GEOG 5530 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5654 |
| **Request Proposer** | Ghosh |
| **Course Title** | GIS Applications in Health Research |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | GIS Applications in Health Research |
| **Course Number** | 5530 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This request is for revising an existing course so the course number remains the same. |

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| **CONTACT INFO** | |
| **Initiator Name** | Debarchana Ghosh |
| **Initiator Department** | Geography |
| **Initiator NetId** | deg11002 |
| **Initiator Email** | [debarchana.ghosh@uconn.edu](mailto:debarchana.ghosh@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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None. |
| **Corequisites** | None. |
| **Recommended Preparation** | GEOG 5500 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 5530. GIS Applications in Health Research 3.00 credits Prerequisites: None. Grading Basis: Graded Survey of GIS methods for health research, health care policymaking, and planning. |
| **Provide proposed title and complete course catalog copy** | GEOG 5530. GIS for Health and Environment 3.00 credits Prerequisites: None. Recommended Preparation: GEOG 5500 Grading Basis: Graded An exploration of how spatial data and Geographic Information Systems (GIS) can be used to understand and improve human and environmental health. |
| **Reason for the course action** | The course action is for changes in the title and the course description. These changes are proposed to better reflect the contemporary nature of Geographic Information Science (GIS) applications in health and environmental studies using spatial data. |
| **Specify effect on other departments and overlap with existing courses** | These changes do not affect other departments and do not have overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | Through weekly assignments and a final project, the course explores the many distinctive advantages (as well as limitations) of using GIS for health and environmental issues, health care policymaking, and planning. The learning objectives are: 1. Critically understand the application of GIS tools and functions in health studies and projects 2. Master the use of GIS software packages to store, retrieve and analyze health-related spatial data. 3. Create maps for research, professional reports, community outreach, and personal use. 4. Gather and analyze data from disparate sources |
| **Describe course assessments** | The course assessments include group discussions, class presentations, homework assignments, and a final project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F63134&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C304482c076d54afc0fcb08d8c9d62e0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637481269021199635%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EB4XK%2BcyNq2L38aalCG5eE0yyXQ4el6cD4PDwatN4UM%3D&reserved=0) | Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Debarchana Ghosh | 02/05/2021 - 00:31 | Submit |  | This course was last taught in Fall 2012. With the department's approval, the course will now be an online course. | | Geography | Debarchana Ghosh | 02/05/2021 - 00:52 | Approve | 2/3/2021 | All approvals from the department are met. | |

**2021-063 GEOG 6870 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5634 |
| **Request Proposer** | Ghosh |
| **Course Title** | Advanced Topics in Physical Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Advanced Topics in Physical Geography |
| **Course Number** | 6870 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This request is for revising an existing course so the course number remains the same. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Debarchana Ghosh |
| **Initiator Department** | Geography |
| **Initiator NetId** | deg11002 |
| **Initiator Email** | [debarchana.ghosh@uconn.edu](mailto:debarchana.ghosh@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** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 6870. Advanced Topics in Physical Geography 3.00 credits | May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | GEOG 6870. Seminar on Earth System Science 3.00 credits | May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Graded This seminar will highlight one or more aspects of UConn Geography’s Earth System Science group’s expertise in understanding interactions within and between the atmosphere, hydrosphere, geosphere, and biosphere. Example topics include climate modeling, paleoclimate analysis, and geomorphology with the purpose of understanding the Earth’s climate system and/or the mechanics and evolution of mountains and landscapes around the world. |
| **Reason for the course action** | The course action is for changes in the title and the course description. These changes are proposed due to the initiative of the Department of Geography's aligning graduate seminars with the newly focused research themes and clusters based upon the research interests of the faculty. |
| **Specify effect on other departments and overlap with existing courses** | These changes do not affect other departments and do not have overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | This seminar will be taught by multiple instructors from UConn Geography’s Earth System Science group. The course description, goals, and learning objectives will vary by the instructors. |
| **Describe course assessments** | The course assessment includes open-ended discussions based on the assigned readings and the lectures and assignments culminating in a student-defined final project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG6870- Syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F63127&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C5b154b5a44cf408bd2a308d8c952966f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637480703832582986%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1lQM16ilXpjagdEwVnYCtaXP1SybkeDCw6rYZten2cg%3D&reserved=0) | GEOG6870- Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Debarchana Ghosh | 02/04/2021 - 14:19 | Submit |  | All departmental approvals are completed. | | Geography | Debarchana Ghosh | 02/04/2021 - 15:01 | Approve | 2/3/2021 | All departmental approvals are completed. | |

**2021-064 LLAS 3470 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5635 |
| **Request Proposer** | Gebelein |
| **Course Title** | The Latinx Family |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Latino and Latin American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | LLAS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Latino and Latin American Studies |
| **Course Title** | The Latinx Family |
| **Course Number** | 3470 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Anne Gebelein |
| **Initiator Department** | El Instituto Lat Amer Studies |
| **Initiator NetId** | acg10006 |
| **Initiator Email** | [anne.gebelein@uconn.edu](mailto:anne.gebelein@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Asynchronous online |

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| --- | --- |
| **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 proposed title and complete course catalog copy** | LLAS 3470. The Latinx Family 3.00 credits Prerequisites: None Grading Basis: Graded Current issues in the study of Latinx youth and families from a social and developmental psychological perspective. Topics include parenting, youth development and adjustment, risky and healthy behaviors, cultural values, and immigration. |
| **Reason for the course action** | LLAS does not have any courses on families and/or youth. |
| **Specify effect on other departments and overlap with existing courses** | HDFS expects to cross-list at a future date, but not for the summer version to launch Summer Session 2, 2021. This course has a parallel course in HDFS in the Asian-Pacific American Family, HDFS 3473. There are other courses that address the history of the family, family interventions, and HDFS 3310 Parent-Child Relations in a Cross-Cultural Perspective, but none that specifically focus on the diversity of Latino families in the US. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Apply theoretical frameworks to Latinx family relationships and developmental outcomes in Latinx families across diverse cultural and socioeconomic backgrounds. 2. Identify basic concepts, principles, and instruments used to assess dynamics of Latinx Families in the U.S. 3. Assess research and measurement on Latinx Families within and across Latinx ethnic groups. 4. Explain sociocultural influences on Latinx family relationships. 5. Describe examples of culturally sensitive strategies for approaching and working with Latinx families. |
| **Describe course assessments** | 5 Unit Quizzes 15% 5 Reading Response Discussions 15% Midterm Exam 30% Final Exam 40% Weekly reading assignments for each asychronous unit, from coursebooks and scholarly articles |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [LLAS 3470- Syllabus Draft-D and LH-Revision.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F63155&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cd9d52aa123114088e26b08d8c9d6f389%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637481272339546965%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=icKgKwnyXnjoWKts4qvO73ZVDlrlC%2FgCg4qP9aXd09o%3D&reserved=0) | LLAS 3470- Syllabus Draft-D and LH-Revision.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Anne Gebelein | 02/04/2021 - 15:40 | Submit |  | Linda Halgunseth is the instructor for this course, and received a grant from CETL to develop it as an online asychronous course. It is still in development with CETL, but will be offered summer session 2 of 2021. It was approved by the LLAS C & C committee Wed Feb 3rd, 2021. | | Latino and Latin American Studies | Anne Gebelein | 02/04/2021 - 18:33 | Approve | 2/3/2021 | El Instituto C & C committee approved this 2/3/21 as LLAS 3470 | |



LLAS 3470

The Latinx Family

# Syllabus - Summer 2020

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

## Course and Instructor Information

**Course Title:** The Latinx Family

**Credits:** # 3

**Format:** Fully Online

**Prerequisites:**  None

**Professor:** Dr.Linda Halgunseth

**Email:** [linda.halgunseth@uconn.edu](mailto:linda.halgunseth@uconn.edu) (indicate preferred method of contact)

**Office Hours/Availability:** By appointment using WebEx (my personal room). I will respond to your inquiries within 48 hours.

## Course Materials

**Required course materials should be obtained before the first day of class**.

Required textbooks are available for purchase through the [UConn Bookstore](http://uconn.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=88191) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](http://uconn.bncollege.com/webapp/wcs/stores/servlet/BNCBShippingDeliveryView?langId=-1&storeId=88191&catalogId=10001)).

**Required Materials:**

1. Caldera, Y.M., & Lindsey, E. (2015). Mexican American Children and Families: Multidisciplinary Perspectives. Routledge ISBN 9780415854542
2. Glasser, R. *Aqui me Quedo*: Puerto Ricans in Connecticut. Connecticut Humanities Council.
3. Valdes, G. (1996). *Con Respeto*: Bridging the distances between culturally diverse families and schools: An ethnographic portrait. NY: Teachers College Press, Columbia University ISBN-13: 978-0807735268
4. Orellana, M.F. (2009). Translating Childhoods: Immigrant Youth, Language, and Culture. NY; Rutgers University Press. ISBN-13: 978-0813545233

The University has set minimum [device requirements for all students](https://confluence.uconn.edu/ikb/teaching-and-learning/device-requirements-for-students). **NOTE:** Chromebooks do not meet the minimum requirements.

**Optional/Recommended Materials:**

1. Coll, G., & Marks, A. (2012). The immigrant paradox in Children and Adolescents. American Psychological Association.
2. Villaruel, F. A., Carlo, G., Grau, J. M., Azmitia, M., Cabrera, N. J., & Chahin, T. J. (2009). Handbook of U.S. Latino psychology: Developmental and community-based perspectives. Los Angeles, CA: Sage.

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

## Course Description

The Latinx population is one of two fastest growing segments such that by 2050 the U.S. will become a majority minority population. This course will cover current issues on Latinx youth and families from a social and developmental psychological perspective. It will focus on history, theories, methods, research, and applied social issues as it pertains to Latinx families. Specific topics include parenting, siblings, youth development and adjustment, stress, risky and healthy behaviors, gender issues, assessment, study designs, cultural values, intervention programs, and immigration issues.

## Course Objectives

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

1. Apply theoretical frameworks to Latinx family relationships and developmental outcomes in Latinx families across diverse cultural and socioeconomic backgrounds.
2. Identify basic concepts, principles, and instruments used to assess dynamics of Latinx Families in the U.S.
3. Assess research and measurement on Latinx Families within and across Latinx ethnic groups.
4. Explain sociocultural influences on Latinx family relationships.
5. Describe examples of culturally sensitive strategies for approaching and working with Latinx families.

## Course Outline

## Unit 0 - Course Orientation

* Course overview in HuskyCT
* Instructor information, syllabus, etc.
* Student introductions - gaining topic interest

No Readings

**Unit 1 - Introductory Concepts and Demographics**

* What is Culture?
* Universal Experiences of Being “Different”
* Social and Pan-Ethnic Labels (e.g., Latines/Latinos/Latinx)
* Demographics and Trends
* Migration History
* Immigration and Citizenship Status

Readings: Caldera & Lindsey (2015); Glasser (1997); and Selected Readings in HuskyCT.

**Unit 2 - Theories and Methods**

* Theory-Bioecological Theory
* Theory- Integrated Model for the Study of Developmental Competencies in Minority Children
* Theory- Developmental Niche
* Theory-Social Information Processing Theory
* Theory-Cultural Change, Acculturation/Assimilation/Enculturation
* Research Designs- Within vs. Between Group Differences

Readings: Selected Readings in HuskyCT

**Unit 3 - Cultural Processes and Identity**

* Ethnic-Racial Identity
* Intersectional Identity
* Familial Ethnic-Racial Socialization
* Acculturation and Enculturation
* Acculturative Stress
* Cultural Values (e.g., familism)
* Gender Socialization

Readings: Caldera & Lindsey (2015) and Selected Readings in HuskyCT

**Unit 4 - Context: Cultural, Neighborhood, School, and Social**

* Economic Conditions
* Bilingual Education
* College and Career Pipelines
* Academic Achievement or Other Educational Outcomes
* Immigrant/Refugee/Asylees
* Parenting and Family Issues
* Discrimination
* Language Brokering

Readings: Caldera & Lindsey; Orellana 2019; Valdes, 1996; and Selected Readings in HuskyCT

**Unit 5 - Prevention and Intervention**

* Prevention and Interventions with Latinx Families
* Risk and Resilience
* Positive Youth Development
* Immigrant Bullying and School Prevention

Readings: Caldera & Lindsey (2015); and Selected Readings in HuskyCT

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Weight |
| Unit Quizzes | 15% |
| Reading Response Discussions | 15% |
| Midterm Exam | 30% |
| Final Exam | 40% |

**Unit Quizzes**

In each unit you will complete a quiz to test your knowledge on the unit topics.

**Reading Response Discussions**

In each unit you will complete a discussion providing a response to the unit readings as well as discussing your findings. In your **first post**, you will provide a reading response (word count: ??). Then you will **reply** to at least 2 of your peers’ posts furthering the discussion by expounding on their responses and applying critical thinking skills.

**Midterm Exam**

Details

**Final Exam**

Details

**Grading Scale (per the Registrar):**

**Undergraduate**

|  |  |
| --- | --- |
| Grade | Letter Grade |
| Excellent | A |
| A- |
| Very Good | B+ |
| Good | B |
| B- |
| C+ |
| Average | C |
| Fair | C- |
| Poor | D+ |
| D |
| Merely Passing | D- |
| Failure | F |

**Due Dates and Late Policy**

All course due dates are identified within each unit in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Unless you have made prior arrangements by contacting the instructor in advance, no late work is accepted. All assignments are to be submitted by the due date and time.

**Feedback and Grades**

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these [important standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

● The Student Code

○ Academic Integrity

○ Resources on Avoiding Cheating and Plagiarism

● Copyrighted Materials

● Netiquette and Communication

● Adding or Dropping a Course

● Academic Calendar

● Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

● Sexual Assault Reporting Policy

**Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD](http://csd.uconn.edu/)). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Software Requirements**

The technical requirements for this course include:

● Word processing software

● [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)

● Reliable internet access

**Help**

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 Course Support](http://www.ecampus24x7.uconn.edu/) including access to live chat, phone, and support documents.

**Minimum Technical Skills**

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

● Use electronic mail with attachments.

● Save files in commonly used word processing program formats.

● Copy and paste text, graphics or hyperlinks.

● Work within two or more browser windows simultaneously.

● Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://geoc.uconn.edu/computer-technology-competency/) page for more information.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool in the course as an optional evaluation tool.

**2021-065 MAST 3993 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5334 |
| **Request Proposer** | McKenzie |
| **Course Title** | Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Maritime 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** | MAST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Maritime Studies |
| **Course Title** | Foreign Study |
| **Course Number** | 3993 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Renaming course to be consistent with CLAS and departmental naming conventions |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Matthew G McKenzie |
| **Initiator Department** | History |
| **Initiator NetId** | mam06020 |
| **Initiator Email** | [matthew.mckenzie@uconn.edu](mailto:matthew.mckenzie@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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Varies by program |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | International Study undertaken off campus |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | As per off-campus program details |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MAST 3993. Foreign Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded May be repeated for credit. May count toward major with consent of advisor. |
| **Provide proposed title and complete course catalog copy** | MAST 3993. International Study 1.00 - 6.00 credits | May be repeated for credit to a maximum of 12 credits. Prerequisites: None. Grading Basis: Graded May count toward major with consent of advisor. |
| **Reason for the course action** | Renaming to bring course into consistency with MAST and CLAS naming conventions |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Varies by section |
| **Describe course assessments** | Varies by section |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MAST 3993 International Study Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F61647&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cdde904ada80c40d1075f08d8be3101e0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637468465058423326%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=L7F%2FQmkOjL0Rss14uLIMGiunWiPPAE2%2F8VDOw05O0Cc%3D&reserved=0) | MAST 3993 International Study Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Matthew G McKenzie | 01/21/2021 - 08:57 | Submit |  | Changing course name to comply with MAST and CLAS course naming conventions | | Maritime Studies | Matthew G McKenzie | 01/21/2021 - 09:10 | Approve | 1/21/2021 | As per request of MAST Director | |

**2021-066 MAST 4993 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5335 |
| **Request Proposer** | McKenzie |
| **Course Title** | Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Maritime Studies > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MAST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Maritime Studies |
| **Course Title** | Foreign Study |
| **Course Number** | 4993 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Renaming to comply with MAST and CLAS course naming conventions |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Matthew G McKenzie |
| **Initiator Department** | History |
| **Initiator NetId** | mam06020 |
| **Initiator Email** | [matthew.mckenzie@uconn.edu](mailto:matthew.mckenzie@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed 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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | varies by program |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | International Study offered through off-campus programs |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Varies by program |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MAST 4993. Foreign Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded May be repeated for credit. May count toward major with consent of advisor. |
| **Provide proposed title and complete course catalog copy** | MAST 4993. International Study 1.00 - 6.00 credits | May be repeated for credit to a maximum of 12 credits. Prerequisites: None. Grading Basis: Graded May count toward major with consent of advisor. |
| **Reason for the course action** | Comply with MAST and CLAS course naming conventions |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | varies by section |
| **Describe course assessments** | varies by section |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MAST 4993 International Study Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F61648&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cc69c68e9bdc04f1fa1ea08d8be2d4637%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637468448946826217%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=7X%2B1dEj4910nCd78EATU6FDIEcQ4CV5vAlU9tHO8ulY%3D&reserved=0) | MAST 4993 International Study Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Matthew G McKenzie | 01/21/2021 - 09:06 | Submit |  | Renaming course to comply with MAST and CLAS naming conventions | | Maritime Studies | Matthew G McKenzie | 01/21/2021 - 09:10 | Approve | 1/21/2021 | As per request of MAST director | |

**2021-067 SOCI 2101 Revise Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3681 |
| **Request Proposer** | Weakliem |
| **Course Title** | Sports and Society |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Sports and Society |
| **Course Number** | 2101 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are keeping the course number and dropping the restriction. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jasmine K Tran |
| **Initiator Department** | Sociology |
| **Initiator NetId** | jkt16103 |
| **Initiator Email** | [jasmine.tran@uconn.edu](mailto:jasmine.tran@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Weakliem |
| **Proposer First Name** | David |
| **Select a Person** | dlw02005 |
| **Proposer NetId** | dlw02005 |
| **Proposer Phone** | +1 860 486 3693 |
| **Proposer Email** | [david.weakliem@uconn.edu](mailto:david.weakliem@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 45 |
| **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** | n/a |
| **Corequisites** | n/a |
| **Recommended Preparation** | n/a |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 2101. Sports and Society 3.00 credits Prerequisites: Open to sophomores or higher. Grading Basis: Graded Sports as an institution and its impact on society. Gender, race, and class inequality in sports. Cultural, economic, political, and legal influences on sports at the professional, intercollegiate, scholastic, and recreational levels. |
| **Provide proposed title and complete course catalog copy** | SOCI 2101. Sports and Society 3.00 credits Prerequisites: None Grading Basis: Graded Sports as an institution and its impact on society. Gender, race, and class inequality in sports. Cultural, economic, political, and legal influences on sports at the professional, intercollegiate, scholastic, and recreational levels. |
| **Reason for the course action** | We would like to lift the class restriction in order to make the class accessible for a wider range of students (e.g. freshmen or non-majors). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course explores the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels, from the social psychological level to the global level. The course deals with the multiple ways in which individuals are involved in sports organizations and activities, including participation in sports for purposes of recreation and leisure, sports participation as self-expression and personal fulfillment, participation as spectators of sports and consumers of sports as entertainment commodities. The course also deals with the social organization of sports as an institution that can be analyzed in terms of goals and norms, social roles, manifest and latent functions, including all the complex social dynamics that characterize other social organizations, such as stratification (e.g., by race, class, and gender). The course will also deal with the political economy of big time sports, including major university and professional sports and their interconnections to other institutional settings (e.g., media, politics, religion, etc.). |
| **Describe course assessments** | Students must accumulate 8 units to complete the course. These 8 units can be derived from a total of 12 units that will be offered among the following nine components: Three Mini-Projects (worth 1 unit each) - My Sports Biography - Observation of Recreational Sports - Media Coverage of Sports Three reaction papers to Sports Movie Night (worth 1 unit each) - “Hoosiers” - “I, Tonya” - “42: The Jackie Robinson Story” Three exams (worth 2 units each) - Chapter quizzes constitute 20% of the exam grades |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SOCI 2101 Syllabus Spring 2020--2-24-20.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57141&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cd46056e7917f4d617d2c08d8c7ebbd81%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637479162605420904%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Oo7m8hfl6dZjdz%2FmxEjHrYSvqQwkeaViVb589phxWNQ%3D&reserved=0) | SOCI 2101 Syllabus Spring 2020--2-24-20.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jasmine K Tran | 11/02/2020 - 18:42 | Submit |  | Approved on November 18th, 2020 by Department UPC & December 2nd, 2020 by department | | Sociology | David L Weakliem | 02/01/2021 - 14:06 | Approve | 2/1/2021 | approved by department | |

# **SOCI 2101—SPORTS AND SOCIETY**

**SPRING 2020**

**Mo We Fr 10:10-11:00 p.m.**

**Professor Michael Wallace**

**Office: Manchester 130**

**Office Hours: Fr 1-3**

**Email:** [michael.wallace@uconn.edu](mailto:michael.wallace@uconn.edu)

**Course Description**: This course explores the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels, from the social psychological level to the global level. The course deals with the multiple ways in which individuals are involved in sports organizations and activities, including participation in sports for purposes of recreation and leisure, sports participation as self-expression and personal fulfillment, participation as spectators of sports and consumers of sports as entertainment commodities. The course also deals with the social organization of sports as an institution that can be analyzed in terms of goals and norms, social roles, manifest and latent functions, including all the complex social dynamics that characterize other social organizations, such as stratification (e.g., by race, class, and gender). The course will also deal with the political economy of big time sports, including major university and professional sports and their interconnections to other institutional settings (e.g., media, politics, religion, etc.).

**Format**: This is a hybrid course. This means that the students will meet about two-thirds of the time in the regular classroom and about one-third of the time online in “Watch at Home” sessions in which they watch lectures or videos online. Students are responsible for reading the required reading assignment before each class. The in-class format will be a combination of lecture and class discussion of the readings, videos, and related topics. The “Watch at Home” sessions will be provided in time for students to view them during the regularly scheduled class times—mostly Fridays—in which they are scheduled. There will be several videos shown in class and three optional movies will be shown outside class. Students are expected to keep abreast of current topics related to the class.

**Attendance**: Students are expected to attend all classes. You should arrive on time and stay until the class is over. Arriving late or leaving early is unacceptable. Although attendance is not a formal component of the grade, poor attendance will adversely affect your grade. Except in rare cases of serious illness or death in the family, students are required to complete exams and other assignments at the assigned times. Failure to do so will result in a grade of 0 for that exam or assignment. If you are unable to take an exam because of serious illness or death in the family, you must contact me with an acceptable, verifiable explanation of the situation prior to the exam. There will be no incompletes.

**Required Reading**: The required textbook for the course is:

Jay Coakley. 2017. *Sports in Society: Issues and Controversies*. Twelfth edition. New York: McGraw-Hill. 🡪 This book is available via McGraw-Hill Education Connect® access (see below)

🡪For this course you will be required to purchase McGraw-Hill Education Connect® access for Coakley, *Sport in Society* 12e. You can purchase a Connect access code from the bookstore (which includes the e-book). You can also purchase Connect directly from McGraw-Hill as part of the login process.

You are not required to have a print text and please be aware if you purchase a used textbook you will still need to purchase Connect access.

To get started, please follow the PowerPoint demonstrating how to log into Connect and synch it with the HuskyCT course. Note that for your grades to register correctly, you must ALWAYS LOG IN THROUGH HUSKYCT.

Important: You must register in Connect even if you haven’t purchased your book yet. Connect offers COURTESY ACCESS, which is free access for approximately 14 days from the start of class. When you follow the registration steps outlined above you will be given the option of selecting COURTESY ACCESS. Please do this if you haven’t purchased your materials yet, as this will ensure that you don’t fall behind in class assignments. (You can read the ebook and complete assignments with Courtesy Access).

If you run into any problems using Connect, you must call McGraw-Hill’s Customer Experience Group/CXG (aka “Tech Support”). They will give you a ticket number for the problem you reported. If you are not able to complete an assignment by its due date, or if you feel that you were given an incorrect score, I will be requesting the MH ticket number so that I can follow up with the publisher.

Here is the contact information for McGraw-Hill CXG:

Visit: www.mhhe.com/support Call: (800) 331-5094

Monday – Thursday l 24 hours

Friday l 12AM – 9PM

Saturday 10AM - 8PM

Sunday l 12PM – 12AM

(All times Eastern) <http://www.connectstudentsuccess.com/>

**Grades**: Students must accumulate 8 units to complete the course. These 8 units can be derived from a total of 12 units that will be offered among the following nine components:

Three Mini-Projects 🡪 worth 1 unit each

* My Sports Biography
* Observation of Recreational Sports
* Media Coverage of Sports

Three reaction papers to Sports Movie Night 🡪 worth 1 unit each

* “Hoosiers”
* “I, Tonya”
* “42: The Jackie Robinson Story”

Three exams 🡪 worth 2 units each

* Chapter quizzes constitute 20% of the exam grades

**Special note on quizzes**: There is a required chapter quiz for each chapter in the Coakley e-book that should be completed by 8:00 a.m. on the day that the chapter will be discussed in class. Quizzes for each chapter will be available starting 72 hours before they are due. In order to complete the quiz, students should: a) read the designated chapter on the Connect system; b) complete the Learn Smart exercise associated with the chapter with a 80% grade or better; and c) complete the 10-question quiz for that chapter. The quiz grades will be recorded in HuskyCT and later incorporated as 20% of the exam grade.

**(PLUS EXTRA CREDIT)**: At various times during the class, extra credit opportunities may be offered. These might involve attending an event on campus, watching a video, or listening to a speaker. Students will write a short response paper and extra credit will be added to their lowest grade at the end of the semester.

**Students must count at least two exams toward the 8 units**. In other words, students can choose not to take one of the exams or drop the lowest exam grade if they accumulate 8 units with higher grades through other assignments. After that, students may make up the remaining units that are required from any of the remaining components. If students accumulate more than 8 units, only their highest 8 units will be counted toward the final grade and those units above 8 with the lowest grades will be dropped (but at least two exam grades must be included in the final 8).

All components will be graded on the following scale and the average for the highest 8 units (including at least two exams) will make up the final grade:



**Further Description of Graded Components:**

**Exams**: There will be three exams in the course; each is worth 2 units. The exams may incorporate a variety of formats: multiple choice, true false, matching, identification, and a short essay based on an online movie shown before the exam. Also, the quizzes over the Coakley reading will constitute 20% of the exam grades. The exams will cover all required reading, videos, guest speakers, and any other content provided in class.

**Sports Movie Night**: “Sports Movie Night” will feature popular movies with relevance to the sociological content of the course. Movies in this series will be shown outside of class on specified nights throughout the semester. Students must attend the out-of-class showing to be eligible to complete the assignment. To complete this assignment, students must write a reaction paper (maximum of 4 pages, double-spaced) worth 1 unit each which is due about one week after the showing. The content of the movies will NOT be covered on exams. Writing any particular reaction paper is optional, but each will build toward the 8 required units for the course. Here are the dates for “Sports Movie Night” and the due dates for the reaction papers:

“Hoosiers”—Thursday, February 6 at 7:00 p.m.

* Reaction paper due Thursday, February 13 at 11:59 p.m.

“I, Tonya”—Wednesday, March 4 at 7:00 p.m.

* Reaction paper due Wednesday, March 11 at 11:59 p.m.

“42: The Jackie Robinson Story”— Tuesday, April 14 at 7:00 p.m.

* Reaction paper due Tuesday, April 21 at 11:59 p.m.

**Mini-Projects**: There will be three opportunities to complete Mini-Projects that will allow students to delve deeper into some aspect of sports and society. To complete each Mini-Project, students will write a paper (maximum of 4 pages, double-spaced) describing their observations and findings. Each Mini-Project is worth 1 unit. Completing any particular Mini-Project is optional, but each will build toward the 8 required units for the course. Here are the dates when the three Mini-Projects will be introduced in class and the due dates for their completion:

#1 My Sports Biography: Introduced on Monday, January 27

🡪 due on Tuesday, February 4 at 11:59 p.m.

#2 Observation of Recreational Sports: Introduced on Monday, February 24

🡪 due on Tuesday, March 24 at 11:59 p.m.

#3 Media Coverage of Sporting Events: Introduced on Monday, April 6

🡪 due on Thursday, April 23 at 11:59 p.m.

**All written work should be turned in on HUSKYCT. All assignments should be written in Word, double-spaced using Times New Roman 12 point font. Pay attention to due dates and times of all assignments.**

**Course Outline**: Below is an outline of topics covered and reading assignments in the course. This outline may change during the semester.

Date Topic Reading

**M Jan 20 MARTIN LUTHER KING, JR. DAY—NO CLASS**

W Jan 22 Introduction to the Class

F Jan 24 What Is the Sociology of Sports? Coakley, Ch. 1

M Jan 27 Introducing Mini-Project #1: “My Sports Biography”

W Jan 29 Sociological Research about Sports Coakley, Ch. 2

F Jan 31Sports and Socialization Coakley, Ch. 3

M Feb 3 Sports and Children Coakley, Ch. 4

Tu Feb 4 Mini-Project #1 “My Sports Biography” due at 11:59 p.m.

W Feb 5 Sports and Children (continued)

Th Feb 6 Sports Movie Night: “Hoosiers” at 7:00 p.m.

*F Feb 7 Watch at Home: “Famous Cheaters in Sports*

M Feb 10 Deviance in Sports Coakley, Ch. 5

W Feb 12 Violence in Sports Coakley, Ch. 6

Th Feb 13 Reaction paper to “Hoosiers” is due at 11:59 p.m.

*F Feb 14 Watch at Home: “May I Have This Dance? Hockey Fights in the NHL*

*M Feb 17 Watch at Home: Video: “League of Denial” (exam essay)*

W Feb 19 **FIRST EXAM**

F Feb 21 Sports and the Economy Coakley, Ch. 11

M Feb 24 Introducing Mini-Project #2: “Observation of Recreational Sports”

W Feb 26 Social Class and Sports Coakley, Ch. 9

*W Feb 28 Watch at Home: Video: “Happy Valley”*

M Mar 2 Gender and Sports Coakley, Ch. 7

W Mar 4 Gender and Sports (continued)

W Mar 4 Sports Movie Night: “I, Tonya” at 7:00 p.m.

*F Mar 6 Watch at Home: “Breaking Barriers in Sports—Gender & Sexuality”*

M Mar 9 Race, Ethnicity and Sports Coakley, Ch. 8

W Mar 11 Race, Ethnicity and Sports (continued)

W Mar 11 Reaction paper to “I, Tonya” is due at 11:59 p.m.

*F Mar 13 Watch at Home: “Breaking Barriers in Sports —Race & Ethnicity”*

**M Mar 16 SPRING BREAK—NO CLASS!!!**

**W Mar 18 SPRING BREAK—NO CLASS!!!**

**F Mar 20 SPRING BREAK—NO CLASS!!!**

M Mar 23 Age and Ability in Sports—Part I Age Coakley, Ch. 10

Tu Mar 24 Second Mini-Project “Observation of Recreational Sports” due at 11:59 p.m.

W Mar 25 Age and Ability in Sports—Part II Ability

F Mar 27 *Watch at Home: Video: “You Gotta Be Tough” (exam essay)*

M Mar 30 **SECOND EXAM**

W Apr 1 Sports and the Media Coakley, Ch. 12

*F Apr 3 Watch at Home: “Famous Sports Calls, Part I”*

M Apr 6 Introducing Mini-Project #3: “Media Coverage of Sports”

W Apr 8 Sports and Politics Coakley, Ch. 13

*F Apr 10 Watch at Home: “Famous Sports Calls, Part II”*

M Apr 13 Sports in High School and College—Part I High School Coakley, Ch. 14

Tu Apr 14 Sports Movie Night: “42: The Jackie Robinson Story” at 7:00 p.m.

W Apr 15 Sports in High School and College—Part II College

*F Apr 17 Watch at Home: Video: “Schooled: The Price of College Sports”*

M Apr 20 Sports and Religion Coakley, Ch. 15

Tu Apr 21 Reaction paper to “42: The Jackie Robinson Story” is due at 11:59 p.m.

W Apr 22 Sports and Religion (continued)

Th Apr 23 Third Mini-Project “Media Coverage of Sports” due at 11:59 p.m.

*F Apr 24 Watch at Home: “Playing in Pain: Memorable Performances by Injured Athletes”*

M Apr 27 The Future of Sports Coakley, Ch. 16

W Apr 29 *Watch at Home: Video: “Not Just a Game: Power, Politics and American Sports”*

*(exam essay)*

F May 1 **THIRD EXAM**

**Instructor’s Right to Modify the Syllabus**:

I retain the right to modify this syllabus as needed throughout the duration of this course.

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**STUDENTS WITH DISABILITIES**

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

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**UCONN POLICY REGARDING ACADEMIC MISCONDUCT**

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

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

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

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**2021-068 SOCI 2411 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3955 |
| **Request Proposer** | Weakliem |
| **Course Title** | Work and Occupations |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Work and Occupations |
| **Course Number** | 2411 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We want to just drop restrictions while keeping the existing course number. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jasmine K Tran |
| **Initiator Department** | Sociology |
| **Initiator NetId** | jkt16103 |
| **Initiator Email** | [jasmine.tran@uconn.edu](mailto:jasmine.tran@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Weakliem |
| **Proposer First Name** | David |
| **Select a Person** | dlw02005 |
| **Proposer NetId** | dlw02005 |
| **Proposer Phone** | +1 860 486 3693 |
| **Proposer Email** | [david.weakliem@uconn.edu](mailto:david.weakliem@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **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** | 45 |
| **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** | n/a |
| **Corequisites** | n/a |
| **Recommended Preparation** | n/a |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 2411. Work and Occupations 3.00 credits Prerequisites: Open to sophomores or higher. Grading Basis: Graded Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force. |
| **Provide proposed title and complete course catalog copy** | SOCI 2411. Work and Occupations 3.00 credits Prerequisites: None Grading Basis: Graded Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force. |
| **Reason for the course action** | We would like to drop the class restriction to make this course more accessible for students. |
| **Specify effect on other departments and overlap with existing courses** | n/a |
| **Please provide a brief description of course goals and learning objectives** | Work is a central activity in our lives and a vital activity for the continuation of society. It is a major determinant of the quality of life and shapes our perceptions of ourselves and others. This class will help students understand the role that work plays in our society and in the lives of workers and their families. The class will address such central questions as: “What are the consequences of the new service economy for the quality of work?” “What types of discrimination exist in the workplace and in what ways are women and minorities gaining equality in the workplace?” “How do American families balance the demands of work and family?” How has the Great Recession changed the nature of work?” “What role have unions historically played in the workplace and what role will they play in the future?” “How will workers’ lives be affected by the changing role of the U.S. in the global economy?” “What can we do to make the world of work a better place?” |
| **Describe course assessments** | There will be three exams, each worth 25% of the grade. Exams may incorporate a variety of formats including multiple-choice, fill-in-the-blank, matching, short identification, and essay. Each exam will include a take-home essay on one of the work ethnographies that we will read in the class. All exams are non-cumulative. The date of the final exam will be announced later. Throughout the semester, there were will be several announced and unannounced quizzes. These will generally be short, five-question multiple choice quizzes based on that day’s reading—or in class days following “Watch at Home” classes—the video that students were responsible for watching. At various times during the class, extra credit opportunities may be offered. These might involve attending an event on campus, watching a video, or listening to a speaker. Students will write a short reaction paper and extra credit will be added to the next exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SOCI 2411--Syllabus--Spring 2020 2-26-20.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57143&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C648b7420674844355da508d8c83b7c5b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637479505101460884%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=6DFDzmVvqXffSDEyb5MxdLAVKIIqtJztdXx2ZlNXy%2Bg%3D&reserved=0) | SOCI 2411--Syllabus--Spring 2020 2-26-20.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jasmine K Tran | 11/16/2020 - 21:13 | Submit |  | Approved on November 18th, 2020 by Department UPC & December 2nd, 2020 by department | | Sociology | David L Weakliem | 02/01/2021 - 14:04 | Approve | 2/1/2021 | approved by department | |

**SOCI 2411—WORK AND OCCUPATIONS**

**Spring 2020**

**Mo We Fr 11:15-12:05 p.m.**

**Professor Michael Wallace**

**Office: Manchester 130**

**Office Hours: Fr 1-3**

**Email:** [michael.wallace@uconn.edu](mailto:michael.wallace@uconn.edu)

**PURPOSE:**  Work is a central activity in our lives and a vital activity for the continuation of society. It is a major determinant of the quality of life and shapes our perceptions of ourselves and others. This class will help students understand the role that work plays in our society and in the lives of workers and their families. The class will address such central questions as: “What are the consequences of the new service economy for the quality of work?” “What types of discrimination exist in the workplace and in what ways are women and minorities gaining equality in the workplace?” “How do American families balance the demands of work and family?” How has the Great Recession changed the nature of work?” “What role have unions historically played in the workplace and what role will they play in the future?” “How will workers’ lives be affected by the changing role of the U.S. in the global economy?” “What can we do to make the world of work a better place?”

**ORGANIZATION**: In order to understand where we are going, we must understand where we have been. Consequently, this course devotes some attention to the historical and structural underpinnings of the contemporary workplace. For instance, we will emphasize the historical forces shaping the organization of work and the historical processes of labor organization and resistance in the U.S. These are essential for understanding contemporary problems in the workplace in the United States and the global economy. In addition, we will emphasize the connections between macro-structural processes operating at the economic, political, and societal levels and micro-level processes such as face-to-face interaction in the workplace.

**FORMAT**: This is a hybrid course. This means that the students will meet about four-fifths of the time in the regular classroom. The other one-fifth of class days will be “Watch at Home” days where students will be responsible for watching a video related to class topics. Most of the “Watch at Home” days are on Fridays. On class days, classes will be conducted as a combination of lecture and discussion. Students are encouraged to be active learners in the class, asking questions points that need clarification, participating in class discussion, and relating class topics to their own life experiences.

**EXIT CARDS:** After each lecture students will be asked to fill out an exit card answering a brief question related to that day’s lecture. This card will be used to solicit student feedback about various topics in the course as well as to gauge student comprehension of the material.

**READINGS**: There are four required books for the course:

Steven P. Vallas, William Finlay, Amy S. Wharton. 2009. *The Sociology of Work: Structures and Inequalities*. New York: Oxford University Press. (referred to as VFW).

Steve Viscelli. 2016. *The Big Rig: Trucking and the Decline of the American Dream*. Oakland, CA: University of California Press.

Rachel Sherman. 2007. *Class Acts: Service and Inequality in Luxury Hotels*. Oakland, CA: University of California Press.

Arlie Russell Hochschild. 2016. *Strangers in Their Own Land: Anger and Mourning on the American Right*. New York: The New Press.

In addition, several articles related to class topics will be assigned throughout the semester. These articles will be posted on HuskyCT.

**COURSE REQUIREMENTS**: Student grades will be determined by the following components:

– First midterm 25%

– Second midterm 25%

– Final exam 25%

– Quizzes (announced and unannounced) 25%

(plus extra credit opportunities)

**Exams**: There will be three exams, each worth 25% of the grade. Exams may incorporate a variety of formats including multiple-choice, fill-in-the-blank, matching, short identification, and essay. Each exam will include a take-home essay on one of the work ethnographies that we will read in the class. All exams are non-cumulative. The date of the final exam will be announced later.

**Quizzes**: Throughout the semester, there were will be several announced and unannounced quizzes. These will generally be short, five-question multiple choice quizzes based on that day’s reading—or in class days following “Watch at Home” classes—the video that students were responsible for watching.

**Extra credit**: At various times during the class, extra credit opportunities may be offered. These might involve attending an event on campus, watching a video, or listening to a speaker. Students will write a short reaction paper and extra credit will be added to the next exam.

**Grades**: All components and the final course grade will be based on the following scale: A=93-100; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=<60.

**COURSE OUTLINE**: Below is an outline of topics covered and assignments for the course. Students are responsible for completing reading assignments before every class meeting.

Date Topic Assignment

M Jan 20 MLK, JR. DAY—NO CLASS

W Jan 22 Introduction to Class

F Jan 24 The Sociology of Work VFW, Ch 1

M Jan 27 Theoretical Traditions VFW, Ch 2

W Jan 29 Methods for Studying Work VFW, Ch 3; Viscelli, Appendix

F Jan 31 Early History of Work VFW, Ch 4; Engels, “The Condition of the

Working Class in England”

M Feb 3 Labor Exploitation Jalee, “Labor Power: A Unique Commodity

that Creates Surplus Value”

W Feb 5 Social Structures of Accumulation Wallace and Brady, “The Next Long Swing”

F Feb 7 WATCH AT HOME VIDEO: Viscelli “Trucking and the Decline

of the American Dream”

M Feb 10 “The Big Rig” Viscelli, Introduction, Ch 1-2

W Feb 12 “The Big Rig” Viscelli, Ch 3-4

F Feb 14 WATCH AT HOME: VIDEO: “Can the Middle Class Be Saved?”

Peck, “How a New Jobless Era Will

Transform America”

M Feb 17 “The Big Rig” Viscelli, Ch 5-6

W Feb 19 Consent at Work Burawoy, “Thirty Years of Making Out”

F Feb 21 FIRST MIDTERM EXAM

M Feb 24 Blue Collar Work VFW, Ch 6

W Feb 26 Unions in America VFW, Ch 10

F Feb 28 WATCH AT HOME VIDEO: “With Babies and Banners”

M Mar 2 Unions in America (continued)

W Mar 4 Managers at Work VFW, Ch 7

F Mar 6 WATCH AT HOME VIDEO: “Pedal: NYC Bike Messengers”

Kidd, “The Job That I Love”

M Mar 9 The Professions VFW, Ch 8

W Mar 11 Service Work VFW, Ch 9

F Mar 13 WATCH AT HOME VIDEO: “Left Behind America”

M Mar 16 SPRING BREAK—NO CLASS!!!

W Mar 18 SPRING BREAK—NO CLASS!!!

F Mar 20 SPRING BREAK—NO CLASS!!!

M Mar 23 “Class Acts” Sherman, Introduction, Ch 1-2, Appendix A

W Mar 25 “Class Acts” Sherman, Chapters 3-4, Appendix B

F Mar 27 “Class Acts” Sherman, Chapters 5-6, Appendix C

M Mar 30 WATCH AT HOME VIDEO: “Inside the Merchant” (2 episodes)

W Apr 1 SECOND MIDTERM EXAM

F Apr 3 Gender at Work VFW, Ch 11

M Apr 6 Emotion Work Hochschild, “The Managed Heart”

W Apr 8 Work and Family VFW, Ch 14

F Apr 10 WATCH AT HOME VIDEO: “My Father's Office”

M Apr 13 Race and Ethnicity at Work VFW, Ch 12

W Apr 15 Immigrant Workers VFW, Ch 13

F Apr 17 WATCH AT HOME VIDEO: “Made in L.A.”

M Apr 20 The New American Workplace VFW, Ch 15

W Apr 22 The Future of Work VFW, Ch 16

F Apr 24 WATCH AT HOME VIDEO: Hochschild, “Challenges Climbing

the Empathy Wall”

M Apr 27 “Strangers in Their Own Land” Hochschild, Ch 1-5, Appendix A

W Apr 29 “Strangers in Their Own Land” Hochschild, Ch 6-10, Appendix B

F May 1 “Strangers in Their Own Land” Hochschild, Ch 11-16, Appendix C

**INSTRUCTOR’S RIGHT TO MODIFY THE SYLLABUS**: I retain the right to modify this syllabus as needed throughout the duration of this course.

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**ATTENDANCE**

Students are expected to attend all classes. You should arrive on time and stay until the class is over. Arriving late or leaving early is unacceptable. Although attendance is not a formal component of the grade, poor attendance will adversely affect your grade. Except in rare cases of serious illness or death in the family, students are required to complete exams and other assignments at the assigned times. Failure to do so will result in a grade of 0 for that exam or assignment. If you are unable to take an exam because of serious illness or death in the family, you must contact me with an acceptable, verifiable explanation of the situation prior to the exam. There will be no incompletes.

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**STUDENTS WITH DISABILITIES**

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

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

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

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

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**2021-069 SOCI 3201 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3914 |
| **Request Proposer** | Weakliem |
| **Course Title** | Methods of Social Research |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Methods of Social Research |
| **Course Number** | 3201 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We simply just want to drop the restriction while keeping the course number. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jasmine K Tran |
| **Initiator Department** | Sociology |
| **Initiator NetId** | jkt16103 |
| **Initiator Email** | [jasmine.tran@uconn.edu](mailto:jasmine.tran@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Weakliem |
| **Proposer First Name** | David |
| **Select a Person** | dlw02005 |
| **Proposer NetId** | dlw02005 |
| **Proposer Phone** | +1 860 486 3693 |
| **Proposer Email** | [david.weakliem@uconn.edu](mailto:david.weakliem@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 45 |
| **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** | SOCI 1001, 1251 or 1501 or 1701; May not be taken out of sequence after passing SOCI 3203, 3211 or 3213. |
| **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?** | 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 |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 3201. Methods in Social Research 3.00 credits Prerequisites: SOCI 1001, 1251 or 1501 or 1701; open to juniors or higher. May not be taken out of sequence after passing SOCI 3203, 3211 or 3213. Grading Basis: Graded Quantitative and qualitative methods used in sociological research: designs for gathering data, problems of measurement, and techniques of data analysis. Lectures and laboratory work. Majors in sociology should take this required course in their junior year. |
| **Provide proposed title and complete course catalog copy** | SOCI 3201. Methods in Social Research 3.00 credits Prerequisites: SOCI 1001, 1251 or 1501 or 1701; open to sophomores or higher. May not be taken out of sequence after passing SOCI 3203, 3211 or 3213. Grading Basis: Graded Quantitative and qualitative methods used in sociological research: designs for gathering data, problems of measurement, and techniques of data analysis. Lectures and laboratory work. Majors in sociology should take this required course in their junior year. |
| **Reason for the course action** | We would like to make this course more accessible to younger students in order to increase recruitment and retainment of Sociology majors. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Overview: Research methods can be one of the most interesting and useful classes that you will take. In this class you will learn how to turn your substantive interests into specific and testable research projects. By the end of the semester, you should be able to find answers to your sociological questions. • What’s the relationship between racial attitudes and support for affirmative action? • Who elected Obama? Who elected Trump? • How do children from gay families differ in school performances from children from different-sex families? • How does religiosity affect attitudes towards pre-marital sex? • Does participation in extra-curricular activities increase job opportunities after college? In the first part of the class we will learn how to develop research questions and hypotheses and how to measure sociological concepts with concrete variables. Then, we will conduct actual sociological studies using the methods we introduce to explore our research questions of interest. In this class, we will introduce research methods from both the inductive and deductive approaches. These methods include participant observation, survey research, secondary data analysis, focus group, intensive interview, and content analysis. |
| **Describe course assessments** | Grades are based on seven quizzes, one short online training, two research assignments and 7 assignment checks, and three in-class exams. Assignment check: As the semester goes, students will be checked on the progress of major assignments. If they turn in the requested materials, they will earn a check (1 point). If the materials are satisfactory in quality, they will receive a check-plus (2 points). Exams: There will be two midterm exams. The final exam is announced by the University. The final exam is not be cumulative. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus-3201.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57119&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C2c2d321910cc4e0545e508d8c83af31a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637479502812430641%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=CRcuTLVzQh7HL7syMXEX8ghJTpyQA1%2BcxNwocD6oqos%3D&reserved=0) | Syllabus-3201.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jasmine K Tran | 11/15/2020 - 19:35 | Submit |  | Approved on November 18th, 2020 by Department UPC & December 2nd, 2020 by department | | Sociology | David L Weakliem | 02/01/2021 - 14:05 | Approve | 2/1/2021 | approved by department | |

**2021-070 SOCI 3425 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3956 |
| **Request Proposer** | Weakliem |
| **Course Title** | Social Welfare and Social Work |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Social Welfare and Social Work |
| **Course Number** | 3425 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We want to lower the restriction but keep the existing course number. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jasmine K Tran |
| **Initiator Department** | Sociology |
| **Initiator NetId** | jkt16103 |
| **Initiator Email** | [jasmine.tran@uconn.edu](mailto:jasmine.tran@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Weakliem |
| **Proposer First Name** | David |
| **Select a Person** | dlw02005 |
| **Proposer NetId** | dlw02005 |
| **Proposer Phone** | +1 860 486 3693 |
| **Proposer Email** | [david.weakliem@uconn.edu](mailto:david.weakliem@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 45 |
| **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** | 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?** | Junior,Senior,Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 3425. Social Welfare and Social Work 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Social welfare needs and programs; introduction to social work as a professional service. |
| **Provide proposed title and complete course catalog copy** | SOCI 3425. Social Welfare and Social Work 3.00 credits Prerequisites: Open only to sophomores or higher. Grading Basis: Graded Social welfare needs and programs; introduction to social work as a professional service. |
| **Reason for the course action** | We want to make this class more accessible to other students. |
| **Specify effect on other departments and overlap with existing courses** | n/a |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to provide an introduction to the institution of social welfare and the profession of social work. The primary purpose of this course is to provide an opportunity to explore the dynamics of the social work profession. This survey course will examine various components of the social work profession including its place within the social welfare system, the historical development of the profession, a general overview of social work interventions as well as selected social problems and their societal impact. The traditional methods of social work and primary fields of practice in which social workers are employed will be considered. Students will be asked to become aware of their own value systems as the issues of social welfare and social work are examined. Upon completion of this course, the student should be able to: 1. Define social welfare and social work and explain the relationship between the two; 2. Describe the purpose of social work interventions and identify their roles in the professional helping process; 3. Identify selected social problems and critically think about their societal impact. Furthermore, recognize the role that social workers play in various settings to address the selected social problems; 4. Examine the values and beliefs related to the development of one’s professional use of self; and 5. Get excited about the difference you can make in the lives of others by becoming a social worker and/or engaged citizen. |
| **Describe course assessments** | Reaction Paper 25% Mid-term Exam 25% Social Issue & Agency Presentation 30% Class Participation 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SP 2019 - SOCI 3425 Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57123&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C9b72e513e75b4d50ae9108d8c83c030e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637479507374490019%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=hZHmTp5K6ANzlzAL7rGcQfh7ExbHn1Ls8P0cezTLpG4%3D&reserved=0) | SP 2019 - SOCI 3425 Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jasmine K Tran | 11/16/2020 - 21:20 | Submit |  | Approved on November 18th, 2020 by Department UPC & December 2nd, 2020 by department | | Sociology | David L Weakliem | 02/01/2021 - 14:02 | Approve | 2/1/2021 | approved by department | |

**UNIVERSITY OF CONNECTICUT**

*SOCI 3425 - Social Welfare & Social Work*

Spring 2019

Mondays, 4:00pm-6:30 pm, Section H71

HPL 25

Ms. Milagros Marrero-Johnson, MSW

Phone: 959-200-3606

Email: [milagros.marrero-johnson@uconn.edu](mailto:milagros.marrero-johnson@uconn.edu) (most reliable way to reach me)

Office: School of Social Work, Room 106 in Office 108

Office Hours: By Appointment

**COURSE DESCRIPTION**

This course is designed to provide an introduction to the institution of social welfare and the profession of social work. The primary purpose of this course is to provide an opportunity to explore the dynamics of the social work profession. This survey course will examine various components of the social work profession including its place within the social welfare system, the historical development of the profession, a general overview of social work interventions as well as selected social problems and their societal impact.

The traditional methods of social work and primary fields of practice in which social workers are employed will be considered. Students will be asked to become aware of their own value systems as the issues of social welfare and social work are examined.

**PREREQUISITE**

Open to juniors and seniors.

**LEARNING OBJECTIVES**

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

1. Define social welfare and social work and explain the relationship between the two;
2. Describe the purpose of social work interventions and identify their roles in the professional helping process;
3. Identify selected social problems and critically think about their societal impact. Furthermore, recognize the role that social workers play in various settings to address the selected social problems;
4. Examine the values and beliefs related to the development of one’s professional use of self; and
5. Get excited about the difference you can make in the lives of others by becoming a social worker and/or engaged citizen.

**REQUIRED TEXT**

Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.*

(4th ed.). New York: Oxford University Press.

**TEACHING METHOD**

While the course is generally structured around a lecture format, class questions and discussion are necessary. I am committed to creating a learning environment in which students constructively share their thoughts and feelings about the material. Such participation is supported by reading the assigned material prior to coming to class. Students will be expected to participate in small group exercises throughout the semester. These activities will provide an opportunity for the student to discuss issues within a small group and/or role-play various problem situations.

*Side conversations, the use of cell phones (including texting), and the use of computers for anything other than taking notes related to* ***this class*** *are unprofessional behaviors that are distracting and detract from an environment conducive to learning.*

Class participation means not only coming to class regularly, but also being prepared to participate in different class formats. Assessment of student participation will be based on the following:

* 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; and
* Promoting a class atmosphere conducive to learning.

**ATTENDANCE**

The instructor should describe the computation of the grade and the relation between grades and attendance at the beginning of the semester. Where grades depend on classroom participation absences may affect the student’s grade. Based on this principle, an excessive number of absences may be grounds for failure in the course due to a lack of class participation. Excessive absence is defined as missing 25 percent or more of a course.

“Social Welfare and Social Work” is designed to introduce the student to the profession of social work for consideration as a possible career choice. The course allows for both academic exploration and personal growth pertaining to social work and social welfare. Classroom discussion, in class activities, and participation are important aspects of this course. Grades can be raised by such participation or lowered by lack of participation in class.

If you anticipate on missing a class, please contact me by email prior to class to notify me of your absence. **Absence of students due to Religious Holidays** - According to the University (uconn.edu), “students anticipating such a conflict must inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and must take the initiative to work out with the instructor a schedule for making up missed work.”

**COURSE ASSIGNMENTS AND STUDENT EVALUATION**

All students must take the responsibility for handing in their assignments on time. Please assess early on if you are going to have difficulties meeting this requirement, notifying the instructor in advance of the due date. Students who do not receive an extension and submit an assignment late will be marked down by ½ grade each day it is late. All assignments should be submitted through HuskyCT.

There will be a mid-term examination. Make-up examinations will only be available in documented cases of exceptional personal need and may be composed entirely of essay questions.

**Reaction Paper**: Students will be required to read the article “*Selling Food Stamps for Kid’s Shoes*” and write a minimum of a 5 page analytical paper (not including title page and references page) using the Person-In-Environment perspective. Students are expected to respond to the guidelines posted to HuskyCT to write their paper.

**Social Issue & Agency Presentation**: Students will be required to become familiar with a current social issue, identify a local agency addressing the identified social issue and make a presentation based on the guidelines posted to HuskyCT. Each student will need to submit a detailed outline, including a references page and a Powerpoint addressing the guidelines posted to HuskyCT and provide a fifteen minute presentation.

Written work should meet basic standards of writing proficiency, and should conform to acceptable standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) 6th edition should be used for assignments. Each written assignment will be graded based on the rubric posted to HuskyCT.uskyHusmdsz/flnksjhdf;kh

**GRADING**

Reaction Paper (2/25/19) 25%

Mid-term Exam (3/4/19) 25%

Social Issue & Agency Presentation (4/15/19) 30%

Class Participation +/- Ongoing 20%

**LATE ASSIGNMENTS**

Except in cases of extreme emergency, all assignments not turned in by the designated due date are considered late. Grades for the assignment will be reduced by a ½ grade each day late.

**INCOMPLETE GRADES**

Incompletes are granted at the discretion of the instructor 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 instructor must be on file when grades are submitted.

**STUDENT CODE: ACADEMIC INTEGRITY IN UNDERGRADUATE EDUCATION**

*Cheating – Student Misconduct -* Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Appropriate action will be taken if it is determined that student misconduct occurred.

**ACCOMODATIONS**

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](http://myaccess.csd.uconn.edu/)  and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the [Documentation Guidelines](http://csd.uconn.edu/documentation-guidelines/) for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at [csd.uconn.edu](https://csd.uconn.edu/) or individuals may contact the CSD at 860-486-2020 or [csd@uconn.edu](mailto:csd@uconn.edu) for further information or assistance. The UConn Hartford campus disability services office is located in the Hartford Times Building in Room 139 or you may contact the office at 959-200-0387 or [Hartford.disabilityservices@uconn.edu](mailto:Hartford.disabilityservices@uconn.edu).

**DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE**

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)  
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
  
More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**USE OF GENDER INCLUSIVE LANGUAGE AND PRONOUNS**

It is important to foster an inclusive environment for all gender identities and expressions. In order to affirm every student, staff member, faculty member, and guest that participates in our community, it is necessary to spread awareness about personal pronouns.

Pronouns are not “preferred;” they are the definitive way a person should be addressed when not stating their name. If you do not know someone’s pronouns, ask them. Avoid assuming someone’s pronouns by their physical appearance or name. Some examples are “what are your pronouns?” or “what pronouns do you use?”

Pronouns are not inherently gendered. Associating she/her/hers with women or femininity is rooted in social norms. Anyone can identify with any pronouns. The most common pronouns are she/her/hers and he/him/his. A gender-neutral option (there are many others) to these is they/them/theirs, used the same way as in referring to people in plural. This can be challenging at first because education and socialization teach us these pronouns are only plural. However, it is important to note that these are used singularly on a daily basis without knowing, such as in “someone left their water bottle” or “Dr. Doe? I’m not in their class.”

We are all human, and some identify outside the gender binary of “woman” and “man.” Many on the transgender spectrum use they/them/theirs pronouns to alleviate dysphoria, but many men and women use these to promote a more inclusive world. Instead of saying “his or her” you can use “their,” “ladies and gentlemen” can become “folks” or “everyone,” and “you guys” can be “you all.” Many times, these gender-neutral alternatives are shorter and easier to say.

This is a learning process for everyone as we continually rewire how we use language. If you accidently use the wrong pronouns for someone, apologize and move on with the correct ones. For example, “I agree with her - sorry - their idea on this.” You can visit <https://rainbowcenter.uconn.edu/gender-and-pronouns-guide/> for more information and examples.

**CAMPUS CLOSINGS**

For infrastructure and weather related emergency closings, class cancellation and delay information, please check [alert.uconn.edu](http://alert.uconn.edu/) or your local TV/radio stations to determine if there is a class cancellation or delay. I will notify students through their UConn email account no later than 2:00 p.m. on the day of class should I need to cancel.

**COURSE OUTLINE: Spring ‘19 Semester**

**Week 1 (Jan. 21) MARTIN LUTHER KING JR. DAY \_\_**

* NO CLASS

**Week 2 (Jan. 28) INTRODUCTIONS \_\_\_\_\_\_**

* Introductions
* Overview of course – review syllabus
* Group Activity
* Opening discussion: What is social work?
* View movie in class: ***Social work: An extraordinary profession***. Western Branch of the Ontario Association of Social Workers (WBOASW). (2002). ***Social work: An extraordinary profession.*** [videorecording]. **Toronto, ON: Murray Communications.**

**Week 3 (Feb. 4) SOCIAL WORK PROFESSION \_\_\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 1. pp. 3-31.
* Hill, J. (2012). Jennifer Hill: Social Workers Do Much to Serve Community at Large. *The Herald Dispatch*. Retrieved on August 1, 2013 from <http://www.herald-dispatch.com/opinions/x1311105177/Social-workers-do-much-to-serve-community-at-large>.

**Week 4 (Feb. 11) SOCIAL WELFARE SYSTEM \_\_\_\_**

* Ambramovitz, M. (2001). Everyone Is Still on Welfare: The Role of Redistribution in Social Policy. *Social Work*. 46(4), pp. 297-308.
* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 2. pp. 33-57.

**Week 5 (Feb. 18) SOCIAL WORK HISTORY \_\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 3. pp. 60-81.
* Wessler, S.F. (2010). Selling Food Stamps for Kids’ Shoes. *Colorlines*. Retrieved on May 25, 2010 from <http://colorlines.com/archives/2010/02/selling_food_stamps_for_kids_shoes_1.html>.

**Week 6 (Feb. 25) BECOMING A SOCIAL WORKER & SOCIAL WORK PRACTICE**

* **Reaction Paper Due**: Submit Paper through Husky CT by start of class
* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 4. pp. 83-112 and Chapter 5. pp. 115-139.

**Week 7 (Mar. 4) MID-TERM EXAM \_\_\_**

* Covering lectures, readings, and class discussions to date.

**Week 8 (Mar. 11) DIVERSITY & SOCIAL WORK \_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 3. pp. 143-175.

**Week 9 (Mar. 18) SPRING BREAK \_\_\_\_\_\_\_ \_\_\_**

* NO CLASS

**Week 10 (Mar. 25) POVERTY \_ \_\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 7. pp. 181-212.
* Meltzer, E. (2014). Boulder seeks balance in homeless situation. *Boulder News*. Retrieved on May 3, 2015 from <http://www.dailycamera.com/news/boulder/ci_26393649/boulder-homeless-solutions>.

**Week 11 (Apr. 1) CHILD WELFARE\_\_\_\_\_\_ \_\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 8. pp. 215-248.
* Guest Speaker: Takaya Owens, MSW, School Social Worker

**Week 12 (Apr. 8) HEALTH CARE & MENTAL HEALTH\_\_ \_\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 9. pp. 253-285 and Chapter 10. pp. 289-322.
* Guest Speaker, Celaura Estrada, LCSW, Social Work Administrator

**Week 13 (Apr. 15) OLDER ADULTS & PRESENTATIONS\_\_\_\_\_\_\_ \_\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 11. pp. 327-364.
* **Submission of Social Problem & Agency Outline through HuskyCT**
* **Social Problem & Agency Presentations – as assigned**

**Week 14 (Apr. 22) DOMESTIC VIOLENCE & PRESENTATIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Social Problem & Agency Presentations – continued as assigned**
* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 12. pp. 370-392.

**Week 15 (Apr. 29) MACRO SOCIAL WORK PRACTICE & COURSE SUMMARY\_\_\_**

* Colby, I., & Dziegielewski, S. F. (2016). *Introduction to Social Work: The People’s Profession.* (4th ed.). New York: Oxford University Press. Chapter 13. pp. 397-426.
* Guest Speaker, TBA
* Course evaluation and review of semester

***The above schedule, policies, and assignments in this course are subject to change with advance notice.***

**2021-071 SOCI 3507 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3936 |
| **Request Proposer** | Weakliem |
| **Course Title** | Race and Reproduction |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > 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** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Race and Reproduction |
| **Course Number** | 3507 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We want to lower the restriction but keep the existing course number. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jasmine K Tran |
| **Initiator Department** | Sociology |
| **Initiator NetId** | jkt16103 |
| **Initiator Email** | [jasmine.tran@uconn.edu](mailto:jasmine.tran@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Weakliem |
| **Proposer First Name** | David |
| **Select a Person** | dlw02005 |
| **Proposer NetId** | dlw02005 |
| **Proposer Phone** | +1 860 486 3693 |
| **Proposer Email** | [david.weakliem@uconn.edu](mailto:david.weakliem@uconn.edu) |
| **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** | 45 |
| **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** | 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?** | Sophomore,Junior,Senior,Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 3507. Race and Reproduction 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded The social construction, organization, and politics of race and reproduction in the United States. |
| **Provide proposed title and complete course catalog copy** | SOCI 3507. Race and Reproduction 3.00 credits Prerequisites: Open only to sophomores or higher. Grading Basis: Graded The social construction, organization, and politics of race and reproduction in the United States. |
| **Reason for the course action** | We want to make this class more accessible for students. |
| **Specify effect on other departments and overlap with existing courses** | n/a |
| **Please provide a brief description of course goals and learning objectives** | This course addresses the social construction, organization, and politics of race and reproduction (broadly construed to encompass population growth (fertility and immigration), birth control and outcomes, the family, mothers, children, and citizens) within the context of the United States. Utilizing an intersectional lens, it explores how race and reproduction is connected to gender, ethnicity, religion, and class as well as to capitalism, nation-building, and citizenship. The course covers historical and contemporary social conditions, structures, and policies involving race, fertility, immigration, pregnancy/birth, motherhood (the family), children/youth, reproductive care and technologies, and reproductive justice. Course Objectives: 1. To understand race, racism, and reproduction as social constructions embedded in social structures, institutions and interactions. 2. To be aware of the role of race and reproduction in colonialism, capitalism, nation-building and citizenship. 3. To recognize how “race” and “reproduction” interconnects with gender, religion, class, and sexualities. 4. To identify key historical periods and social concerns framing policies around race and reproduction in the United States. 5. To recognize the role of “science” in creating and advancing racial and reproductive ideologies, policies, laws, and institutional racism supporting human hierarchies and fitness. 6. To apply knowledge about the history of race, racism and reproduction to contemporary concerns and debates around the nation, capitalism, welfare, fertility, immigration, pregnancy, mothers, and children. |
| **Describe course assessments** | There will be a syllabus quiz, topic set papers, group discussions, and two exams (midterm and final). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [RRsyl S20.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57124&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cf26075f752bd46ca82e708d8c83ce1fc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637479511113282519%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Fxwx7Q0jBjbzVP1oDEfVklqPU5%2FBEausEbDqdbKxQNU%3D&reserved=0) | RRsyl S20.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jasmine K Tran | 11/16/2020 - 21:38 | Submit |  | Approved on November 18th, 2020 by Department UPC & December 2nd, 2020 by department | | Sociology | David L Weakliem | 02/01/2021 - 14:01 | Approve | 2/1/2021 | approved by department | |

**2021-072 SOCI 3971 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3937 |
| **Request Proposer** | Weakliem |
| **Course Title** | Population |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Population |
| **Course Number** | 3971 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We want to lower the restriction while keeping the existing course number. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jasmine K Tran |
| **Initiator Department** | Sociology |
| **Initiator NetId** | jkt16103 |
| **Initiator Email** | [jasmine.tran@uconn.edu](mailto:jasmine.tran@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Weakliem |
| **Proposer First Name** | David |
| **Select a Person** | dlw02005 |
| **Proposer NetId** | dlw02005 |
| **Proposer Phone** | +1 860 486 3693 |
| **Proposer Email** | [david.weakliem@uconn.edu](mailto:david.weakliem@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 45 |
| **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** | 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?** | Sophomore,Junior,Senior,Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 3971. Population 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Size, growth, composition and distribution of population; social factors in population change. |
| **Provide proposed title and complete course catalog copy** | SOCI 3971. Population 3.00 credits Prerequisites: Open only to sophomores or higher. Grading Basis: Graded Size, growth, composition and distribution of population; social factors in population change. |
| **Reason for the course action** | We want to make this course more accessible to students. |
| **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, you will gain an understanding of how population processes shape the world we live in, as well as your own lives. Nearly every major life event has demographic implications: birth, educational attainment, occupational choice, where to live, marriage, whether and when to have children, retirement, and death. The study of these events, the processes that shape them, and that they in turn shape are of primary concern to demographers. More formally, demography is the study of the size, composition, and distribution of human populations, as well as the causes and consequences of changes in these characteristics. Students in this course will be introduced to some of the major social issues related to population change, growth, and composition, as well as the consequences of population change. Students will also be introduced to basic measures that demographers use to describe and study population behavior. Course Goals: • To develop tools for thinking critically about population processes. • To become familiar with current demographic trends. • To gain an understanding of relationship between demography and inequality |
| **Describe course assessments** | DEMOGRAPHIC HISTORY (5 POINTS): This essay will address fertility, mortality, migration, socioeconomic status and standard of living, as experienced by various generations of your family. This is the easiest assignment you will ever get in college, since you are an expert in your own family and I know nothing about it. Total length must be between 1,200 and 1,600 words. Turning your paper in late carries a grade penalty. EXAMS (60 POINTS): There are two in class exams, a mid-term worth 20 points and a final worth 40 points. The format of these exams will be multiple choice and short essay. Although these exams are not explicitly cumulative, many of the concepts we discuss earlier in the course will be revisited throughout the semester. The two exams are worth 60% of the final grade. READING RESPONSE (35 POINTS): The purpose of reading responses is two-fold: they help to keep you on track with the readings so you are prepared to ask questions and participate in discussions during class; they also help me use class time wisely, spending more time on material that you found most challenging or interesting. Reading responses are submitted through HuskyCT; they will consist of 2-4 short-answer questions and are due by 2 p.m. on Sunday. Late responses received before the start of Monday’s class are eligible for half credit. You are required to complete 9 of the 10 responses. No make-ups are allowed. I suggest that you compose your response off-line, perform any necessary edits, and then paste your final version into HuskyCT for submission (so that you don’t lose your work by getting ‘timed out’). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Soc3791Population\_Syllabus2019.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F57125&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cded57dd4577844ba140808d8c83d4e07%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637479512911959656%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=HypYcnsyVWTZSUb4YK2d9y9Vay%2BTN39RqhfZVBEz6JU%3D&reserved=0) | Soc3791Population\_Syllabus2019.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jasmine K Tran | 11/16/2020 - 21:46 | Submit |  | Approved on November 18th, 2020 by Department UPC & December 2nd, 2020 by department | | Sociology | David L Weakliem | 02/01/2021 - 13:56 | Approve | 2/1/2021 | approved by sociology | |

**2021-073 AAAS/HIST 2688/W Add Course (G) (S) (guest: Victor Zatsepine)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 21-5414 |
| **Request Proposer** | Zatsepine |
| **Course Title** | Foreign Relations of China since 1949 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > Return > History > AAAS > College of Liberal Arts and Sciences > Return > History > AAAS > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AAAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AAAS |
| **Reason for Cross Listing** | To make this course available to undergraduate students majoring in History and Asian/Asian American studies. |
| **Course Title** | Foreign Relations of China since 1949 |
| **Course Number** | 2688 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Zatsepine |
| **Initiator Department** | History |
| **Initiator NetId** | viz13001 |
| **Initiator Email** | [victor.zatsepine@uconn.edu](mailto:victor.zatsepine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed 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?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures, discussions, written assignments |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | no |
| **Recommended Preparation** | no |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 2268: Foreign Relations of China Since 1949. Also offered as AAAS 2688 3 credits Prerequisites: None Grading Basis: Graded A survey of China's foreign policy from the Cold War to the present, including its domestic politics, Communist ideology, economic reforms, and changing role in global affairs. HIST 2268W: Foreign Relations of China Since 1949. Also offered as AAAS 2688W 3 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded |
| **Reason for the course action** | Cross-listing: To be offered to students majoring in History, Asian and Asian American studies; General education: This course is a great introduction to important historical topic and a country for students across disciplines and colleges, meeting Gen Ed requirements. |
| **Specify effect on other departments and overlap with existing courses** | Developed in consultation with History Department (approved on Jan 15, 2021) and AAAS (approved on Dec. 21, 2020). |
| **Please provide a brief description of course goals and learning objectives** | Survey of China's foreign relations with focus on historical influences, ideological premises and practical political and economic considerations. Analysis of China's foreign relations as a result of changing domestic and international politics. Understanding of China's leadership and principles of diplomacy. Development of critical thinking through lectures, discussions, reading documents; improvement of writing skills by writing book reviews, case study, and final exam. |
| **Describe course assessments** | Discussions, based on reading official documents; weekly readings of thematic materials; two book reviews, case study and final exam. Grades based on written assignments, discussions and final exam. See syllabus for details. |
| **General Education Goals** | Become articulate; acquire critical judgement; acquire the consciousness of diversity of human culture and history. |
| **Content Area: Arts and Humanities** | Investigations and historical/critical analyses of human experience, specifically the role of ideology, individuals, and political leadership in domestic and international politics, based on available historical sources, and scholarly debates. |
| **Writing Competency** | Critical reading of primary and secondary sources, official and media reports, scholarly articles for the purpose of analyzing major themes in history and diplomacy and understanding different goals and formats of written expression. Synthesizing ideas and developing critical writing skills by engaging in different types of writing (book review, case study based on research in multiple sources, and final essay). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST AASI 2688 syllabus VZ - FINAL.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F63132&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cad3d6d06113c46c1130208d8c9d9d272%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637481284666346399%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=uYcr5svl10jYwMCOTFWRJx7B%2BRu2vqKh7s6E5saoODg%3D&reserved=0) | HIST AASI 2688 syllabus VZ - FINAL.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Victor Zatsepine | 01/24/2021 - 20:46 | Submit |  | Submitted this form for approval from CLAS | | History | Matthew G McKenzie | 01/25/2021 - 06:38 | Return | 1/25/2021 | Returned to initiator to make minor corrections to CAR and syllabus. | | Return | Victor Zatsepine | 01/26/2021 - 14:50 | Resubmit |  | Suggested corrections made to CAR form and to syllabus. | | History | Matthew G McKenzie | 01/26/2021 - 14:56 | Approve | 1/26/2021 | Approved as per History and AAAS processes. | | AAAS | Na Lae Kim | 01/27/2021 - 00:13 | Approve | 1/27/2021 | AAASI approves the coursee | | College of Liberal Arts and Sciences | Pamela Bedore | 02/02/2021 - 21:58 | Return | 2/2/2021 | Returning to proposer for changes as per email of 2.2.2021. | | Return | Victor Zatsepine | 02/04/2021 - 19:43 | Resubmit |  | Suggested corrections made to CAR form and to syllabus | | History | Matthew G McKenzie | 02/05/2021 - 07:09 | Approve | 2/5/2021 | Approved in light of revivions | | AAAS | Na Lae Kim | 02/05/2021 - 08:23 | Approve | 2021. 2. 5. | AAASI approves the revisions. | |

# History/ AAAS 2688: Foreign Relations of China since 1949

University of Connecticut

Department of History

**Spring 2022**

**Lectures:** Tuesday, Thursday, TBA.

**Instructor:** Dr. Victor Zatsepine.

**E-mail:**victor.zatsepine@uconn.edu

**Office:** Wood Hall, 307.

**Office Hours:** TBA

This course covers developments in China’s foreign relations after 1949, focusing on historical influences, ideological premises, and practical political, strategic, and economic considerations. Special attention is given to the influence of domestic affairs on China’s foreign relations, the evolution of the impact of China’s foreign policy on international politics and vice versa, and the assessment of key foreign policymakers. China’s rise to the status of major economic power globally and its growing presence as a foreign ally in the developing world is scrutinized.

**Learning objectives:**

This course will analyze current and past approaches to documenting China’s history and politics and will introduce students to several stages of China’s foreign policy since 1949. By the end of this course, successful students will increase their understanding of China’s contradictory foreign policy as a result of conflicting domestic policies and changing international political order. Students will learn about the role of Chinese ambassadors and the foreign service, five generations of leaders, and communist ideology in shaping China’s relations with major global powers during and after the Cold War. Critical thinking and writing skills will be strengthened through discussions, reading primary documents, written assignments and research for a final case study. This course does not require previous knowledge of Chinese history or politics.

**Required texts:**

1. Liu Xiaohong, *Chinese Ambassadors: The Rise of Diplomatic Professionalism since 1949* (The University of Hong Kong Press, 2001).
2. Serge Michel and Michel Beuret, *China’s Safari: On the trail of Beijing’s expansion in Africa* (New York: Nation Books, 2009)
3. Mao Zedong, *On Diplomacy* (Beijing: Foreign Language Press, 2007), 31-35, 43-50, 55-63, 72-89, 126-135.
4. Susan Lawrence and Michael F. Martin, “Understanding China’s Political System.” Congressional Research Service. http://fas.org/sgp/crs/row/R41007.pdf

Mar 20, 2013.

5) Qian Qichen, *Ten Episodes in China’s Diplomacy* (Harper Collins

Publishers, 2006)

**Distribution of Grades:**

Book Review 1– 30%

Book Review 2 – 30%

Discussions and a case study – 30%

(for in-class discussions (10%), familiarity with readings, participation and questioning are more important than right answers; case study (20%) will be graded as a paper);

Final Exam– 10 %

(take-home essay on a general topic covered in lectures)

**Grading Scale:**

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

**Course Requirements:**

* Regular lecture attendance and taking lecture notes are highly encouraged. In-class contributions will count towards discussion/participation grade.
* Husky CT webpage and email are two main modes of online communication for this course. Course content and announcements will be regularly posted on Husky CT.
* There are four in-class **discussions** based on primary documents. Attendance is required.

Missed discussions can be substituted by short written responses (1-2 pages) to the readings.

* This course has **three written assignments** (two book reviews and one presentation / case study) and a final **exam based on lectures and readings**. See pages 8 and 9 of syllabus for further details.
* Students with disabilities, special needs and under special circumstances will be accommodated individually. Please communicate your concerns, requests and potential delays in submitting your written assignments before deadlines. For more details, see below.

**Course-Related University Policies, Student Resources and Responsibilities**

**Student Authentication and Verification**

The University of Connecticut is required to verify the identity of students who participate in distance learning and online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Log in to the Husky CT course website using your unique UConn NetID and passport; use UConn email address in your official correspondence; regularly attend online lectures and participate in discussions.

**How to Succeed in This Course**

All students can succeed in this course and the university has many resources to help you achieve this goal. Please do not hesitate to ask questions. Success in this course program depends heavily on your personal health and well-being.  Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming.  In addition to your academic advisor, feel free to contact the following support services on campus to assist you.

- Dean of Student Office: <https://dos.uconn.edu/>

- Academic Achievement Center: <https://achieve.uconn.edu/contactus/>

- Writing Center: <https://writingcenter.uconn.edu/>

- Quantitative Learning Center: <https://qcenter.uconn.edu/>

- Center for Students with Disabilities: <https://csd.uconn.edu/>

- Title IX Office: <https://equity.uconn.edu/title-ix/>

**Resources for Students Experiencing Distress**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. Students who feel they may benefit from speaking with a mental health professional can find support and resources here:

- **Student Health and Wellness–Mental Health office**: <https://shs.uconn.edu/contact-us>

Storrs campus address: Arjona Building, 4th floor. Tel (860) 4864705.

**Accommodations for Illness or Extended Absences**

If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness; however, you will need to work with me to determine how you will complete coursework during your absence. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

For COVID-19 specific information, see:<https://studenthealth.uconn.edu/updates-events/coronavirus/>

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. There are numerous resources available to help you succeed in your academic work. Important standards, policies and resources, including the **Student Code, Copyrighted Materials, Credit Hours and Workload, Netiquette and Communication, Adding or Dropping a Course, Academic Calendar, Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships Sexual Assault Reporting Policy** can be reviewed here:

<https://policy.uconn.edu/students/>

**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.  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/>.

**Software/Technical Requirements**

The software/technical requirements for this course include:

* Standard laptop or desktop computer.
* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps Accessibility](https://www.google.com/accessibility/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
* WebCam

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.

**Lectures:**

Week 1:

* China’s “century of humiliation”.
* Pre-1949 sources of PRC foreign policy.

Week 2:

* China’s territory and borders.
* The establishment of the PRC in 1949 and its position in the world.

Week 3:

* Mao Zedong and his analysis of China’s foreign relations.
* **Discussion 1**: Mao Zedong, *On Diplomacy* (Beijing: Foreign Language Press, 2007), 31-35, 43-50,55-63. 72-89. 126-135.

Week 4:

* Korean War.

**Readings:** Chen Jian, “In the Name of Revolution: China’s Road to the Korean War Revisited,” in William Stueck, ed., *The Korean War in World History* (2004), 93-125.

* The PRC and Soviet model of socialism.

**Readings:** Amanda Shuman, “Learning from the Soviet Big Brother: The Early Years of Sport in the People’s Republic of China,” in *The Whole World Was Watching: Sport in the Cold War* (2020), 163-174.

Week 5:

* Zhou Enlai and China’s foreign policy.

**Readings:** Zhang Shuguang, “In the Shadow of Mao: Zhou Enlai and New

China’s Diplomacy,” in G.A. Craig ed., *The Diplomats*, *1939-1979* (1994), 337-370. <https://www.jstor.or/stable/j.ctv8pz9nc>.

* China and the developing world in the 1950s.

Week 6:

* Radicalization of China’s domestic and foreign policies:

Great Leap Forward. Sino-Soviet Split. China-India border clashes.

* China’s Cultural Revolution and isolationism.

**Readings**: Liu Xiaohong, *Chinese Ambassadors* (2001), Chapter 5,104-126.

Week 7:

* **Discussion 2**: Liu Xiaohong, *Chinese Ambassadors* (2001).

**Book review 1 is due!**

* Nixon’s 1972 visit and normalization of China-US relations.

Week 8:

* Documentary *Assignment: China – End of an Era,* produced by Mike Chinoy.
* Deng Xiaoping and China’s shift in foreign policy.

**Readings:** Chih-Chia Hsu, “Foreign Policy Decision-Making Process in Deng’s China: Three Patterns for Analysis, in *Asian Perspective* 22, 2 (1999), 199-223.

Week 9:

* **Spring Break – no classes.**

Week 10:

* China’s alliances and rivals in Asia: Sino-Japanese relations. Sino-Vietnamese conflict.

**Readings**: Victor Teo, “Contending Identities and Diverging Interests in Sino-

Japanese Relations,” in Gerrit Gong and Victor Teo, eds., *Reconceptualising the*

*Divide* (2010), 52-71.

* China in Africa.

**Readings:** Jamie Monson and Stephanie Rupp, “Africa and China: New Engagements, New Research,” in *African Studies Review* 56, 1 (2013), 21-44.

Week 11:

* China’s foreign affairs structure.
* Tiananmen Square protests (1989).

**Readings:** Speeches by Li Peng (May 19, 1989) and Deng Xiaoping (June 9, 1989), in online sources for the documentary *The Gate of Heavenly Peace*. http://www.tsquare.tv/links/

Week 12:

* China in the 1990s: new leadership and priorities.

**Readings**: David Shambaugh, “The Dynamics of Elite Politics during the Jiang Era,” in *The China Journal* 45 (2001), 101-111. <https://doi.org/10.2307/3182371>

* **Discussion 3:** Serge Michel and Michel Beuret, *China’s Safari: On the trail of*

*Beijing’s expansion in Africa* (2009).

**Book review 2 is due!**

Week 13:

* Hong Kong’s road to 1997.

**Readings**: Qian Qichen, *Ten Episodes in Diplomacy*, Chapter 10, 253-282.

* Taiwan: from Cold War to democratization.

**Readings:** Steve Tsang, ed., *In the Shadow of China* (1993), Chapter 8,193-213.

Week 14:

* China in the new century. Xi Jinping’s Foreign policy. Belt and Road Initiative.

**Readings**: Zhou Jinghao, “China’s Core Interests and Dilemma in Foreign Policy

Practice.” In *Pacific Focus*, 34, 1 (April 2019), 31–54. doi: 10.1111/pafo.12131

* China and US: partners or rivals?

**Readings:** Qian Qichen, *Ten Episodes in Diplomacy,* 315-337.

Week 15:

* **Discussion 4**: Current China’s political system.

**Readings**: Susan V. Lawrence, Michael F. Martin, “Understanding China’s

Political System.” U.S. Congressional Research Service.

<http://fas.org/sgp/crs/row/R41007.pdf>. Mar 20, 2013.

**Case studies due in class.**

**Suggested Books for Case Studies and Selected Readings:**

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

**- Andrew J. Nathan and Robert S. Ross, The Great Wall and the Empty Fortress: China's**

**Search for Security (1997).**

**- Yong Deng and Fei-Ling Wang, China Rising: Power and Motivation in Chinese**

**Foreign Policy (2005).**

**- Sujian Guo and Shiping Hua, eds., New Dimensions of Chinese Foreign Policy (2007).**

**- Robert G. Sutter, Chinese Foreign Relations: Power and Policy since the Cold War**

**(2008).**

**- Alastair Iain Johnston and Robert S. Ross, ed., New Directions in the Study of China's**

**Foreign Policy (2006).**

- Kuo-kang Shao, [*Zhou Enlai and the Foundations of Chinese Foreign Policy* (1996)*.*](http://library.hku.hk/search?/Xchina's%20foreign%20policy&searchscope=6&SORT=D/Xchina's%20foreign%20policy&searchscope=6&SORT=D&SUBKEY=china%27s%20foreign%20policy/1%2C785%2C785%2CB/frameset&FF=Xchina's%20foreign%20policy&searchscope=6&SORT=D&5%20)

- Zhang Shuguang, “In the Shadow of Mao: Zhou Enlai and New China’s Diplomacy,” in

G.A. Craig and F. L. Loewenheim, eds., *The Diplomats*, *1939-1979* (1994), 337-370.

**- Suisheng Zhao ed., Chinese Foreign Policy: Pragmatism and Strategic Behavior (2004).**

- **Judith F. Kornberg, John R. Faust, China in World Politics: Policies, Processes,**

**Prospects (2005).**

**- Ma Jisen, The Cultural Revolution in the Foreign Ministry of China (2004).**

**- Deng Xiaoping, Selected Works of Deng Xiaoping,1975-1982 and Volumes 2-3 (1994,**

**1995).**

**- Henry Kissinger, On China (2011).**

**- Steve Tsang, ed., In the Shadow of China: Political Developments in Taiwan since 1949 (1993)**

**- Robert S. Ross and Jo Inge Bekkevold, eds., China in the Era of Xi Jinping: Domestic and Foreign Policy Challenges (2016)**

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

**- Yufan Hao and Lin Su, China's Foreign Policy Making: Societal Force and Chinese**

**American Policy (2005).**

- Elizabeth Wishneck, *Mending Fences: The Evolution of Moscow’s China Policy From*

*Brezhnev to Yeltsin* (2001).

**- Leo Suryadinata, China and the ASEAN States: The Ethnic Chinese Dimension (2005).**

**- Kokubun Ryosei and Wang Jisi, The Rise of China and a Changing East Asian Order**

**(2004).**

**- Niklas Swanström,** *Foreign Devils, Dictatorship, or Institutional Control: China’s*

*Foreign Policy Towards Southeast Asia* (2001).

**- Rabindra Sen, China and ASEAN: Diplomacy During the Cold War and After (2002).**

**- Francine R. Frankel and Harry Harding, ed., The India-China Relationship: What the**

**United States Needs to Know (2004).**

**- Xuanli Liao, Chinese Foreign Policy Think Tanks and China's Policy Towards Japan**

**(2006).**

**- Gerrit Gong and Victor Teo, Reconceptualising the Divide: Identity, Memory and**

**Nationalism in Sino-Japanese Relations (2010).**

**- Mohamed Bin Huwaidin, China's Relations with Arabia and the Gulf, 1949-1999**

**(2002).**

**- Deborah Brautigam, Will Africa Feed China (2015).**

**- Howard W. French, China’s Second Continent (2015).**

- **Ian Taylor, China and Africa: Engagement and Compromise (2006).**

- Gaston Fornes, Alan Butt-Philip, *The China-Latin America axis:*

*Emerging Markets and the Future of Globalization* (2011).

- David B.H. Danoon, ed., *China, the United States and the Future of Latin America*.

U.S.- China relations, Vol. III (2017).

**III. Interdisciplinary/Intersectional Perspectives on China’s foreign relations:**

- Shu-Mei Shih, *Visuality and Identity: Sinophone Articulations Across the Pacific* (2007).

- Susan Brownell, Jeffrey Wasserstrom, Thomas Laqueur, *Chinese Feminities/Chinese Masculinities: A Reader* (2002).

- Robeson Taj Frazier, *The East is Black: Cold War China in the Black Radical Imagination* (2015).

**Documentary**:

*Gate of Heavenly Peace*, produced by Carma Hinton and Richard Gordon (1995)

# Written Assignments

* All written assignments should be in **12 point Times New Roman font, double-spaced, Word Document format.** Each assignment should have course title, number, student’s name, date of submission, and topic of the assignment/paper, followed by the main body of text. All pages should be numbered.
* For **footnotes and citations**, Chicago Manual Style is preferred, but APA style is also accepted. See <https://writingcenter.uconn.edu/cite-your-sources/>
* For writing resources, visit <https://writingcenter.uconn.edu>
* **Avoid plagiarism**, as it will seriously affect your academic standing. For details, see https:/lib.uconn.edu/services/ask-help/writing/plagiarism-resources/

1. **Book review** **1** (5 pages).

Read Liu Xiaohong’s book *Chinese Ambassadors: The Rise of Diplomatic Professionalism Since 1949* (HKU Press, 2001).

Write a book review addressing the following questions:

What is the thesis of this book? What are its main arguments? How is this book organized? How successful is the author in analyzing this topic? What are the shortcomings of this book, if any? How does this book contribute to our understanding of the evolution of China’s foreign policy since 1949?

This review should have your assessment of Liu Xiaohong’s main arguments, accompanied by specific examples cited from the book.

1. **Book review 2** (5 pages).

Read Serge Michel and Michel Beuret, *China’s Safari: On the trail of Beijing’s expansion in Africa* (New York: Nation Books, 2009)

Write a book review addressing the following questions:

What is the main idea of this book? How do the authors assess China’s foreign and economic policy in Africa? How successful are they in choosing/following their case studies? How trustworthy is their account and sources? How does this book contribute to our understanding of Chinese diplomacy in the developing world?

1. **Case study** (5 pages).

Choose one historical or current issue, individual, event, concept or organization related to China’s foreign policy. Write a short presentation, using essay format with citations. Your presentation should have the following elements:

* Topic
* Main argument
* Supporting arguments
* Specific examples from Chinese history or current events (with citations).
* Conclusion
* Bibliography (the list of used sources)

Use academic sources (consult JSTOR database for academic articles or book chapters), government/NGO/media sources from recognized journals, newspapers, such as *Foreign Policy, Washington Post, New York Times, South China Morning Post,* etc., or official websites, for example, PRC’s Ministry of Foreign Affairs, US-China Business Council, etc. Be ready to present your case study in class shortly before submitting it.

**An updated list of suggested websites and multi-media sources will be distributed during the first week of classes.**