

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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1 Preliminaries

Revisions to CLAS GE area questions on forms

Freshman writing

2 Approvals by the Chair

2014-100 Offer HRTS 3095 as Corporate Sustainability and Human Rights

[Full Materials](#)

Instructor: Prof. Caroline Kaeb

Short Description:

This course addresses human rights issues related to global operations of multinational corporations across different industry sectors. The course examines corporations as members of the international legal system and the regulatory landscape that governs business and human rights conduct on a global scale. Students study corporate sustainability as a function of corporate citizenship, risk management and competitive advantage with attention to corporate compliance with human rights standards, including judicial remedies, reporting mechanisms, self-regulation, multi-stakeholder collaborations, impact assessments, as well as inclusive business strategies.

3 Old Proposals

4 New Proposals

2014-091 Change Environmental Science Major

[Full Materials](#)

Current Catalog Copy:

Environmental Science

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in

environmental science and related fields.

1. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q
2. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.
3. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145
4. Capstone course: NRE 4000W
5. General Education competency requirements: Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.
6. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below. Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I – Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II – Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III – Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446; or CHEM 2241, 2242; and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; CHEM 4370, 4371

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the “College of Agriculture and Natural Resources” section of this Catalog.

Proposed Catalog Copy:

Environmental Sciences

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental sciences is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

1. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q
2. Required Courses in Introductory Environmental Sciences: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.
3. Required Courses in 2000-level or above in Environmental Sciences: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145
4. Capstone course: NRE 4000W
5. General Education competency requirements: Completion of NRE 4000W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.
6. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below. Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I – Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II – Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III – Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443,

4.1 2014-091 Change Environmental Science Major

2444, 2445 or 2446; or CHEM 2241, 2242; and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; CHEM 4370, 4371

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Sciences also offers the following concentrations through the College of Agriculture, Health and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Sciences description in the "College of Agriculture and Natural Resources" section of this Catalog.

Changes Highlighted:

Environmental ~~Science~~Sciences

The major in Environmental ~~Science~~Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental ~~science~~sciences is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental ~~science~~sciences and related fields.

1. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q
2. Required Courses in Introductory Environmental ~~Science~~Sciences: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

4.1 2014-091 Change Environmental Science Major

3. Required Courses in 2000-level or above in Environmental ~~Science~~Sciences: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145

4. Capstone course: NRE 4000W

5. General Education competency requirements: Completion of ~~GEOG 3320W~~NRE 4000W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

6. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below. Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I – Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II – Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III – Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446; or CHEM 2241, 2242; and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; CHEM 4370, 4371

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

~~Environmental Science~~Environmental Sciences also offers the following concentrations through the College of Agriculture, Health and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental ~~Science~~Sciences description in the “College of Agriculture and Natural Resources” section of this Catalog.

2014-092 Create Subject Area ENV5

Full Materials

Proposal:

To create subject area ENV5

2014-093 Add PNB 5XXX Anatomy and Physiology for Neuromonitoring

Full Materials

Proposed Catalog Copy:

5XXX. Anatomy and Physiology for Neuromonitoring

4 credits. Recommended preparation: course background in biology; Prerequisite: Instructor consent required.

Anatomy and physiology of the nervous and musculoskeletal systems.

2014-094 Add PNB 5XXY. Fundamentals of Intraoperative Neuromonitoring

Full Materials

Proposed Catalog Copy:

5XXY. Fundamentals of Intraoperative Neuromonitoring

3 credits. Prerequisite: Instructor consent required.

Overview of intraoperative neuromonitoring. Basics underlying recording of signals and discussion of main neuromonitoring modalities, common surgeries employing neuromonitoring, operating room protocols and procedures.

2014-095 Add PNB 5XXZ Applied Intraoperative Neuromonitoring

Full Materials

Proposed Catalog Copy:

5XXZ. Applied Intraoperative Neuromonitoring

2 credits. Prerequisite: Instructor consent required.

Opportunity to have experience working with the intraoperative neuromonitoring recording machines. Practice writing protocols for different modalities, and use of simulator programs to observe examples of signal acquisition.

2014-096 Change PHIL 302 Introduction to Moral Philosophy

Full Materials

Current Catalog Copy:

PHIL 302 Introduction to Moral Philosophy

Either semester. Three credits. Open to graduate students in Philosophy and to others with consent of instructor.

Introduction to ethical theory. Readings in historical and contemporary moral philosophy. Recommended for first-year graduate students.

Proposed Catalog Copy:

PHIL 5302 Introduction to Moral Philosophy

3 credits. Open to graduate students in Philosophy and to others with consent of instructor. Introduction to ethical theory. Readings in historical and contemporary moral philosophy.

Recommended for first-year graduate students.

Changes Highlighted:

PHIL ~~302~~-5302 Introduction to Moral Philosophy

~~Either semester. Three~~ 3 credits. Open to graduate students in Philosophy and to others with consent of instructor.

Introduction to ethical theory. Readings in historical and contemporary moral philosophy. Recommended for first-year graduate students.

2014-097 Add PHIL 3219W Topics in Philosophy and Human Rights (g)(s)

Full Materials

Proposed Catalog Copy:

3219W. Topics in Philosophy and Human Rights

(219) (Also offered as HRTS 3219W) Three credits. Prerequisite: One three-credit course in Philosophy or instructor consent; open to juniors or higher. With a change in content, may be repeated for credit.

What are human rights? Why are they important? Topics may include the philosophical precursors of human rights, the nature and justification of human rights, or contemporary issues bearing on human rights.

2014-098 Add PHIL 3220W Philosophical Foundations of Human Rights (g)(s)

Full Materials

Proposed Catalog Copy:

3220W. Philosophical Foundations of Human Rights

(220) (Also offered as HRTS 3220W) Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

2014-099 Crosslist PHIL 3220 with HRTS 3220

[Full Materials](#)

Current Catalog Copy:

PHIL 3220. Philosophical Foundations of Human Rights

(220) Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Bloomfield, Parekh

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

Proposed Catalog Copy:

PHIL 3220. Philosophical Foundations of Human Rights

(220) (Also offered as HRTS 3220) Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

HRTS 3220. Philosophical Foundations of Human Rights

(220) (Also offered as PHIL 3220) Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

2014-101 Add HDFS 3251 Biotechnology, Disability and the Family

[Full Materials](#)

Proposed Catalog Copy:

HDFS 3251. Biotechnology, Disability and the Family

Three credits. Prerequisite: Open to juniors or higher. Consent of instructor is required.

Politics and ethics of treating and/or preventing disabilities in reproduction and across the lifespan. Family/caregiver experiences analyzed through disability studies, medical sociology, science and technology studies, and bioethics.

2014-102 Add ANTH 3555 Archaeological Science

[Full Materials](#)

Proposed Catalog Copy:

ANTH 3555. Archaeological Science

Three credits. Open to Sophomores or higher. Consent of instructor required. ~~Hartman~~. Survey of scientific methods used to answer archaeological questions. Methods, applications and lab demonstrations.

2014-103 Add ANTH 3720 Lab Methods in Archaeological and Forensic Science

[Full Materials](#)

Proposed Catalog Copy:

ANTH 3720 Lab Methods in Archaeological and Forensic Science

1-6 credits. Consent of instructor required.

Introduction to scientific lab methods used in archaeology and forensics. Includes six stand alone modules, each dedicated to a different method.

2014-104 Add ANTH 2400 Analyzing Religion (g)(s)

[Full Materials](#)

Proposed Catalog Copy:

ANTH 2400 Analyzing Religion

Three credits.

Honors course introducing the academic study of religion. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations, including mysticism and fundamentalism. The science-and-religion debate. CA 2. CA 4-INT.

2014-105 Change HIST 3995 and 3998

[Full Materials](#)

Current Catalog Copy:

3995. Special Topics

(298) Credits and hours by arrangement. Prerequisite: Open to juniors or higher. With a change of content, may be repeated for credit. Prerequisites and recommended preparation vary.

3998. Variable Topics

(270) Three credits. Prerequisite: Open to juniors or higher. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

Proposed Catalog Copy:

3095. Special Topics

(298) Credits and hours by arrangement. Prerequisite: Open to juniors or higher. With a change of content, may be repeated for credit. Prerequisites and recommended preparation vary.

3098. Variable Topics

(270) Three credits. Prerequisite: Open to juniors or higher. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

2014-106 Add HIST 3650 History of Urban Latin America

[Full Materials](#)

Proposed Catalog Copy:

HIST 3650. History of Urban Latin America

Three credits. Open to sophomores or higher. Not open to students who have passed HIST 3995 when taught as Latin American Urban History.

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

2014-107 Crosslist HIST 3650 with URBN 3650

[Full Materials](#)

Current Catalog Copy:

HIST 3650. History of Urban Latin America

Three credits. Open to sophomores or higher. Not open to students who have passed HIST 3995 when taught as Latin American Urban History.

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

Proposed Catalog Copy:

HIST 3650. History of Urban Latin America

(Also offered as URBN 3650) Three credits. Open to sophomores or higher. Not open to students who have passed HIST 3995 when taught as Latin American Urban History.

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

URBN 3650. History of Urban Latin America

(Also offered as HIST 3650) Three credits. Open to sophomores or higher. Not open to students who have passed HIST 3995 when taught as Latin American Urban History.

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

5 Appendix of Materials

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date:
2. Department or Program: Environmental Science
3. Title of Major: Environmental Science
4. Effective Date (semester, year): Spring 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Change the title of the major from Environmental Science to Environmental Sciences

Existing Catalog Description of Major

Environmental Science

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

1. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q
2. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.
3. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145
4. Capstone course: NRE 4000W

5. General Education competency requirements: Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.
6. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I -- Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II -- Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III -- Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446; or CHEM 2241, 2242; and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; CHEM 4370, 4371

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the

College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the "College of Agriculture and Natural Resources" section of this *Catalog*.

Proposed Catalog Description of Major

Environmental Sciences

The major in **Environmental Sciences** is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the **College of Agriculture, Health and Natural Resources** or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of **environmental sciences** is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in **environmental sciences** and related fields.

1. Required courses in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q, or 1131Q, 1132Q; PHYS 1201Q, 1202Q or 1401Q, 1402Q ; STAT 1000Q, or 1100Q or 3025Q
2. Required Courses in Introductory **Environmental Sciences**: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.
3. Required Courses in 2000-level or above in **Environmental Sciences**: AH 3175, EEB 2244 or 2244W, GSCI 3020, MARN 3000, NRE 3145
4. Capstone course: NRE 4000W
5. General Education competency requirements: Completion of NRE 4000W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.
6. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

Environmental Biology - Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I -- Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II -- Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III -- Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446; or CHEM 2241, 2242; and 3332, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; CHEM 4370, 4371

Environmental Geography - Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience - Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science - Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Sciences also offers the following concentrations through the **College of Agriculture, Health and Natural Resources**: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the **Environmental Sciences** description in the "College of Agriculture and Natural Resources" section of this *Catalog*.

Justification

1. Reasons for changing the major: Environmental Sciences is an interdisciplinary program that integrates numerous disciplines with an environmental focus, including biology, chemistry, ecology, evolutionary biology, economics,

geography, geosciences, environmental health, marine sciences, natural resources, and soil sciences, among others. Changing the name from Environmental Science to Environmental Sciences most accurately describes the true interdisciplinary nature of the program.

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

5. Dates approved by

Department Curriculum Committee: 10/7/13, unanimous vote for name change

Department Faculty: 10/7/13, unanimous vote for name change

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

John C. Volin

860-486-0137

john.volin@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

University of Connecticut
Subject Area Processing Form

Requester's Information:

Name (and title): John Volin, Professor & Director
Department: Environmental Science
School/College: CAHR & CLAS
Phone: 6-0137 Email: john.volin@uconn.edu

To establish a new subject area:

Requested Name: Environmental Sciences (up to 30 characters)
Requested Abbreviation: ENVS (4 characters)
Requested Activation Date: January 13, 2015

If approval is completed January – May: Fall Semester Activation Date
If approval is completed June – December: Spring Semester Activation Date

To change the name of Subject Area:

Present Name: Environmental Science
Requested New Name: Environmental Sciences (up to 30 characters)

Changes will have a May 1 activation date, following complete approval by December 31 of the previous year, unless a delayed activation date is requested.

Delayed Activation Date: _____

To inactivate a Subject Area:

Present Name: _____

Approval Signatures:

John Volin 8/28/14 [Signature] 8/28/14
Department Head Date Dean Date

Provost's Office Date

Note: Enclose any supporting documentation regarding this request, such as meeting minutes from the School/College, indicating the approval of the requested change.

cc: Registrar
OIR

DRAFT of Graduate Certificate in Intraoperative Neuromonitoring (CIONM)

This preliminary draft is included just to give CLAS Courses and Curriculum Committee members an idea of where these courses fit into the department graduate curriculum. The courses are open to all graduate students.

The Graduate program in the Physiology and Neurobiology (PNB) Department plans to offer a Graduate Certificate in Intraoperative Neuromonitoring (CIONM). Completion of courses in CIONM will provide students with basic knowledge required to perform duties of a neuromonitoring technologist. After successfully participating in monitoring of a specific number of surgical cases, students will be eligible to participate in the national exam to be certified in Neurophysiologic Intraoperative Monitoring (CNIM Certification) conducted by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists.

Program Overview

CIONM in the Department of Physiology and Neurobiology is a six week summer program that is designed to prepare students for a career in the fast growing field of intraoperative neuromonitoring. Students that complete this certificate program will obtain necessary education needed to enter as a paid employee intern in the field of intraoperative neuromonitoring to actively participate in surgical cases that employ neuromonitoring. After completion of one hundred and fifty cases, individuals will be eligible for participation in the national exam for certification in Neurophysiologic Intraoperative Monitoring (CNIM Certification) conducted by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists. An individual with CNIM certification can join the field of intraoperative neuromonitoring as a neuromonitoring technologist and have a satisfying career that offers many benefits including many career opportunities, interaction with the orthopedic and neurosurgeons and working in the exciting and challenging operating room environment.

CIONM at the University of Connecticut consists of 9 credit hours in subjects related to intraoperative neuromonitoring which will focus on the following criteria:

- A review of anatomy of musculoskeletal systems, neuroanatomy and basic neurophysiology relevant to the field of intraoperative neuromonitoring.
- An in-depth look into the basics underlying acquisition of signals.
- Discussion of main intraoperative neuromonitoring modalities.
- Working with the neuromonitoring machines.
- Utilizing simulation programs and discussion of common troubleshooting techniques in the operating room setting.

Course Requirements

There are 9 required credits. The courses are listed below:

- Anatomy and Physiology of Intraoperative neuromonitoring -4 credits-taught over a 3 week period.
- Fundamentals of Intraoperative Neuromonitoring -3 credits-taught over a 2 week period.
- Applied Intraoperative Neuromonitoring-2 credits-taught over a week period.

These three courses will be offered in succession. Participation is by consent of the instructor. Successful completion of the Graduate Certificate Program in Intraoperative Neuromonitoring (CIONM) requires passing all three courses mentioned above, and an overall grade point average of 3.0 in all three courses.

Scheduling and Facilities

Torrey Life Sciences Building, Storrs, CT

Summer 2015

For More Information Contact:

Dr. Larry Renfro, Department Chair, Physiology and Neurobiology Department

(larry.renfro@uconn.edu)

Dr. Radmila Filipovic, Lecturer, Physiology and Neurobiology Department

(radmila.filipovic@uconn.edu)

Dr. Payam Andalib, Industry consultant

(payam.andalib@safepassagenm.com)

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 9/04/14
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Summer 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

5XXX. Anatomy and Physiology for Neuromonitoring

Four credits. Recommended preparation: course background in biology; Prerequisite: Instructor consent required.

Anatomy and physiology of the nervous and musculoskeletal systems.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PNB
2. [Course Number](#): PNB 5XXX
3. Course Title: **Anatomy and Physiology for Neuromonitoring**
4. [Number of Credits](#): 4
5. [Course Description](#) (second paragraph of catalog entry):

Anatomy and physiology of the nervous and musculoskeletal systems.

6. [Course Type](#), if appropriate:
Lecture and laboratory

Optional Items

7. [Prerequisites](#), if applicable: Instructor consent required.
8. [Recommended Preparation](#), if applicable: Course background in biology.
9. [Consent of Instructor](#), if applicable: yes
10. [Exclusions](#): None
11. [Repetition for credit](#), if applicable: N/A

12. S/U grading: N/A

Justification

1. **Reasons for adding this course:** No other graduate-level course exists that provides fundamentals in anatomy and physiology of muscular, skeletal and nervous system.
2. **Academic merit:** The purpose of this course is to introduce to students knowledge of human anatomy and physiology. The first part of course will focus on musculoskeletal anatomy followed by in- depth anatomy of the nervous system in the second part. In the laboratory part of the course students will identify major muscles and bones in human models and cadavers, dissect sheep brain and watch demonstration of dissection of preserved human brains. Preserved human brains are obtained from the University of Connecticut Health Center. Case studies, online material and demonstration of dissections of fixed human brains during laboratory will be used to integrate knowledge about structure and function of brain regions covered in lectures.
3. **Overlapping courses:** None
4. Number of students expected: 30
5. Number and size of sections: 1
6. **Effects on other departments:** There are no similar courses that exist in other departments
7. Effects on regional campuses: None
8. **Staffing:** Dr. Radmila Filipovic
9. **Dates approved by**
Department Curriculum Committee: 9/5/14
Department Faculty: 9/5/14
10. Name, Phone Number, and e-mail address of principal contact person:
Dr. Radmila Filipovic
E-mail: radmila.filipovic@uconn.edu
Phone: 1-860-486-5976.

Syllabus

A **syllabus** for the new course must be attached to your submission email.

Syllabus- 20 hours of laboratory+ 46 hours of lecture

Day 1 and 2- Musculoskeletal Anatomy:

Day 1:

- Skull Anatomy
- Thoracic wall Anatomy
- Pelvis Anatomy
- Upper Limb Anatomy

Day 2:

- Lower Limb Anatomy
- Laboratory 1- Musculoskeletal Anatomy (4 hours): students will identify major bones and muscles in human cadavers, watch video material and draw attachments of the muscles on bones in anatomy portfolio.

Day 3 – Neuroanatomy- Introduction:

- Exam 1: multiple choice questions from Musculoskeletal anatomy
- Cellular components of the nervous system (neurons and neuroglia), their structure, development and functions
- Neural transmission: Action potential generation, Axonal transport, Synaptic transmission.
- Orientational terminology of the Nervous System

Day 4- Neuroanatomy- Spinal Cord:

- Divisions of the Nervous System: Peripheral nervous system (PNS) and central nervous system (CNS)
- The autonomic Nervous system: Sympathetic and Parasympathetic Nervous Systems, Neurotransmitters, Central control of autonomic function
- Laboratory 2- Gross Anatomy of CNS: Brain and Spinal Cord (4h): students will start dissection of preserved sheep brain, observe external structures of the CNS models, preserved human brain and spinal cord, watch video material and draw CNS structures in anatomy portfolio.

Day 5- Neuroanatomy -Brain Stem, Cranial Nerves and Diencephalon:

- Brain stem
- Cranial nerves

- Diencephalon
- Laboratory 3- Anatomy of CNS: Brain Stem, Diencephalon and Cranial Nerves (4h): students will continue dissection of preserved sheep brain, observe dissection of the human brain stem, diencephalon, identify twelve cranial nerves in model and preserved brain, watch video material, resolve case studies and draw structures in anatomy portfolio.

Day 6- Neuroanatomy -Cerebellum and Basal Ganglia

- Cerebellum- structure and function
- Basal ganglia- structure and function, indirect and direct pathways of voluntary motor control

Day 7- Neuroanatomy - Thalamus

- Thalamus- structure and function
- Exam 2: multiple choice questions from lectures and laboratory

Day 8- Neuroanatomy -Motor system

- Organization of motor function: Structure of muscle spindle, Neuromuscular junction, Spinal reflexes, Descending and ascending pathways involved in motor control, Motor Homunculus, Corticospinal and corticobulbar tracts, Brainstem control of posture and movement.
- Motor control by the Cerebral Cortex, Cerebellum and Basal Ganglia.
- Laboratory 4: Anatomy of CNS: Cerebellum and Basal Ganglia (4h): students will dissect cerebellum in sheep brain, and observe dissection of the human cerebellum and basal ganglia, watch video material, resolve case studies and draw structures in anatomy portfolio.

Day 9- Neuroanatomy -Somatosensory and visual system

- Somatosensory System: Two major Sensory pathways- Medial lemniscus system and anterolateral system, Dermatomes, Higher processing of Somatosensory information, Sensory Homunculus.

- The visual system: functions of the visual system, structure of the eye and retina, visual transduction and pathway.

Day 10- Neuroanatomy –Chemical senses, auditory and vestibular system

- The chemical senses: brief overview of taste and olfaction.
- The auditory and vestibular systems: sound characteristics, ear and its components, sound transduction, auditory pathway, the vestibular system, vestibular transduction, vestibular pathway.

Day 11- Neuroanatomy –The cerebral cortex and blood supply of nervous system

- The cerebral cortex and higher functions of the nervous system: gyri, sulci, fissures, lobes, histology of neocortex, higher functions of the nervous system; EEGs and Evoked Potentials, cerebral dominance, learning and memory.
- Blood supply of the nervous system
- Laboratory 5: Anatomy of CNS: Cerebral Hemispheres (4h): students will observe major lobes, sulci, gyri in cerebral hemispheres in preserved human brain and brain model, watch video material, resolve case studies and draw structures in anatomy portfolio.

Day 12- Neuroanatomy

- Exam 3: multiple choice questions from lectures and laboratory

Evaluation:

- Three online quizzes (25 % of the grade)
- Anatomy portfolio (15 % of the grade)
- Three on site exams (60% of the grade).

Grading:

A	93-100%	C+	76-78%	D-	59-62%
A-	89-92%	C	73-75%	F	0-58%
B+	86-88%	C-	69-72%		
B	83-85%	D+	66-68%		
B-	79-82%	D	63-65%		

Required reading:

Textbooks:

1. *Lab Manual: Anatomy and Physiology for Neuromonitoring*

Author: Radmila Filipovic

2. *Clinical Neuroanatomy*, 27th Edition, Waxman S.

3. *Netter's Clinical Anatomy*, 3rd Edition, Hansen J.T.

Additional Approval

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 09/4/2014
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Summer 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

5XXY. Fundamentals of Intraoperative Neuromonitoring

3 credits. Prerequisite: Instructor consent required.

Overview of intraoperative neuromonitoring. Basics underlying recording of signals and discussion of main neuromonitoring modalities, common surgeries employing neuromonitoring, operating room protocols and procedures.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PNB
2. [Course Number](#): PNB 5XXY
3. Course Title: **Fundamentals of Intraoperative Neuromonitoring**
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry):
Overview of intraoperative neuromonitoring. Basics underlying recording of signals and discussion of main neuromonitoring modalities, common surgeries employing neuromonitoring, operating room protocols and procedures.
6. [Course Type](#), if appropriate:
Lecture

Optional Items

7. [Prerequisites](#), Instructor consent required.
8. [Recommended Preparation](#), if applicable: N/A

9. [Consent of Instructor](#), if applicable: yes
10. [Exclusions](#): None
11. [Repetition for credit](#), if applicable: N/A
12. [S/U grading](#): N/A

Justification

1. [Reasons for adding this course](#): No other graduate-level course exists at UConn that provides Fundamentals in Intraoperative Neuromonitoring. This course provides students with basic understanding of the fast growing field of neuromonitoring and offers them a potential career path.
2. [Academic merit](#): The purpose of this course is to provide students with information about Intraoperative Neuromonitoring (IONM) and electrophysiology. The first part of this course will focus on an introduction of IONM, professional organizations in IONM, basics underlying electrophysiology and obtaining neural signals, describing different modalities that are commonly tested, and describing operating room environment and working conditions. The second part of the course will provide an in-depth look at each of the common modalities described in the first portion of the course. This part of the course will conclude by introducing students to neurological exams, common neurosurgical and orthopedic surgeries that employ IONM, and definition of the role of an individual working in the field of IONM.
3. [Overlapping courses](#): None
4. Number of students expected: 30
5. Number and size of sections: 1
6. [Effects on other departments](#): There are no similar courses that exist in other departments
7. [Staffing](#): Dr. Radmila Filipovic
8. [Dates approved](#) by
Department Curriculum Committee: 9/5/14
Department Faculty: 9/5/14
9. Name, Phone Number, and e-mail address of principal contact person:
Dr. Radmila Filipovic
e-mail: radmila.filipovic@uconn.edu
phone: 1-860-486-5976.
Dr. Payam Andalib
Industry consultant
e-mail: payam.andalib@safepassagenm.com
Phone: 1-860-933-4011

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

Day 1- Introduction to IONM and Basics of Recording:

- Introduction to IONM and professional organizations.
- IONM tests.
- Operating room environment and working conditions.
- Personal Protective Equipment
- Basic concepts: electrical current and Ohm's Law, anode and cathode, resistors, capacitors, inductors and impedances, stimulating and recording electrodes, differential amplifiers, dynamic range, sensitivity, signal to noise ratio, high and low frequency filters, bandwidth, notch filter.
- 10-20 system, active and reference electrodes, channels, montages and modalities.

Day 2- Somatosensory Evoked Potentials (SSEPs):

- Generation of SSEPs.
- SSEPs features: characteristics, amplitude, stimulation repetition rate and pulse width.
- Upper SSEPs and obligate waveforms.
- Lower SSEPs and obligate waveforms.
- Affecting factors and intraoperative interpretation of SSEPs.

Day 3-Electromyograms (EMGs) and Transcranial Electrical Motor Evoked Potentials (TceMEPs):

- Generation and features of EMGs.
- Recording of EMGs.
- Affecting factors on EMGs and interpretation of them.
- Triggered EMGs and Pedicle screw stimulation: basics and procedures.
- TceMEP generation.
- TceMEP features: stimulation parameters, polarity.
- Recording of TceMEPs.
- Affecting factors and interpretation of TceMEPs.

Day 4- Brainstem Auditory Evoked Responses (BAERs):

- BAERs Generation.
- BAERs features: stimulation parameters.
- Recording of BAERs.
- Affecting factors and interpretation of BAERs.

Day 5- Electroencephalograms (EEGs) and Other Modalities:

- EEGs Generation.
- EEGs features
- Recording of EEGs.
- Affecting factors on EEGs and interpretation of them.
- Brief review of Visual Evoked Potentials, Phase Reversal, Motor and Sensory Mapping, Direct Cortical Stimulation, and other advanced neuromonitoring modalities.
- Exam 1: multiple choice questions from lectures.

Day 6- Anesthesia and Optimizing Signals:

- Anesthesia management: components of anesthesia.
- Inhalational anesthetics.
- Intravenous anesthetics.
- Neuroprotective agents.
- Effects of anesthesia regimen on neurophysiological signals.
- Artifacts and troubleshooting.
- Efficacy of monitoring.
- Noise and troubleshooting.
- IONM technical checkup list.

Day 7-Neurological Exam and Common Surgeries and Appropriate Modalities:

- A Guide to Neurological Examination.
- Common spinal and cranial surgeries that require neuromonitoring and appropriate modalities for them.
- Interactive question and answer session: a series of hypothetical surgeries with structures at risk are presented and students will participate in identifying the best suitable modalities.

Day 8- Common rules of the operating room (OR):

- Sterile field.
- Infection control.
- What is expected from a neuromonitoring technologist? After arrival in the hospital: entering OR, visiting the patient in the

pre-operative area, performing pre-operative neurological assessment, consent forms, setting up in the room, working with the staff including the anesthesia team, interaction with the supervising reading neurologist, interaction with the surgeon, significant changes and alerts, troubleshooting, patient clean up post-operation, and post-operation neurological assessment.

Day 9- OR documentation:

- OR documentation: important milestones (patient in, time out, incision, setting baselines for different modalities, closing, patient out), milestones regarding interaction with the supervising neurologist (monitor start, monitor stop), anesthesia regimen documentation, documentation of interaction with the surgeon and anesthesia team, proper documentation of significant changes and alerts, presence of bite block incases using TceMEPs.
- Importance of sharp needles count: needles in/needles out.

Day 10- Exam 2: multiple choice questions from lectures.

Evaluation:

- Three online quizzes (30 % of the grade)
- Two on site exams (70% of the grade).

Grading:

A	93-100%	C+	76-78%	D-	59-62%
A-	89-92%	C	73-75%	F	0-58%
B+	86-88%	C-	69-72%		
B	83-85%	D+	66-68%		
B-	79-82%	D	63-65%		

Required reading:

Textbook: *A Concise Guide to Intraoperative Monitoring*; authors: George Zouridakis and Andrew C. Papanicolaou, 2001 by CRC Press LLC.

Additional Approval

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 9/04/14
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Summer 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

5XXZ. Applied Intraoperative Neuromonitoring

2 credits. Prerequisite: Instructor consent required.

Opportunity to have experience working with the intraoperative neuromonitoring recording machines. Practice writing protocols for different modalities, and use of simulator programs to observe examples of signal acquisition.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PNB
2. [Course Number](#): PNB 5XXZ
3. Course Title: **Applied Intraoperative Neuromonitoring**
4. [Number of Credits](#): 2
5. [Course Description](#) (second paragraph of catalog entry):
Opportunity to have experience working with the intraoperative neuromonitoring recording machines. Practice writing protocols for different modalities, and use of simulator programs to observe examples of signal acquisition.
6. [Course Type](#), if appropriate:
Laboratory

Optional Items

7. [Prerequisites](#), if applicable: Instructor consent required.
8. [Recommended Preparation](#), if applicable: N/A
9. [Consent of Instructor](#), if applicable: yes

10. **Exclusions:** None
11. **Repetition for credit,** if applicable: N/A
12. **S/U grading:** N/A

Justification

1. **Reasons for adding this course:** This course will provide the students a chance to work with intraoperative neuromonitoring machines in a laboratory setting.

2. **Academic merit:** The purpose of this course is to provide students background information about components of neuromonitoring machines; guidance on how to use the equipment, write protocols, and to recognize and troubleshoot common sources of noise and artifacts in an operative room setting. Students will learn material through examples of real case studies that are collected during intraoperative neuromonitoring.

3. **Overlapping courses:**None

4. Number of students expected: 30

5. Number and size of sections: 1

6. **Effects on other departments:** There are no similar courses that exist in other departments

7. **Staffing:** Dr. Radmila Filipovic

8. **Dates approved by**

Department Curriculum Committee: 9/5/14

Department Faculty: 9/5/14

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

Dr. Radmila Filipovic

e-mail: radmila.filipovic@uconn.edu

phone: 1-860-486-5976.

Dr. Payam Andalib

Industry consultant

e-mail: payam.andalib@safepassagenm.com

Phone: 1-860-933-4011

Syllabus

A **syllabus** for the new course must be attached to your submission email.

Syllabus- Hybrid format: 20 hours face to face and 20 hours on Blackboard

Day 1, 2 and 3 - Simulation Lab:

This laboratory course provides an opportunity for hands on experience with the intraoperative recording machines, and a usage of simulator programs.

Topics that will be covered:

- Familiarity with the components of recording signals in the operating room.
- Basics of operation of intraoperative machine components: amplifiers and stimulation boxes.
- Opportunity to work with the intraoperative machines including writing protocols and recording different modalities.
- Opportunity to work on noise reduction techniques to enhance the appearance of the recorded signals.
- Exam 1: multiple choice questions from the laboratory.

Day 4- An overview to challenges in the operating room setting:

- Factors affecting the reliability of signals in the OR.
- Presentation of actual cases with significant changes.
- Discussion of common mistakes neuromonitoring technologists make in the OR.
- How to stand out among others with the acquired signals.
- Presentation of some surgical procedures that neuromonitoring changes can impact the course of the procedure.

Day 5- The conclusion of the program (morning session only):

- Future of Intraoperative Neuromonitoring. How advances in technology help in shaping up the future of this field.
- Exam 2: multiple choice questions from the laboratory.

Evaluation:

- Two on site exams (each constitutes to 50% of the grade).

Grading:

A	93-100%	C+	76-78%	D-	59-62%
A-	89-92%	C	73-75%	F	0-58%
B+	86-88%	C-	69-72%		
B	83-85%	D+	66-68%		
B-	79-82%	D	63-65%		

Required reading:

Textbook: *A Concise Guide to Intraoperative Monitoring* ; authors: George Zouridakis and Andrew C. Papanicolaou, 2001 by CRC Press LLC.

Lab Manual: *Laboratory Manual for Intraoperative Neuromonitoring*; author: Dr. Payam Andalib

Additional Approval

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

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 9/11/2014
2. Department requesting this course: Philosophy
3. Nature of Proposed Change: Change course number
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year):
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

None, since the course never appeared in the catalog. Here is the catalog copy approved by the CLAS C&C Committee on Nov. 12, 2002:

Phil. 302 Introduction to Moral Philosophy.
Introduction to ethical theory. Readings in historical and contemporary moral philosophy. Recommended for first-year graduate students. Either semester. Three credits. Open to graduate students in Philosophy and to others with consent of instructor.

Proposed Catalog Copy

(See information in the "Add a course" form if you have any questions regarding specific items.)

Phil. 5302 Introduction to Moral Philosophy.
Introduction to ethical theory. Readings in historical and contemporary moral philosophy. Recommended for first-year graduate students. Either semester. Three credits. Open to graduate students in Philosophy and to others with consent of instructor.

Justification

1. [Reasons for changing this course](#): To get included in the graduate catalog, this course needs a four-digit number. The course has never been taught, but was approved by CLAS C&C on Nov. 12, 2002 (see attached excerpt from minutes).

2. Effect on Department's curriculum: We plan to teach this course annually.
3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): Philosophy department faculty
7. [Dates approved](#) by
 - Department Curriculum Committee: Sept. 3, 2014
 - Department Faculty: Sept. 3, 2014
8. Name, Phone Number, and e-mail address of principal contact person:
Lionel Shapiro, 6-9470, lionel.shapiro@uconn.edu

From the minutes of Nov. 12, 2002 meeting of the CLAS C&C Committee (Bloomfield present)

2002-96 Add Phil 302: Introduction to Moral Philosophy. Approved. Catalog copy: Introduction to ethical theory. Readings in historical and contemporary moral philosophy. Recommended for first-year graduate students. Either semester. Three credits. Open to graduate students in Philosophy and to others with consent of instructor.

JUSTIFICATION

1. Reasons for adding this course:

This course is designed to introduce students to important issues and texts in moral philosophy. It will provide the familiarity with Plato, Hume, Kant, Mill, and contemporary thinkers that is presupposed in advanced work in ethical theory. Philosophy 315, Seminar in Moral Philosophy, will then become a more focused and specialized special topics seminar.

2. Academic Merit:

This course will provide a foundation for someone interested in doing advanced work in ethical theory.

3. Overlapping Courses: None.

4. Other Departments Consulted: None.

5. Number of Students Expected: 8-10

6. Number and Size of Section: 1 section with 8-10 students

7. Effects on Other Departments: None

8. Effects on Regional Campuses: None

9. Approvals Received and Dates:

Graduate Committee approved, April 2001; Department approved May 2001

10. Names and Phone Numbers of Persons for the CCC to contact: Samuel

C. Wheeler III 486 3592 Paul Bloomfield 486 3745

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 09/15/2014
2. Department requesting this course: Philosophy / Human Rights Institute
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

3219W. Topics in Philosophy and Human Rights

(219) (Also offered as HRTS 3219W) Three credits. Prerequisite: One three-credit course in Philosophy or instructor consent; open to juniors or higher. With a change in content, may be repeated for credit.

What are human rights? Why are they important? Topics may include the philosophical precursors of human rights, the nature and justification of human rights, or contemporary issues bearing on human rights.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PHIL / HRTS
2. [Course Number](#): 3219
3. Course Title: Philosophical Topics in Human Rights
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry): What are human rights? Why are they important? Topics may include the philosophical precursors of human rights, the nature and justification of human rights, or contemporary issues bearing on human rights.

Optional Items

6. [Pattern of instruction](#), if not standard: N/A
7. [Prerequisites](#), if applicable: One three-credit course in Philosophy or instructor consent
 - a. [Consent of Instructor](#), if applicable: N/A
 - b. [Open to sophomores/juniors or higher](#): open to juniors or higher
8. [Recommended Preparation](#), if applicable: N/A
9. [Exclusions](#), if applicable: N/A

10. [Repetition for credit](#), if applicable: With a change in content, may be repeated for credit.
11. [Skill codes](#) "W", "Q" or "C": W
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
13. [S/U grading](#): N/A

Justification

1. [Reasons for adding this course](#): This course adds a W variant to an existing course. Both the Philosophy Department and the Human Rights Institute are struggling to offer sufficient W courses each semester to satisfy the needs of their students. Adding the W variant to this course will thus assist majors in both departments.
2. [Academic merit](#): This course examines Human Rights issues from a philosophical perspective. A theoretically and empirically grounded undergraduate course that explores selected topics dealing with human rights and epistemology, ethics, and social/political philosophy. The W component will allow students to engage with these questions in an extended and thorough way.
3. [Overlapping courses](#): N/A
4. Number of students expected: 19, as per W course requirements
5. Number and size of sections: 1 section, 19 students
6. [Effects on other departments](#): None
7. Effects on regional campuses: None
8. [Staffing](#): Variable
9. [Dates approved](#) by
Department Curriculum Committee: HRI: 09/03/2014; Philosophy: 09/11/2014
Department Faculty: HRI: 09/03/2014; Philosophy: 09/11/2014
10. Name, Phone Number, and e-mail address of principal contact person:
Suzy Killmister, 860-990-5393, suzy.killmister@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

PHIL/HRTS 3219W: TOPICS IN PHILOSOPHY AND HUMAN RIGHTS

Professor Suzy Killmister
Office Hours: Tuesday 2-3pm
Office: Manchester Hall Room 232
Email: suzy.killmister@uconn.edu

Introduction

In this course we will critically examine arguments for the existence and importance of minority rights. Some of the questions we will consider include: How, if at all, can we justify differential treatment on the basis of group membership? What specific rights might minority groups have (i.e. self-determination, affirmative action, language rights)? What does it mean to attribute a right to a collective? How should we adjudicate conflicts between group rights and individual rights?

Course Materials

All of the required readings for this course will be available on Husky CT. If you have trouble accessing Husky CT, please contact the help desk (486-1187).

Assessment

1. WEEKLY READING SUMMARIES 30%
 - Each week you will be required to write a 1-page summary of the reading. A first draft must be submitted to me before Tuesday's class. I will distribute this to two fellow students, who will provide written comments before Thursday's class. You must submit a final draft of the reading by Friday. You must submit at least ten summaries over the course of the semester, and your best three will count towards your grade (10% per summary).
2. LONG ESSAY 70%
 - By the end of the semester you must submit a 2500 word essay, on a topic of your choosing.
 - Essay Plan: Due Week 8 5%
 - Essay Draft: Due Week 10 10%
 - Final Essay: Due Week 14 55%

Academic Misconduct and Plagiarism

Academic Misconduct in any form is violation of the University of Connecticut Student Code and will not be tolerated. Depending on the act, a student could receive an F grade on a test/assignment, an F grade for the course, and could be suspended or expelled from the University. For more details, please see the Student Code at http://www.community.uconn.edu/student_code.html

Disabilities

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Policies Concerning Make-Up Exams

Exams must be taken at the date and time that is given for the exam. Exceptions will only be made under the following conditions: (i) you contact me *before* the exam to discuss the circumstances of your absence, and (ii) you supply the proper supporting documentation immediately upon your return (proper documentation includes doctors' notes stating explicitly that you had to miss an exam or a note from the Dean in the case of personal emergencies). Failure to comply with the above conditions will result in an automatic zero on the exam.

Important Numbers

University can be a difficult time in life, but there are many services on campus that are set up to help you. The following are good sources to turn to in case of any difficulties, either academic or personal:

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- Alcohol or Other Drug Services: 486-9431 or www.aod.uconn.edu
- Dean of Students Office: 486-3426 or www.dos.uconn.edu
- The Writing Center: 486-4387 or <http://www.writingcenter.uconn.edu>

Grade Scheme

94 - 100	A
90 - 93	A-
86 - 89	B+
82 - 85	B
78 - 81	B-
74 - 77	C+
70 - 73	C
66 - 69	C-
62 - 65	D+
58 - 61	D
54 - 57	D-
< 54	F

Class Schedule

Tuesday classes will be devoted to ensuring that we all have a solid understanding of the core reading and its philosophical context. Thursday classes will be devoted to critical analysis and discussion. Most weeks, there is only one assigned reading. To get the most out of this course, I recommend doing the

assigned reading before Tuesday's class, doing it *again* before Thursday's class, and submitting the 1 page reading summary each Friday.

UNIT ONE: JUSTIFYING MINORITY RIGHTS

WEEK ONE: DIFFERENCE

IRIS YOUNG – JUSTICE AND THE POLITICS OF DIFFERENCE (CHAPTER 6)

WEEK TWO: EQUALITY

BIKHU PAREKH – RETHINKING MULTICULTURALISM (CHAPTER 8)

WEEK THREE: AUTONOMY

WILL KYMLICKA – LIBERALISM, COMMUNITY, AND CULTURE (CHAPTER 8)

WEEK FOUR: FREEDOM OF ASSOCIATION

CHANDRAN KUKATHAS – ARE THERE ANY CULTURAL RIGHTS?

WEEK FIVE: CRITICISM

BRIAN BARRY – CULTURE AND EQUALITY (CHAPTER 2)

UNIT TWO: MINORITY RIGHTS IN FOCUS

WEEK SIX: AFFIRMATIVE ACTION

WASSERSTROM – RACISM, SEXISM AND PREFERENTIAL TREATMENT

RICHARD ROTHSTEIN – WHY WE STILL NEED AFFIRMATIVE ACTION...

WEEK SEVEN: REPARATIONS

BERNIE BOXILL – THE MORALITY OF REPARATIONS II

TA-NEHISI COATES – THE CASE FOR REPARATIONS

WEEK EIGHT: **POLITICAL REPRESENTATION**
JANE MANSBRIDGE – SHOULD WOMEN REPRESENT WOMEN...

WEEK NINE: **LANGUAGE RIGHTS**
ANNA STILZ – CIVIC NATIONALISM AND LANGUAGE POLICY

WEEK TEN: **POLITICAL AUTONOMY**
JAMES TULLY – STRANGE MULTIPLICITY (CHAPTER 1)

WEEK ELEVEN: **WHOSE RIGHTS?**
KILLMISTER – RESOLVING THE DILEMMA OF GROUP MEMBERSHIP

UNIT THREE: **WHEN RIGHTS COLLIDE**

WEEK TWELVE: **WOMEN'S RIGHTS VS. MINORITY RIGHTS**
MONIQUE DEVEUX: CONFLICTING EQUALITIES?

WEEK THIRTEEN: **CHILDREN'S RIGHTS VS. MINORITY RIGHTS**
JOEL FEINBERG: THE CHILD'S RIGHT TO AN OPEN FUTURE

WEEK FOURTEEN: **THE RIGHT OF EXIT**
SUSAN MOLLER OKIN: MISTRESSES OF THEIR OWN DESTINY

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 09/15/2014
2. Department requesting this course: Philosophy / Human Rights Institute
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

3220W. Philosophical Foundations of Human Rights

(220) (Also offered as HRTS 3220W) Three credits. Prerequisite: At least one of [PHIL 1101](#), [1102](#), [1103](#), [1104](#), [1105](#), [1106](#), or [1107](#).

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PHIL / HRTS
2. [Course Number](#): 3220W
3. Course Title: Philosophical Foundations of Human Rights
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry): Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

Optional Items

6. [Pattern of instruction](#), if not standard: N/A
7. [Prerequisites](#), if applicable: At least one of [PHIL 1101](#), [1102](#), [1103](#), [1104](#), [1105](#), [1106](#), or [1107](#).
 - a. [Consent of Instructor](#), if applicable: N/A
 - b. [Open to sophomores/juniors or higher](#): N/A
8. [Recommended Preparation](#), if applicable: N/A
9. [Exclusions](#), if applicable: N/A
10. [Repetition for credit](#), if applicable: N/A
11. [Skill codes](#) "W", "Q" or "C": W
12. University General Education Content Area(s), if any: CA1
 - a. If Content Area 1, specify a CLAS area, A-E: D

b. Justification for inclusion in CLAS area, A-E: This course requires students to analyze and critique claims about the existence, foundation and content of human rights.

(Please consult [CLAS guidelines](#) for areas A-E.)

13. [S/U grading](#): N/A

Justification

1. [Reasons for adding this course](#): This course adds a W variant to an existing course (PHIL 3220 – currently being cross-listed with HRTS). Both the Philosophy Department and the Human Rights Institute are struggling to offer sufficient W courses each semester to satisfy the needs of their students. Adding the W variant to this course will thus assist majors in both departments.

2. [Academic merit](#): This course critically examines the philosophical foundation of human rights, including the question of whether such foundations are necessary for the successful practice of human rights. The W component will allow students to engage with these questions in an extended and thorough way.

3. [Overlapping courses](#): N/A

4. Number of students expected: 19, as per W course requirements

5. Number and size of sections: 1 section, 19 students

6. [Effects on other departments](#): None

7. Effects on regional campuses: None

8. [Staffing](#): Variable

9. [Dates approved](#) by

Department Curriculum Committee: HRI: 09/03/2014; Philosophy: 09/11/2014

Department Faculty: HRI: 09/03/2014; Philosophy: 09/11/2014

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

Suzy Killmister, 860-990-5393, suzy.killmister@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

PHIL 3320W: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS

Professor Suzy Killmister
Office Hours: Tuesday/Thursday 9-10am
Office: Manchester Hall Room 232
Email: suzy.killmister@uconn.edu

Introduction

This course is comprised of three units. 1) *The Nature of Rights*. In this unit we will unpack the concept of rights, looking in particular at the relationship between rights and duties. 2) *Philosophical Foundations of Human Rights*. We will start this unit by surveying some of the philosophical precursors to human rights, before examining a number of competing philosophical justifications for human rights. 3) *Challenging Philosophical Justifications*. In this unit we will consider a number of challenges to the coherence and utility of philosophical justifications for human rights. These objections range from the invocation of cultural pluralism, to the purported irrelevance of philosophical foundations for human rights in the world today.

Course Materials

All of the required readings for this course will be available on Husky CT. If you have trouble accessing Husky CT, please contact the help desk (486-1187).

Assessment

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 - Each week you will be required to write a 1-page summary of the reading. A first draft must be submitted to me before Tuesday's class. I will distribute this to two fellow students, who will provide written comments before Thursday's class. You must submit a final draft of the reading by Friday. You must submit at least ten summaries over the course of the semester, and your best three will count towards your grade (10% per summary).
2. LONG ESSAY 70%
 - By the end of the semester you must submit a 2500 word essay, on a topic of your choosing.
 - Essay Plan: Due Week 8 5%
 - Essay Draft: Due Week 10 10%
 - Final Essay: Due Week 14 55%

***Important:** I will not be accepting late assignments. If you have a medical or other issue which will prevent you from submitting an assignment on time, you must provide documentation and make alternative arrangements with me *before* the assignment is due.

Academic Misconduct and Plagiarism

Academic Misconduct in any form is violation of the University of Connecticut Student Code and will not be tolerated. Depending on the act, a student could receive an F grade on a test/assignment, an F grade for the course, and could be suspended or expelled from the University. For more details, please see the Student Code at http://www.community.uconn.edu/student_code.html

Disabilities

If there are any students in this class who have special needs because of learning disabilities, please make arrangements with me in the first two weeks of class.

Policies Concerning Make-Up Exams

Exams must be taken at the date and time that is given for the exam. Exceptions will only be made under the following conditions: (i) you contact me *before* the exam to discuss the circumstances of your absence, and (ii) you supply the proper supporting documentation immediately upon your return (proper documentation includes doctors' notes stating explicitly that you had to miss an exam or a note from the Dean in the case of personal emergencies). Failure to comply with the above conditions will result in an automatic zero on the exam.

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78 - 81	B-
74 - 77	C+
70 - 73	C
66 - 69	C-
62 - 65	D+
58 - 61	D
54 - 57	D-
< 54	F

Reading Schedule

UNIT 1: THE NATURE OF RIGHTS

WEEK ONE: INTRODUCTION

- Joel Feinberg 'The Nature and Value of Rights'

WEEK TWO: WHAT ARE RIGHTS?

- Judith Thomson, *The Realm of Rights*, Chapter One: 'Claims, Privileges, Powers'

WEEK THREE: FROM RIGHTS TO HUMAN RIGHTS

- Jack Donnelly, *Universal Human Rights in Theory and Practice*, Chapter One: 'The Concept of Human Rights'

WEEK FOUR: HUMAN RIGHTS AND DUTIES

- Henry Shue, *Basic Rights*, Chapter Two: 'Correlative Duties'

*UNIT 2: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS***WEEK FIVE: NATURAL LAW (PART ONE)**

- Laing and Wilcox (eds), *The Natural Law Reader*, Chapter 2.2: 'Early Christian and Medieval'

WEEK SIX: NATURAL LAW (PART TWO)

- Laing and Wilcox (eds), *The Natural Law Reader*, Chapter 2.3: 'Early Modern'

WEEK SEVEN: AGENCY (PART ONE)

- James Griffin 'First Steps in an Account of Human Rights'

WEEK EIGHT: AGENCY (PART TWO)

- Alan Gewirth 'The Basis and Content of Human Rights'

WEEK NINE: CAPABILITIES

- Martha Nussbaum 'Capabilities and Human Rights'

WEEK TEN: DIGNITY

- Doris Schroeder, 'Human Rights and Human Dignity'

*UNIT 3: CHALLENGING PHILOSOPHICAL FOUNDATIONS***WEEK ELEVEN: ARE HUMAN RIGHTS EUROCENTRIC?**

- Virginia Leary, 'The Effect of Western Perspectives on International Human Rights'

WEEK TWELVE: ARE HUMAN RIGHTS PATRIARCHAL?

- Catherine MacKinnon, 'Are Women Human?'

WEEK THIRTEEN: EMBRACING HEGEMONY / ABANDONING FOUNDATIONS

- Richard Rorty 'Human Rights, Rationality and Sentimentality'

WEEK FOURTEEN: THE POLITICAL TURN

- Charles Beitz, *The Idea of Human Rights*, Chapter Five: 'A Fresh Start'

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: 9/11/2014
2. Department initiating this proposal: Philosophy
3. Effective Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy/Copies

3220. Philosophical Foundations of Human Rights

(220) Three credits. Prerequisite: At least one of [PHIL 1101](#), [1102](#), [1103](#), [1104](#), [1105](#), [1106](#), or [1107](#). *Bloomfield, Parekh*

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

Proposed Catalog Copy/Copies

(See information in the "Add a course" form if you have any questions regarding specific items.)

3220. Philosophical Foundations of Human Rights

(220) (Also offered as HRTS 3220)

Three credits. Prerequisite: At least one of [PHIL 1101](#), [1102](#), [1103](#), [1104](#), [1105](#), [1106](#), or [1107](#).

Ontology and epistemology of human rights investigated through contemporary and/or historical texts. CA 1.

Justification

1. [Reasons for adding this course if it is new](#):
2. Reasons for cross listing this course: PHIL 3220 is set to be included as a core course in the Human Rights major, and cross-listing will indicate the centrality of human rights content to the course.
3. Does the title or [course description](#) clearly indicate that the course is appropriate to list under all headings? Yes
4. [Effects on other departments](#): Seats are already typically reserved for human rights majors when PHIL 3220 is taught, so there should be no negative effect for the philosophy department.
5. Effects on regional campuses: None
6. [Staffing](#): variable

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

Philosophy Department
Human Rights Institute

2. For each department or program, list the [dates of approval](#) by the appropriate departmental or program review process (see [Note Q](#)):

Department or Program Curriculum Committee:
Philosophy: 9/11/2014
Human Rights Institute: 9/3/2014

Department or Program Faculty:
Philosophy: 9/11/2014
Human Rights Institute: 9/11/2014

Department or Program Head:

Philosophy: Don Baxter 9/11/1014
Human Rights Institute: Emma Gilligan 9/11/2014

3. Name, Phone Number, and e-mail address of principal contact person:
Suzy Killmister, 860-990-5393, suzy.killmister@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)

Last revised: September 24, 2013

Understanding the unique character of special topics courses: 'Special Topics', in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of **variable topics** (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

Note: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: 09/11/2014
2. Semester and year this xx95 course will be offered: Spring 2015
3. Department: Business Law-Human Rights
4. Course number and title proposed: Corporate Sustainability and Human Rights
5. Number of Credits: 3
6. Instructor: Caroline Kaeb

7. Instructor's position: **Assistant Professor of Business Law and Human Rights Institute**

(**Note:** in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? If yes, when? **Fall 2014 as an HRTS variable topics course**

9. Is this a () 1st-time, () 2nd-time, () 3rd-time request to offer this topic?

10. Short description:

This course addresses human rights issues related to global operations of multinational corporations across different industry sectors. The course examines corporations as members of the international legal system and the regulatory landscape that governs business and human rights conduct on a global scale. Students study corporate sustainability as a function of corporate citizenship, risk management and competitive advantage with attention to corporate compliance with human rights standards, including judicial remedies, reporting mechanisms, self-regulation, multi-stakeholder collaborations, impact assessments, as well as 'inclusive' business strategies.

11. Please attach a sample/draft syllabus to first-time proposals. **Please see attached.**

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: **HRTS curriculum comm mtg, 3 sept 2014**

Department Faculty:

14. Name, Phone Number, and e-mail address of principal contact person: **Samuel Martínez (HRTS DUS), 6-4515, samuel.martinez@uconn.edu**

Supporting Documents

If required, attach a syllabus and/or instructor CV to your submission email in separate documents.

(syllabus attached as a separate document)

UNIVERSITY OF CONNECTICUT

CORPORATE SUSTAINABILITY PRACTICES AND HUMAN RIGHTS

Fall 2014

Caroline Kaeb, Assistant Professor

MW 3:30 to 4:45, BUSN 227

This course addresses sustainability issues related to global operations of multinational corporations across different industry sectors, with particular focus on the human rights impact of global business. The class examines corporations as members of the international legal system and the regulatory landscape that governs business and human rights conduct on a global scale. Students will study corporate sustainability practices as a function of corporate citizenship, risk management and competitive advantage. The course uses case studies to provide a portfolio of tools to ensure corporate compliance with human rights standards, including judicial remedies, reporting, self-regulation, multi-stakeholder collaborations, impact assessments, as well as ‘inclusive’ business strategies.

Materials: All readings are on Blackboard and are listed in the syllabus below. It is important that you read the assigned readings prior to class as you will be expected to discuss them during the course of each session. There are also posted some OPTIONAL readings. These may prove helpful for a deeper understanding of the topic, and they are all good reading in any event to give you more in-depth perspectives if you are interested. I may sometimes refer to them in class discussions but that does *not* mean you are expected to have read the OPTIONAL documents. Guest speakers featuring leading experts in the legal, corporate, and U.N. field occasionally may appear by video conference in the classroom.

Requirements: There are four graded components to this course.

1. Midterm examination: There will be an in-class mid-term exam. The exam may consist of multiple choice, short answers or essays.
2. Final examination: There will be an in-class final exam given at the end of the course. The exam may consist of multiple choice, short answers or essays. The last class will be a review session for the final exam.
3. LAB Assignments: There will be two graded in-class LAB assignments in groups of two students over the course of the semester. (For specific dates, please see the syllabus below.) The student groups will receive the precise topic and instructions two weeks in advance of the exercise. Each team of two has 10 minutes to present their findings in class.

4. Class participation: Students are required to participate verbally in class, as this will be a relatively small class allowing full attention to each student's views. Students will be graded on overall class participation during the term, but not on the accuracy of expressed views. The point is to engage, even if your information proves to be in error or if your views meet opposition in the discussion.

Grading:

The following percentage points will be assigned to each component of the student's final grade:

Assignment	
Mid-Term Exam	20%
Final Exam	50%
LAB work	20%
Class Participation	10%
Total	100%

Office hours: By appointment. I am also available via email at caroline.kaeb@business.uconn.edu for any questions and concerns that you may have.

SYLLABUS

INTRODUCTION

Monday, August 25 (Read by August 27)

Business & human rights in a global economy: comparative industry review

- Wells and Elias, *Catching the Conscience of the King: Corporate Players on the International Stage*, in NON-STATE ACTORS AND HUMAN RIGHTS 143-50 (Philip Alston ed., 2005)
- Office of the High Commissioner for Human Rights, *Human Rights Translated: A Business Reference Guide*, 9-11, 13-19, 43-46, 53-55
- OPTIONAL: Archie Carroll, *The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders*, BUSINESS HORIZONS 39-43 (1991)

Wednesday, August 27

What is the social responsibility of corporations?

- Milton Friedman (1970): "The Social Responsibility of Business is to Increase its Profits," *New York Times Magazine*, September 13, 1970.
- Aneel Karnani, *The Case Against Social Responsibility*, WALL STREET JOURNAL, August 23, 2010
- Michael Kerr et al, *Corporate Social Responsibility: A Legal Analysis: A Brief Historical Excuse*, 56-61 (2009)
- *UK Companies Act (2006), Article 172 (1)*

POLICY MAKING

Wednesday, September 3

Regulation vs. voluntarism

- Philip Alston and Ryan Goodman, *Transnational Business and Human Rights: Towards 'Regulation,'* in INTERNATIONAL HUMAN RIGHTS, 1468-79, 1489-92 (2012)
- John Ruggie, A UN Business and Human Rights Treaty Update, HARVARD KENNEDY SCHOOL (2014)
- LATHAM & WATKINS LLP, THE IMPORTANCE OF VOLUNTARISM
- OPTIONAL: 2014 Edelman Trust Barometer, pages 1-4

Monday, September 8

The U.N. approach to business & human rights: early origins, evolution, and methodology

- Scott Jerbi, Business and Human Rights at the UN: What might happen next? 31 HUMAN RIGHT QUARTERLY, 299-301, 304-16 (2009)
- John Ruggie, *Human Rights Policies and Management Practices of Fortune Global 500 Firms: Results of a Survey*, HARVARD UNIVERSITY, JOHN F. KENNEDY SCHOOL OF GOVERNMENT
- Overview of the UN Global Compact, <http://www.unglobalcompact.org/AboutTheGC/>
- *After the Signature: A Guide to Engagement in the United Nations Global Compact*, UNITED NATIONS GLOBAL COMPACT OFFICE, 19-20 (Section on the Communication on Progress (COP))

LAW

SOFT LAW

Wednesday, September 10

John Ruggie's UN Framework on Business & Human Rights

- Protect, Respect and Remedy: A Framework for Business and Human Rights: Report of the Special Representative of the Secretary-General on the issue of human rights and transnational corporations and other business enterprises, U.N. GAOR, 8th session, U.N. Doc. A/HRC/8/5 (2008)
- Robert McCorquodale, *International Human Rights Law Perspective on the UN Framework and Guiding Principles on Business and Human Rights*, in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS 51-67, 72-78 (Lara Blecher et al., 2014)

Monday, September 15

International standards on corporate responsibility I

- A. Clapham, Human Rights Obligations of Non-State Actors 201-18 (2006)
- OECD GUIDELINES FOR MULTINATIONAL ENTERPRISES (2011 Edition) at 3-4 (Foreword), 17-20 (Concepts and Principles & General Policies), 47-50 (Combating Bribery), 71-74 (National Contact Points)
- ILO TRIPARTITE DECLARATION OF PRINCIPLES CONCERNING MULTINATIONAL ENTERPRISES AND SOCIAL POLICY, Governing Body of the ILO, 204th Sess. (1977), last amended 295th Sess. (2006)
- OPTIONAL: Final Statement by the UK National Contact Point for the OECD Guidelines for Multinational Enterprises: AFRIMEX (UK) LTD (2008).

Wednesday, September 17

International standards on corporate responsibility II

- John Applegate, The Taming of the Precautionary Principle, 27 WILLIAM & MARY ENVIRONMENTAL & POLICY REVIEW, 13-21 (2002)
- Andrew Clapham, *The Complexity of International Criminal Law: Looking Beyond Individual Responsibility to the Responsibility of Organizations, Corporations and States*, in FROM SOVEREIGN IMPUNITY TO INTERNATIONAL ACCOUNTABILITY: THE SEARCH FOR JUSTICE IN A WORLD OF STATES 233-45 (R. Malcontent & T. Thakur eds., 2004).
- OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, pages 6-19
- *UN Convention Against Corruption: Summary*, TRANSPARENCY INTERNATIONAL
- OPTIONAL: David Scheffer, *The Ethical Imperative of Curbing Corporate Tax Avoidance*, 27 ETHICS AND INTERNATIONAL AFFAIRS, 361-69 (2013)

HARD LAW

Monday, September 22

Home country regulation, United States: Alien Tort Statute, Foreign Corrupt Practices Act

- Kevin Davis, *Why does the United States Regulate Foreign Bribery: Moralism, Self-Interest, Altruism?*, 67 NYU Annual Survey of American Law, 497-512 (2012)
- Donald Kochan, *Corporate Social Responsibility in a Remedy-Seeking Society: A Public Choice Perspective*, CHAPMAN LAW REVIEW, 452-63 (2014)
- Peter Henner, *Human Rights and the Alien Tort Statute* 58-59, 72-88, 93-96 (2009)
- OPTIONAL: Philip Alston and Ryan Goodman, *Transnational Business and Human Rights: Note [on extraterritorial regulation]*, in INTERNATIONAL HUMAN RIGHTS, 1495-96 (2012).

Wednesday, September 24

Home country regulation, Europe: Corporate criminal liability, Brussels I Regulation

- Jan Wouters & Leen Chanet, *Corporate Human Rights Responsibility: A European Perspective*, 6 Nw. U. J. Int'l Hum. Rts. 272-82, 294-302 (2008)
- Caroline Kaeb & David Scheffer, *The Paradox of Kiobel in Europe*, AMERICAN JOURNAL OF INTERNATIONAL LAW, 852-57 (2013)
- William Laufer, *Corporate Bodies and Guilty Minds*, 44-48 (2006)
- OPTIONAL: Council Regulation (EC) No 44/2001 of 22 December 2000 on Jurisdiction and the Recognition and Enforcement of Judgments in Civil and Commercial Matters ('Brussels I Regulation')

Monday, September 29

Human rights litigation against corporations I

- Abdullahi v. Pfizer, Inc., 562 F.3d 16 (2nd Cir. 2009)
- Pfizer law suit (re Nigeria), BUSINESS & HUMAN RIGHTS RESOURCE CENTER

- Corrie v. Caterpillar, Inc., 503 F.3d 974 (9th Cir. 2007)
- OPTIONAL: Check out the website of the Business and Human Rights Resource Center; its “Corporate Accountability Project” provides the most comprehensive collection of related information, tools, and sources. See specifically the list of corporate accountability law suits based on company, country where the law suit was filed, country where the abuses took place, and issues, <http://business-humanrights.org/en/corporate-legal-accountability/case-profiles>

Wednesday, October 1

Human rights litigation against corporations II

- *Kiobel v. Royal Dutch Petroleum*, 569 U. S. ____ (2013) (majority opinion, pp. 1-14)
- Oona A. Hathaway, *Kiobel Commentary: The door remains open to “foreign squared” cases*, SCOTUS Blog (April 18, 2013)
- *Flomo v. Firestone*, 7th Circuit, pp. 1017-23 (11 July 2011)
- *SETTLEMENT AGREEMENT AND MUTUAL RELEASE, WIWA V. ROYAL DUTCH PETROLEUM CO.* (S.D.N.Y JUNE 8, 2009)

Monday, October 6

Lab Day I (Litigation simulation, *Doe v. Nestle*)

THE BUSINESS CASE FOR CSR

Wednesday, October 8

Market-based approach to CSR: motivational drivers

- DAVID VOGEL, *THE MARKET FOR VIRTUE: THE POTENTIAL AND LIMITS OF CORPORATE SOCIAL RESPONSIBILITY* 16-35 (2005)
- MICHAEL KERR ET AL, *CORPORATE SOCIAL RESPONSIBILITY: A LEGAL ANALYSIS* 41-51, 553-59 (2009)
- OPTIONAL: Terry O’Collaghan, *Disciplining Multinational Enterprises: The Regulatory Power of Reputation Risk*, 21 *GLOBAL SOC’Y* 100-10 (2007)

Monday, October 13

The competitive advantage of CSR and Shared Value

- Michael E. Porter and Mark R. Kramer, *The Link Between Competitive Advantage and Corporate Social Responsibility*, *HARVARD BUSINESS REVIEW* 1-14 (December 2006)
- Andrews Crane et al., *Contesting the Value of “Creating Shared Value,”* 56 *California Management Review* 130-153 (2014)
- OPTIONAL: Lynn Stout, *The Shareholder Value Myth* 1-12 (2012)

CORPORATE STRATEGY

Wednesday, October 15

Corporate philanthropy, corporate social responsibility, and social innovation strategies

- Sarah Altschuller, *An Attorney's Perspective on Corporate Social Responsibility and Corporate Philanthropy*, in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS 471-79, 482-86 (Blecher et al. eds., 2014)
- Shrutri Rana, *From Making Money Without Doing Evil to Doing Good Without Handouts: The Google.org Experiment in Philanthropy*, 3 JOURNAL OF BUSINESS LAW AND TECHNOLOGY 87-96 (2008)
- Geoffrey Heal, *When Principles Pay: Corporate Social Responsibility and the Bottom Line*, 96-112 (2008)
- OPTIONAL: Corporate Social Responsibility at Cisco, Connected Healthcare, <http://csr.cisco.com/pages/healthcare>

Monday, October 20

(Public) Benefit Corporations

- Andrew Kassoy and Nathan Gilbert, *B Corporations: Redefining Success in Business*, in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS 447-470 (Lara Blecher et al., 2014)
- Sharon Lincoln (Foley & Hoag), *Delaware Enacts Benefit Corporation* (2013)
- Certified B Corporation, B Lab, Ben & Jerry's, <http://www.bcorporation.net/community/ben-jerrys> (Please also briefly skim the following two weblinks on the site: Ben & Jerry's Full Impact Assessment – 2012; Ben & Jerry's Disclosure Questionnaire)

Wednesday, October 22

Corporate self-regulation: codes of conducts

- Ralph Steinhardt, *The New Lex Mercatoria*, in NON-STATE ACTORS AND HUMAN RIGHTS 180-87 (Philip Alston ed., 2005)
- Betsy Stevens, *Corporate Ethical Codes: Effective Instruments for Influencing Behavior*, 78 JOURNAL OF BUSINESS ETHICS 601-07 (2008).
- Apple Inc., supplier code of conduct
- TOTAL S.A., SOCIETY AND ENVIRONMENT REPORT 2011, 29-31
- OPTIONAL: David Kinley, Junko Tadaki, *From Walk to Talk: The Emergence of Human Rights Responsibilities for Corporations at International Law*, 44 VIRGINIA JOURNAL OF INTERNATIONAL LAW 952-60 (section G “The Impact of Soft Law: Corporate Codes of Conduct”) (2004)

Monday, October 27

Multi-stakeholder initiatives

- Summary Report of SRSB Consultation: Improving the Human Rights Performance of Business Through Multi-Stakeholder Initiatives 1-12 (2007)
- Chang, Victoria and Glenn R. Carroll, *Monitoring Factories Around the Globe: The Fair Labor Association and The Workers' Rights Consortium*, STANFORD GRADUATE SCHOOL OF BUSINESS (2008)
- Examples:
 - Global Network Initiative: www.globalnetworkinitiative.org

- Voluntary Principles on Security and Human Rights: <http://www.state.gov/j/drl/vp/>
- Kimberly Process: <http://www.kimberleyprocess.com>
- The Equator Principles: <http://www.equator-principles.com/index.php/about-ep/about-ep>

CORPORATE IMPLEMENTATION

Wednesday, October 29

Risk management: human rights due diligence and impact assessment

- Mark B, Taylor et al., *Corporate Social Responsibility Initiative, Due Diligence for Human Rights: A Risk-Based Approach*, 53 WORKING PAPER 1-9, 15-23 (2009)
- Ester Schouten, *Road-testing the Human Rights Compliance Assessment Tools*, in: EMBEDDING HUMAN RIGHTS IN BUSINESS PRACTICE II 64-70 (United National Global Compact ed., 2007)
- Robert McCorquodale, *International Human Rights Law Perspective on the UN Framework and Guiding Principles on Business and Human Rights* (Section on due diligence), in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS 68-72 (Lara Blecher et al., 2014)
- *Human Rights Compliance Assessment: Quick Check*, 4-8 THE DANISH INSTITUTE FOR HUMAN RIGHTS (OPTIONAL: If you are interested, skim the remainder of the “quick check” to get a sense about the diagnostic questions that are used to help companies to identify and manage their human rights risks.)

Monday, November 3

Integrating CSR and sustainability issues at the corporate level

- Guiding Principles on Business and Human Rights: Implementing the United Nations 'Protect, Respect and Remedy' Framework, A/HRC/17/31, 13-22(2011)
- *A Guide for Integration Human Rights Issues into Business Management*, BUSINESS LEADERS INITIATIVE ON HUMAN RIGHTS, OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER ON HUMAN RIGHTS 6-11, 23-27 (2006) (See also corresponding online compliance tool at <http://www.integrating-humanrights.org/structure> and http://www.integrating-humanrights.org/about_all_steps (especially the sections ‘structure’ and ‘all steps’))
- Allen White, *Business for Social Responsibility, The Stakeholder Fiduciary: CSR, Governance, and the Future of Boards* 3-9 (2006)

Wednesday, November 5

Corporate compliance structures: Case study, Daimler AG (monitoring costs; the role of principles vs. rules)

- Daimler AG, Sustainability Report 2012, 13 (“Materiality Index”), 34-39, 52-59, (skim) 86-98
- Daimler “Compliance and Integrity” structure, <http://www.daimler.com/company/corporate-governance/integrity-and-compliance>

- Donald C. Langevoort, *Monitoring: The Behavioral Economics of Corporate Compliance with Law*, COLUM. BUS. L. REV. 71, at 11-13 (section on “From Compliance to Integrity”) (2002)
- UN GLOBAL COMPACT, BLUEPRINT FOR CORPORATE SUSTAINABILITY LEADERSHIP 4-12 (2010)

Monday, November 10

Non-financial disclosure and reporting

- Investing the Rights Way: A Guide for Investors on Business and Human Rights, Institute for Human Rights and Business, 53-56 (2013)
- Summary Report of the responses received to the EU Public Consultation on Disclosure of Non-Financial Information by Companies (April 2011)
- Jonathan Drimmer & Noah Phillips, *Sunlight for the Heart of Darkness: Conflict Minerals and the First Wave of SEC Regulation of Social Issues 7-17* (2011)
- OPTIONAL: *Towards Integrated Reporting*, INTERNATIONAL INTEGRATED REPORTING COMMITTEE (IIRC) 6, 9, 13 (2011)

CASE STUDIES

Wednesday, November 12

Human rights in supply chain management: Case study, Rana Plaza factory collapse (Bangladesh)

- Sarah Labowitz and Dorothee Baumann-Pauly, Business as Usual is Not an Option, NYU Stern, Center for Business and Human Rights 9-29 (2014)
- Caroline Kaeb, *Going Beyond the Letter of the Law: Lessons from Europe on Corporate Accountability*, 2014 Kellogg School of Management/Aspen Institute Business and Society Leadership Summit
- Accord on Fire and Building Safety (May 13, 2013) (see also website, at <http://www.bangladeshaccord.org/>)

Monday, November 17

Human rights in information communication technology: Case study, Yahoo! and Google in China

- Movie: Inside Google’s mind.
- David Scheffer and Caroline Kaeb, *The Five Levels of CSR Compliance...The Case of Google in China*, 29 BERKELEY J. INT’L L. 151-166 (2010)
- Sucher, Sandra J. and Daniel Baer, *Yahoo! in China (A)*, HARVARD BUSINESS SCHOOL (2009).
- Hillary Clinton, Remarks on Internet Freedom (The Hague, December 8, 2011)
- OPTIONAL: Yahoo!, Business & Human Rights Program, <http://yahoobhrp.tumblr.com/>

Wednesday, November 19

Lab Day II (Drafting of industry-specific code of conduct)

Monday, December 1

Recent developments in the news

Each student should examine media reports of the prior week and identify a recent corporate compliance event or problem that interests him or her and prepared to engage in a class discussion about the character of the event or problem in the context of what the student has learned in the class.

Wednesday, December 3

Review session

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 9/11/14
2. Department requesting this course: HDFS
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

HDFS 3251. Biotechnology, Disability and the Family. Three credits. Prerequisite: Open to juniors or higher. Consent of instructor is required. Politics and ethics of treating and/or preventing disabilities in reproduction and across the lifespan. Family/caregiver experiences analyzed through disability studies, medical sociology, science and technology studies, and bioethics.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): HDFS
2. [Course Number](#): 3251
3. [Course Title](#): Biotechnology, Disability and the Family
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry): Politics and ethics of treating and/or preventing disabilities in reproduction and across the lifespan. Family/caregiver experiences analyzed through disability studies, medical sociology, science and technology studies, and bioethics.

Optional Items

6. [Pattern of instruction](#), if not standard:
7. [Prerequisites](#), if applicable:
 - a. [Consent of Instructor](#), if applicable: Consent of instructor
 - b. [Open to sophomores/juniors or higher](#): Open to juniors or higher
8. [Recommended Preparation](#), if applicable: NA
9. [Exclusions](#), if applicable: NA
10. [Repetition for credit](#), if applicable: NA
11. [Skill codes](#) "W", "Q" or "C": NA
12. University General Education Content Area(s), if any: NA
 - a. If Content Area 1, specify a CLAS area, A-E: NA
 - b. Justification for inclusion in CLAS area, A-E: NA
(Please consult [CLAS guidelines](#) for areas A-E.)
13. [S/U grading](#): NA

Justification

1. **Reasons for adding this course:** To the instructor's knowledge, no course that draws together disability studies and science and technology studies to examine family/caregiver experiences exists at Uconn. It also covers issues not currently addressed in the HDFS curriculum, as well as expands disability studies courses at UCONN. There is a growing interest in disability studies at UCONN and both departments in which I hold appointments (WGSS and HDFS) have an interest in formalizing it.

2. **Academic merit:** The goal of this course is to examine the implications and ethics of the wide range of medical technologies available to mitigate and/or eradicate certain disabilities, the choices families face with regard to using such technologies (from reproduction to end-of-life care), and the variety of stakeholders and viewpoints on these issues. It will be situated at the intersection of science & technology studies (STS), disability studies (DS) and family studies. A central goal of STS is to situate scientific claims/knowledge in a social and historical context and show how science and technology are deployed in particular cultural and institutional circumstances. DS seeks to emphasize the social, political, and economic factors of disability, as well as highlight the experiences of people with disabilities. STS and DS will be brought together in this course to investigate these issues within the context of the family, i.e. controversies and/or practices surrounding reproduction, reproductive technologies, parenthood, and caring for children with disabilities, treating disabilities throughout the lifespan, as well as end-of-life care and ethical debates over medical intervention when the probability of disability is imminent.

3. **Overlapping courses:**
4. Number of students expected: 25-50
5. Number and size of sections: 1
6. **Effects on other departments:** Appeal is interdisciplinary
7. Effects on regional campuses: Can be taught at regional campuses with proper staffing.
8. **Staffing:** Laura Mauldin
9. **Dates approved** by
Department Curriculum Committee: 4/2/14
Department Faculty: 4/9/14
10. Name, Phone Number, and e-mail address of principal contact person:
Steve Wisensale, 860 486-4576, steven.wisensale@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

HDFS 3098
Biotechnology, Disability and the Family
Fall 2014
Storrs Hall 002
T/TH 3:30-4:45

Instructor: Laura Mauldin

Office Hours: Thursdays from 1-2 and by appointment

Office: Family Studies Building, 317

Email: laura.mauldin@uconn.edu

Course Description:

This course looks at the range of medical technologies available to mitigate and/or eradicate certain disabilities, how these are experienced in the context of the family, and the variety of stakeholders and viewpoints on these issues. In the field of Disability Studies (DS), disability is not defined as a physical deficit or medical problem inherent in certain bodies or brains, but rather as a social construct and social problem. Science & Technology Studies (STS) situates scientific claims/knowledge in a social and historical context and shows how scientific knowledge and biotechnologies are deployed in particular cultural and institutional circumstances. STS and DS will be brought together in this course to investigate these issues within the context of the family.

Students with Disabilities

This class will reflect and value that everyone learns differently. I am committed to making your learning experience as accessible as possible and to addressing any accessibility issues that arise during the course. Furthermore: The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Required Text

Surgically Shaping Children: Technology, ethics, and the pursuit of normality edited by Erik Parens (2006)

Required Readings

In addition to the textbook, the course will rely on readings made available through the Husky CT course site. They are indicated with a (CT) in the syllabus. The course textbooks are available for purchase through the campus bookstore or online retailer.

Grading/Assignments

1. Class Participation (20% of grade)
2. Initiate and Lead Class Discussion (20%)
3. Reaction Paper #1 (20% of grade)
4. Reaction Paper #2 (20% of grade)
5. Reaction Paper #3 (20% of grade)

Class Participation/Attendance = 20%

The success of this class depends on YOU! You are expected to come to class having read all of the assigned materials. To that end, we will have *shared writing time* at the beginning of most classes. I will provide a prompt and collect these writings, which ultimately serve as quizzes on the readings as well as strengthen discussions.

Class is a place for formulating ideas. It will be a time for us to go back and forth between the abstract and the concrete, and to raise questions rather than propose final answers. If you must miss class, let a fellow student know so you can easily find out what you missed. *This is your community!* Learn to take care of each other, and helping a classmate who missed something is a great first step. See me *only* if you have *specific questions* about the material you reviewed with your peers. I will not be the one to summarize what you missed for you.

Initiate and Lead Class Discussion (one class, assigned day) = 20%

Each of you will initiate and lead a class discussion of the daily reading and topic. You may comment on the readings in a number of ways: consider offering a short summary of a particular point in the readings or drawing links between the readings and current events. Your comments should be prepared. You should use presentation tools such as PowerPoint or handouts or any other supporting images, videos, and websites. Once we've assigned the days, I'll post the dates on Husky CT and provide you with a separate document that details exactly how to complete this assignment.

Response Papers (3@20%) = 60%

This course requires 3 response papers (4-5 pages each) based upon the readings to that point in class. You will be expected to use these papers to ask critical questions or make other observations about the readings. They must be typed and well-written with supporting citations where appropriate.

One goal of this course is to help you "find your voice" on social issues we discuss. Thus, you are required to demonstrate your understanding of the course texts and class concepts and *to locate your own view* as to how society constructs the category of disability and how this intersects with other categories like gender. I will provide a separate document that provides exact details on how to complete this assignment each time a paper is due.

Course Policies

General Format & Expectations

This class will be run in a discussion format rather than being strictly a lecture, which means that in order for this class to be successful, we will all need to participate. You will be provided materials, but you will also be asked to engage with these materials in a critical manner. This means not just showing up to class, but coming to class prepared to discuss your thoughts, questions and feelings about the topics at hand. All reading assignments in the syllabus should be read *before* the class for which they are associated.

Late Paper Policy: Papers turned in late will have five points taken out for each 24-hour period after the due date.

Grading Policy

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

Papers

All papers are to be completed using a word processing program, in 12 point Times New Roman font. Papers should be double-spaced with one-inch margins. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is also available to help you: <http://www.writingcenter.uconn.edu/index.php>

Plagiarism

Plagiarism is a serious violation of university codes on academic integrity. Plagiarizing material from the web, printed sources, other students' work, or any other source constitutes grounds for failure in this course. Incidents of plagiarism may also be brought before the university judiciary board resulting in further disciplinary action. Students uncertain of the definition of plagiarism must ask the instructor prior to submitting their work. Information about the university policy on academic integrity can be found at the Office of Student Services and Advocacy: <http://www.ossa.uconn.edu/>

Laptops/IPads/Tablets/Cell Phones/Gadgets in Class

I assume you have your devices with you most of the time – and this is a good thing. Have them handy so that during discussions we can look something up if we need. But, unless you have cleared it with me before hand or been called upon to look something up for the class, your device should remain out of view. On the first day of the course, we will discuss this policy further and make some collective decisions.

Communication

The best way to contact me is through my email listed above. I will generally get back to you within 48 hours, unless it is a holiday or weekend. Please consult this website before you email professors: <http://www.wikihow.com/Email-a-Professor>

How you are expected to conduct yourself: In this course, we will talk about difficult topics. You are all expected to treat each other with respect; behaving otherwise will not be tolerated. This is hard work to do, so let's be kind to ourselves and to each other.

Please note: I reserve the right to make changes to this schedule. I will alert you of changes with adequate time as well as post changes to the syllabus on our HuskyCT site.

Course Schedule

Critical Thinking: Introduction to STS and medical sociology

- 8/26:** Introduction to the course & each other.
In class videos: Media coverage of the Ashley Treatment
- 8/28:** Zola, Irving K. 1972. "Medicine as an Institution of Social Control"
Sociological Review 4:487-504. (CT)
- 9/2** Conrad, Peter. 2007. "Introduction: Medicalization: Contexts, Characteristics & Changes." *The Medicalization of Society*. Baltimore: Johns Hopkins. (CT)
- 9/4** Clarke, Adele et al, Eds. 2010. *Biomedicalization: Technoscience, Health, and Illness in the US*. Durham: Duke University Press. (CT)

Reproduction Part 1

Amniocentesis & Prenatal Testing

- 9/9** Asch, Adrienne & Marmor, Rebecca. 2008. "Bioethics Briefing: Assisted Reproduction" *The Hastings Center Report*. (CT)
Irish Council for Bioethics Pamphlet, "Human Enhancement: Making People Better or Making Better People?" (CT)
Richard Dawkins on Down Syndrome:
<http://www.independent.co.uk/news/people/richard-dawkins-on-babies-with-down-syndrome-abort-it-and-try-again-it-would-be-immoral-to-bring-it-into-the-world-9681549.html>
- 9/11** Rothman, Barbara Katz. 1993. *The Tentative Pregnancy: How amniocentesis changes the experience of motherhood*. New York: Norton. (Excerpt) (CT)
- 9/16** Shenk, David. 1997. "Biocapitalism: What Price the Genetic Revolution?"
Harpers Magazine. (CT)
In class: CBS - Designer Babies & *Cracking Your Genetic Code*
- 9/18** Rapp, Rayna. 1994. "Women's Responses to Prenatal Testing: A Sociocultural Perspective on Diversity" in *Women & Health*, edited by Rima Apple and Janet Golden. Columbus: Ohio University Press. (CT)
Group 1 Presents & Leads Class discussion

Overview of Debates Surrounding Disability & Technology

- 9/23** Oliver, Mike. 1990. "The Individual and Social Model of Disability." Paper presented at the Joint Workshop of the Living Options Group and the Research Unit of the Royal College of Physicians. UK: 23 July 1990.
Shakespeare, T. and Watson, N. (2002) "The social model of disability: an outdated ideology?" in *Research in Social Science and Disability*, 2: 9-28 (CT)

- 9/25** Saxton, Marsha. 2012. "Why Members of the Disability Community Oppose Prenatal Diagnosis and Selective Abortion" in *The Disability Studies Reader* edited by Lennard Davis. New York: Routledge. (CT)
Group 2 Presents & Leads Class discussion
- 9/30** Hughes, James. 2004. *Citizen Cyborg: Why democratic societies must respond to the redesigned human of the future*. New York: Basic Books. (Excerpt) (CT)
Group 3 Presents & Leads Class discussion
- 10/2** In class Film: Fixed: *The Science/Fiction of Human Enhancement*
Read the blog: <https://whatsortsofpeople.wordpress.com>

RESPONSE PAPER #1 DUE

Reproduction Part 2
Genetic Engineering, Therapies, and Testing

- 10/7** Lipstein, et al. 2010. "Parents' Decision-Making in Newborn Screening: Opinions, Choices, and Information needs." *Pediatrics* (CT)
In class Video: "The Ethics of Genetically Engineering Children"- Arthur Caplan
- 10/9** Shakespeare, Tom. 2000. "Arguing about genetics & disability." *Interaction* 13(3):11-13. (CT)
Jaffe, A. et al. 2006. "Genetic Therapy for Cystic Fibrosis: Who has the right to choose?" *Journal of Medical Ethics* 32(6): 361-364. (CT)
McKibben, B. 2003. "Designer Genes" in *Orion Magazine*.
<http://www.orionmagazine.org/index.php/articles/article/119>
Hughes, James. 2012. "Designer Babies: The right to choose" in *Wired Magazine*.
<http://www.wired.com/2009/03/designerdebate/>
- 10/14** Timmermans, S. and Burchbinder, M. 2013. "Is My Baby Normal?" In *Saving Babies: The consequences of Newborn Genetic Screening*. (CT)

Newborns Part 1
Neonatal decisions – Infanticide/Neonaticide

- 10/16** Udo Schuklenk. 2014. "What should we do about severely impaired newborns?" *The Whig*
<http://www.thewhig.com/2014/05/09/what-should-we-do-about-severely-impaired-newborns>
A reply from Disability Studies Scholar Bill Peace
<http://badcripple.blogspot.com/2014/05/a-reply-to-what-should-we-do-about.html>

- 10/21** Henthoff, Nat. 1985. "The awful privacy of baby doe" *The Atlantic* 255(1): p54-63. (CT)
Longmore, Paul. 1995. "Medical Decision Making and People with Disabilities: A clash of cultures." (p. 1-4) *The Journal of Law, Medicine & Ethics* 23(1):82-87. (CT)
Group 4 Presents & Leads Class discussion

- 10/23** MacKay, M., & Covell, K. 2013. What About The Rights Of The Infant With Disabilities? Responses To Infanticide As Function Of Infant Health Status. *Canadian Journal Of Disability Studies*, 2(2), 35-57. (CT)
In class videos:
3 Part CNN Video: "End of Life Conversations, Developmental Disabilities, and Other Ethical Issues" – Infanticide in Oklahoma (1985)
BBC: Eugenics Today: Infanticide & More (2012)

Infants, Children, and Youth Part 1
Cleft Palate Surgery

- 10/28** Marsh, J. 2006. "To Cut or Not to Cut: A surgeon's perspective on surgically shaping children" (Ch 8 in Parens textbook)
Mouradian, et al. 2006. "Are we Helping Children? Outcomes in Craniofacial Care: Are we helping children?" (Ch 10 in Parens textbook)
Group 5 Presents & Leads Class discussion
- 10/30** Aspinall, Cassandra. 2006. "Do I Make You Uncomfortable? Reflections on using surgery to reduce the stress of others" (Ch 2 in Parens textbook)

RESPONSE PAPER #2 DUE

Infants, Children and Youth Part 2
Deaf children and cochlear implantation

- 11/4** Crouch, R. 1997. Letting the deaf Be Deaf, *The Hastings Center Report*, 27, 4, 14-21. (CT)
Tucker, B. 1998. Deaf Culture, Cochlear Implants, and Elective Disability. *The Hastings Center Report*, 28, 4 6-14. (CT)
Group 6 Presents & Leads Class discussion
- 11/6** Mauldin, Laura. 2012. "Parents of deaf children with cochlear implants: a study of technology and community." *Sociology of Health & Illness: A Journal of Medical Sociology*. 34(5): 1-15. (CT)
- 11/11** Film: *Sound and Fury* (2001), *Sound and Fury – 6 Years Later* (2008)
- 11/13** Mauldin, Laura. 2014. "Precarious plasticity: neuropolitics, cochlear implants, and the redefinition of deafness." *Science, Technology and Human Values*. 39(1): 130-

53.(CT)

End of Life Part 1

11/18 Pernick, Martin. 1999. "Brain Death in a Cultural Context: The Reconstruction of Death, 1967-1981." In *The Definition of Death: Contemporary Controversies*. Baltimore: Johns Hopkins University Press. (CT)

11/20 Pence, Gregory. 2010. "Classic Cases about Death & Dying." In *Medical Ethics: Accounts of Ground-Breaking Cases*. New York: McGraw Hill. (CT)
Oregon's Death with Dignity Act (CT)

Thanksgiving Break

End of Life Part 2

12/2 Longmore, Paul. "The Disability Rights Movement & Euthanasia" In *Why I burned my book and other essays*. (CT)
Explore: Not Dead Yet: The Resistance: <http://www.notdeadyet.org>
In class videos: *Euthanasia at the Water Cooler* and *The Suicide Plan* – PBS Frontline

12/4 Johnson, Harriet McBryde. 2003. "Unspeakable Conversations." *The New York Times*. (CT)
Bingham, John. 2013. "Doctors put lower value on lives of the disabled, study finds" *The Telegraph*. London. (CT)
Peace, William. "Comfort Care as a Denial of Personhood" *The Hastings Center Report*.

TBA RESPONSE PAPER #1 DUE

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Add a New Undergraduate Course

Last revised: Monday, December 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: March 5th, 2014
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing (see [Note A](#)):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

ANTH 3555. Archaeological Science
Either semester. Three credits. Open to Sophomores. Consent of instructor required.
Hartman.
Survey of scientific methods used to answer archaeological questions. Methods, applications and lab demonstrations.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 3555

If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? Yes No

3. Course Title: Archaeological Science
4. Semester offered (see [Note C](#)): Either semester
5. Number of Credits (see [Note D](#)): Three

6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Survey of scientific methods used to answer archaeological questions. Methods, applications, and lab demonstrations.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): None
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#)): Consent of instructor required
11. Exclusions, if applicable (see [Note H](#)): None
12. Repetition for credit, if applicable (see [Note I](#)): Not applicable
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Hartman
14. Open to Sophomores (see [Note U](#)): Yes
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): None.
16. S/U grading (see [Note W](#)): No.

Justification

1. Reasons for adding this course: (see [Note L](#)):

The use of scientific methods such as ancient DNA analysis, isotope analysis and radiometric dating are becoming increasingly popular in archaeological research. While students are introduced to major archaeological discoveries and interpretations that were made using scientific methods in many archaeological courses at UCONN, no course provides a basic understanding of the scientific techniques themselves.

2. Academic Merit (see [Note L](#)):

Archaeological interpretation begins with the examination of excavated material remains. In many cases these remains contain valuable information not visible to the naked eye that can only be unraveled using scientific methods. Archaeological Science is designed to introduce students to a wide array of methods that are currently

extending the boundaries of archaeological interpretation. Dating techniques, material sciences, stable isotope techniques, and ancient DNA analysis are among the many topics that are covered in this course. The course also includes demonstrations of scientific methods in laboratory settings.

3. Overlapping Courses (see [Note M](#)): None

4. Number of Students Expected: 12

5. Number and Size of Section: One section, 12 students

6. Effects on Other Departments (see [Note N](#)): None

7. Effects on Regional Campuses: None

8. Staffing (see [Note P](#)): Hartman

9. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: Feb 17th 2014

Department Faculty: Feb 17th 2014

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

Gideon Hartman

(860)486-486-4850

gideon.hartman@uconn.edu

Archaeological Science 3098-001

Instructor: Dr. Gideon Hartman

Office: Beach Hall, Room 442

Telephone: office (860) 486 4850

E-Mail: gideon.hartman@uconn.edu

Office Hours: Thursday 1:00 – 2:00pm, or by appointment

Meets: BH 304G (alternative meeting locations will be announced in class)

Meeting time: Tuesday and Thursday, 9:30am – 10:45am

Course abstract:

Archaeological interpretation begins with the examination of unearthed remains. In many cases these remains contain valuable information that can only be unraveled using scientific methods. Archaeological Science is a course that is designed to introduce students to a wide array of methods that are used to extend the boundaries of archaeological interpretations. Absolute dating techniques, Imaging, and biomolecular techniques, are among the modules that will be covered in this course. The course will also include demonstrations of scientific methods in laboratory settings (see image below). The course is pitched at a level suitable for non-science majors.

Course requirements:

Students are expected to attend the lectures and the presentations. Reading materials will be posted at the end of each lecture. Readings are not mandatory. A Quiz that covers the material taught in class will be given at the end of each module. The quizzes will take place at the first 10 minutes of class before a new module is introduced. There will be no makeup quizzes. For grading purposes the best 3 out of 4 quizzes will be averaged. The quizzes are made to test your level of lecture comprehension. More specifically you are expected to understand how methods or instruments work, what are the uses of each technique/instrument, their benefits and limitations.

The midterm and final exam will test your ability to integrate the knowledge acquired in lectures to solve Archaeological problems.

Absence from exams should be fully supported before alternative date for makeup exam is scheduled.

Course evaluation:

Module quizzes (3 out of 4)	30%
Midterm exam	30%
Final exam	30%
Attendance	10%



Course schedule:

August 26 Introduction

Module I: Dating

August 28 Absolute dating techniques + radiocarbon

September 2 Radiometric dating: Uranium series, Aragon (Potassium/Aragon) dating

September 4 Trapped charge dating and amino-acid racemization.

September 9 Cosmogenic radionuclide dating

September 11 Dating Quiz

Module II: Imaging

September 11 Optical Microscopy

September 16 Sample preparation and optical microscopy demonstration

September 18 Scanning Electron microscopy

September 23 Visit to the Material Sciences SEM facility

September 25 Imaging Quiz

Module III: Biomolecular techniques

September 25 Ancient DNA

September 30 Stable isotopes (IRMS)

October 2 visit to Stable isotope laboratory

October 7 Residue analysis

October 9 MIDTERM EXAM

Module IV: Tracing methods

October 14 XRF, EDS-SEM, NAA

October 16 ICP-MS

October 21 FTIR, XRD

October 23 visit to the CESE ICP-MS + XRF

October 28 Tracing Methods Quiz

Module V: Shape analysis

October 28 from caliper to Micro-scribe

October 30 radiography and CT scanning

October 4 3D scanning

November 6 Shape analysis Quiz

Module VI: Integrating Methods

November 6 Early evidence for the use of fire

November 13 Reconstructing the Neanderthal diet

November 15 Domestication: Zooarchaeology and genetics

November 20 Domestication: plants

November 22 The mystery of Ötzi the iceman

November 27 THANKSGIVING RECESSION

November 29 THANKSGIVING RECESSION

December 4 The Dead Sea scrolls

December 6 Last Class (review session)

Final Exam TBD

Bibliography for the enthusiastic Students:

Bowman, S. 1990 Interpreting the past, radiocarbon dating. University of California/British Museum, Berkeley. (library calling number: CC78 .B68 1990)

Brothwell, D. R., Pollard, A. M., 2001. Handbook of Archaeological Sciences. John Wiley & Sons Ltd., Chichester.

Malainey, M. E., 2010. A consumer's guide to archaeological science: Analytical techniques. Springer, New-York.

Weiner, S., 2010. Microarchaeology, beyond the visible archaeological record. Cambridge University Press, Cambridge. (library calling number: CC75.7; .W45 2010)

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Add a New Undergraduate Course

Last revised: Monday, December 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: March 05, 2014.
2. Department requesting this course: ANTH
3. Semester and year in which course will be first offered: Spring 2013

Final catalog Listing (see [Note A](#)):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

ANTH 3720 Lab Methods in Archaeological and Forensic Science
Either Semester. 1-6 credits. Consent of instructor required.
Introduction to scientific lab methods used in archaeology and forensics. Includes six stand alone modules, each dedicated to a different method.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 3720
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Lab Methods in Archaeological and Forensic Science
4. Semester offered (see [Note C](#)): Either semester.
5. Number of Credits (see [Note D](#)): 1-3

6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Introduction to scientific lab methods used in archaeology and forensics. Includes six stand alone modules, each dedicated to a different method.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 3 weekend modules worth one credit each, each module includes 15 hours of instruction per weekend on Friday evening, Saturday and Sunday.

8. Prerequisites, if applicable (see [Note F](#)): None

9. Recommended Preparation, if applicable (see [Note G](#)): None

10. Consent of Instructor, if applicable (see [Note T](#)): Consent of instructor required.

11. Exclusions, if applicable (see [Note H](#)): None

12. Repetition for credit, if applicable (see [Note I](#)): Not applicable.

13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):

14. Open to Sophomores (see [Note U](#)): No

15. Skill Codes "W", "Q", or "C" (see [Note T](#)): Not applicable

16. S/U grading (see [Note W](#)): No

Justification

1. Reasons for adding this course: (see [Note L](#))

Currently, the exposure of undergraduates to scientific methods in anthropology is limited to lectures and demonstrations. The course will add a new dimension to the curriculum on scientific research in anthropology by providing hands on laboratory training in the fields of anthropology and forensics.

2. Academic Merit (see [Note L](#)):

Archaeology and forensic science share many goals and techniques. Both disciplines strive to understand past events for which evidence is often sparse and fragmentary. Recent developments in scientific methods offer opportunities to fill voids in our understanding of archaeological sites, crime scenes, and the past events they represent. This interdisciplinary course introduces students to a

wide range of lab methods taught as weekend modules. Enrollment for each unit is independent and students are not required to enroll in all modules, but should talk to the relevant instructor for details. The course is taught to advanced undergraduate and graduate students as a series of three modules. The modules include topics such as: Human Osteology; Microscopy and Botany; and Stable Isotope Analysis. Each module is worth one credit. Each module consists of 15 contact hours comprised of labs and lectures and takes place during a single weekend. Scheduling the modules on weekends ensures that they do not conflict with conventional course work. Most module instructors are advanced graduates that get valuable opportunity to practice teaching in their specialized field of expertise.

3. Overlapping Courses (see [Note M](#)): The lab techniques in this course will complement theoretical and methodological discussions presented in other courses such as ANTH 3555 Archaeological Science, ANTH 3706 Archaeobotany, ANH 3702 Human Osteology

4. Number of Students Expected: 14 per module

5. Number and Size of Section: 3 sections, one per one credit module, 14 students for each module.

6. Effects on Other Departments (see [Note N](#)): While the modules are designed to expose Anthropology students to scientific lab methods, they are also open to interested students from other departments and programs.

7. Effects on Regional Campuses: None

8. Staffing (see [Note P](#)):

9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: Feb 17th 2014
Department Faculty: Feb 17th 2014

10. Name, Phone Number, and e-mail address of principal contact person:
Gideon Hartman, course co-ordinator
(860)486-850
Gideon.Hartman@uconn.edu



*College of Liberal Arts and Sciences
Department of Anthropology*

ANTH 3095-04 & 5305-32 FORENSIC HUMAN OSTEOLOGY

Jacqueline Meier

February 7-8, 2013: 6-8 pm

Feb 9-10, 2013: 10am-4pm (1 hr lunch)

1 credit

Beach Hall 452 "The Bone Lab"

This course will provide a concise overview of human skeletal anatomy from a morphological and functional perspective. Instructional format will include lecture and laboratory exercises.

Students will learn to:

- Identify the bones of the human skeleton
- Identify major anatomical landmarks
- Determine sex
- Estimate age at death
- Calculate stature
- Recognize effects of trauma and pathologies





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ANTH 5305 Human Forensic Osteology 2012 February 7-10 Jacqueline Meier, Instructor

This class is intended to provide you with a brief introduction to the bones of the human body and to the application of forensic osteological techniques. As this course is short, the level of detail expected of you is much less than if this class was taken in full form, and may be repeated as ANTH 3702.

Modules will generally begin with a lecture (about 1 hr.) and be followed by a hands on laboratory for the remaining time in that module (about 1.5 hr.). **Grades will be evaluated based on your written responses on your lab forms as well as a quiz on the basics of human skeletal anatomy.** The lab forms are to be completed during the laboratory time and turned in at the end of the laboratory time for that module. This will require you to focus on the tasks, measurements and observations during lab time in order to complete them in a timely fashion.

Recommended Reading: Most of the necessary materials for the completion of this course are provided in your lab packet. Short readings will be provided for you to print or download on HuskyCT. You should purchase the following book for use in class and also to become familiar with use of this manual for future use in the field:

White, T. & Folkens, P. 2005. *The Human Bone Manual*. Academic Press. ISBN-13: **978-0120884674**

Ground Rules:

Food and Drink: Water is the only drink allowed in the laboratory. Please be sure that it is in a sealed container. There will be absolutely no eating in the laboratory

Bones: You make pick up and examine the specimens; however, you are not to pick them up more than a few inches off the tables. You must NOT carry specimens from one table to another or ever hold them over the floor! Keep them over the padded tables at all times. Bones are tough, but they can break easily if dropped on the tile floor!!



Daily Schedules: **Please skim all readings prior to class to prepare. I hope that you will use these references for continuing your studies after the course.**

Thursday, February 7:

Reading: Burns Chapter 13: Introduction to Forensic Lab Analysis, Bass "Human Osteology: Introduction"

Reference: White "Chap 6: Anatomical Terminology", Chs. 9-13

Schedule:

6:00 -8:00 pm Module 1: Introduction to the Bones of the Human Body: the axial skeleton, shoulder girdle, arm & hand.

Lab 1: The Bones Of The Body, Part 1

Friday, February 8:

Reading & Reference: Bass "Human Dentition" pgs 271-305 (lots of charts and useful images)

Reference: White Chs. 14-16

Schedule:

6:00 -8:00 pm Module 2: Introduction to the Bones of the Human Body: the pelvic girdle, leg, foot & skull (part 1)

Lab 2: The Bones Of The Body, Part 2

Saturday, February 9:

Reading & Reference: Schwartz 215-260 (Select pgs), White Ch. 19.3 (Age), Ch.19.4 (Sex), Bass Ageing and Sexing (Uploaded)

Schedule: 10:00-12:30 Module 3: Age at death and Skull (Part 2)

Bones of the Human Body Lab 3: Using the information provided and lecture notes you will determine the age at death for several individuals. Skull part 2 will focus on ageing techniques with the cranium and mandible.

12:30-1 :30 Lunch

1:30-4:00 Module 4: Determining the sex of a skeleton

Lab 4: Using information provided in your packet you will determine the sex of several specimens provided.



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Sunday, Feb 10:

Reading & Reference: Klepinger "Stature Estimation" pgs.77-88, "Trauma" pgs.101-116, Burns Ch. 13 (Only section on trauma), White Ch. 17 (Trauma), Ch. 19.5 (Stature)

Schedule: 10:00-12:30 Module 5: Pathology and Trauma

Lab 6: Diagnosis of the type of trauma observed on several specimens and summary description of fate of individuals in the archaeological sample.

12:30-1 :30 Lunch

1:30-4:00 Module 6: Stature and **QUIZ**

Using the information provided and lecture notes estimate stature for several individuals.



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I. SYLLABUS

ANTH 3095-005/5305-034

BOTANY AND MICROSCOPY

SATURDAY, MARCH 9 – SUNDAY, MARCH 10, 2012

9 AM – 5 PM

Lab Methods in Archaeological and Forensic Science

Archaeobotany and Microscopy Laboratory, Beach Hall 453

Instructor: Thomas Hart

Teaching Assistant: Breanne Clifton

Office: Beach Hall 403

Office: Beach Hall 448

E-mail: thomas.hart@uconn.edu

E-mail: breanne.clifton@uconn.edu.

Macrobotanical Assistant Supervisor:

Madelynn von Baeyer

Office: Beach Hall 407

E-mail: madelynn.von_baeyer@uconn.edu

Course Description:

Phytoliths and starch grains are microscopic plant remains that can survive for millions of years. The durability of these plant remains, along with the ability to identify them to the species level, allows researchers to answer questions relating to both modern and ancient plants. This course will provide an introduction to the taxonomy of identifiable plant remains (phytoliths and starch grains), the extraction and analysis of phytoliths and starch grains, and how they are used to answer archaeological and forensic questions in both the New and Old worlds. During this module, you will receive an introduction to basic optical microscopy, an introduction to phytolith and starch grain extraction from archaeological contexts, and learn how to create your own modern phytolith and starch grain comparative collection.



Course Requirements: The bulk of your grade will be determined by your lab performance (50%) as well as your participation (40%) during this course. The lab performance grade will consist of the successful completion of laboratory exercises such as microscope calibration and comparative phytolith mounting. At the end of the second day, there will be a “mini-practical” (10%) in which you will go around the room and answer questions at each station associated with different aspects of basic microscopy and microbotanical analysis covered in this course. Because of the truncated duration of this course there will be no required reading. However, it is recommended that you take a quick glance at the “Introduction to phytolith and starch grain analysis” handout in your information packet if you are interested expanding your understanding of the subject matter.

Grade breakdown:

Lab performance- 50%

Mini-practical- 10%,

Participation- 40%

Course attire: Because this is a lab course and you will be exposed to potentially harmful chemicals, appropriate laboratory attire must be worn at all times. Contact lenses are not allowed, even when worn under safety goggles. Closed toe shoes and long pants must be worn at all times while long hair must be tied back when around open flames. Proper laboratory safety equipment such as lab goggles, lab coats, nitrile gloves, and aprons will be provided.

Useful websites:

- **University of Sheffield Archaeobotany Wiki**
 - This is the best website for an introduction to phytolith and starch grain analysis
 - http://archaeobotany.dept.shef.ac.uk/wiki/index.php/Main_Page
- George Willcox homepage
 - <http://g.willcox.pagesperso-orange.fr/first.htm>
- Dorian Fuller downloads
 - <http://www.homepages.ucl.ac.uk/~tcrndfu/downloads.htm>
- The Society for Phytolith Research- Useful links
 - <http://www.phytolithsociety.org/useful-links.html>
- The Foundation for Archaeobotanical Research in Microfossils
 - <http://www.fossilfarm.org/index.html>
- PaleoResearch Institute
 - <http://www.paleoresearch.com/mainsite/manuals/manual.html>

Academic Misconduct:

Plagiarism or cheating of any kind will not be tolerated in this class. Please read Part VI from Uconn’s student code below.



Part VI from UCONN's Student Code: Academic Integrity in Undergraduate Education and Research

The following policy on undergraduate academic integrity was originally formulated by the Scholastic Standards Committee. It was revised and adopted at the (April 10,2000) meeting of the University Senate. This part of The Student Code describes the types of acts that shall be considered academic misconduct by undergraduates, and it presents the process for imposing sanctions for such acts.

A. Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting 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.

Lecture and lab schedule

Saturday, March 9:

9:00am–10:15- Lecture

- *Course overview*
- *Introduction to archaeobotany*
- *Phytolith and starch grain basics*
- *Basic optical microscopy*

10:15–10:35- Break



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10:30am–Noon- Lab

- *Ice breakers*
- *Introduction to basic microscopy exercise*
- *Basics of phytolith and starch grain exercise*

Noon–12:45pm- Lunch

12:45–1:45- Lecture

- *Phytolith and starch grain distribution and identification*
- *Comparative phytolith and starch grain collection, extraction and analysis*
- *Archaeological phytolith and starch grain, collection, extraction and analysis*

1:45–2:05- Break

2:05 – 5- Lab

- *Introduction to lab basics/safety*
- *Starch grain comparative processing exercise*
- *Phytolith comparative processing exercise*

Sunday, March 10

9:00–10:15 - Lab

- *Continue with starch and phytolith comparative exercise if needed.*

10:15am–Noon- Lecture

- *Phytolith and starch grain application*

Noon –12:45pm- Lunch

12:45–3:30- Lab

- *Continue with phytolith comparative processing*
- *Processing of archaeological phytoliths and starch grains*
- *Examine comparative collection slides*



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3:30–3:45- Break

3:45–5:00

- Lab mini-practical



College of Liberal Arts and Sciences
Department of Anthropology

ANTH 3905/5305 Section 6: *Introduction to Stable Isotope Analysis*

CESE center, Annex 4 building, Seminar Room, Lab #10.

Instructor:

Dr. Gideon Hartman
Office: Beach Hall room 441
Email: gideon.hartman@uconn.edu

Teaching assistant:

David Leslie

Schedule:

Friday April 12th, 2013

4:00pm – 5:00pm Welcome/Introduction to Stable isotopes and to the preparation laboratory
5:00pm – 6:00pm LAB Bone sampling and cleaning

Saturday April 13th, 2013

9:00am – 10:00am LECTURE Stable isotopes
10:15am – 12:00pm LAB Bone demineralization in HCl
12:00pm – 12:30pm Lunch
12:30pm – 1:30pm LECTURE Stable isotope analysis of body tissues
1:45pm – 4:00pm LAB Collagen purification

Sunday April 14th, 2013

9:00am – 9:45am LECTURE How does the Isotopic Ratio Mass Spectrometer (IRMS) work?
10:00am – 12:00pm LAB Collagen freeze-drying (lyophilization) + collagen quantification
12:00pm – 12:30pm Lunch
12:30pm – 2:00pm LAB sample weighing
2:15pm – 3:00pm Quiz*

*Lab notebooks and quizzes should be both submitted by 3:00pm.

Module grading breakdown: 40% Module Quiz



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Department of Anthropology*

40% Lab notebook

20% participation

If anyone is interested in lab internships please feel free to contact me

First General Note:

Due to the remote location of the CESE (30 minute walk from the Student Union building) you are asked to bring lunch for the next two days. There are water fountains in the facility.

Basic behavior in the lab:

The lab environment can be extremely hazardous and corrosive. Protect your body, and expensive garments, by wearing a lab coat and close-toed shoes.

Protect your hands, and the samples you are processing, with gloves.

Handling of hazardous solutions requires the use of protective goggles

Don't enter food or drinks into the lab.

Don't use any solutions (acids, bases, solvents) before reading the appropriate safety data sheets.

The operation of lab equipment is only permitted after appropriate training.

Lab Notebook

The lab notebook records every action to you take in the lab. It serves as a reference to sample processing procedures, in the same way a cookbook is used to recreate elaborate dishes. It also helps determine retrospectively what went wrong in case of erroneous results.

Leave the first four pages empty for a table of content that you will fill throughout your work in the lab.

Dedicate a new page to each step or procedure you start in the lab. Writing should be limited to the right page, leaving the left side for calculations/miscellaneous. Number each right page and don't forget to add a short title and page number into your table of content.



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The lab notebook should be neatly organized because you are not the only person who will need to read through it.

The information recorded in the notebook remains in the lab and held as a ‘black box’ by the principal investigator. He is the person held accountable for the data used in publications resulting from research that has been performed in the lab. If questions arise regarding the validity of certain results – lab notebooks will be taken out from storage and used to falsify or validate the concern.

Quiz

At the end of the module you will take a quiz that will include the material covered and practiced in the past two and a half days. You will be allowed to consult your lab notebook.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 15 September 2014
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2015 [pending approval; alternatively, Fall 2015]

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

2400. Analyzing Religion

Three credits.

Honors course introducing the academic study of religion. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations, including mysticism and fundamentalism. The science-and-religion debate. CA 2. CA 4-INT.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): ANTH
2. [Course Number](#): 2400 [approved for use by Anthropology Dept.]
3. [Course Title](#): Honors Core: Analyzing Religion
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry):

Honors course introducing the academic study of religion. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations, including mysticism and fundamentalism. The science-and-religion debate.

Optional Items

6. [Pattern of instruction](#), if not standard: N/A
7. [Prerequisites](#), if applicable: none
 - a. [Consent of Instructor](#), if applicable:
 - b. [Open to sophomores/juniors or higher](#): N/A
8. [Recommended Preparation](#), if applicable: none
9. [Exclusions](#), if applicable:
10. [Repetition for credit](#), if applicable: no
11. [Skill codes](#) "W", "Q" or "C":
12. University General Education Content Area(s), if any: CA-2, CA-4 INT

- a. If Content Area 1, specify a CLAS area, A-E: _____
- b. Justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

13. S/U grading: N/A

Justification

1. [Reasons for adding this course:](#)

This course won the Honors Program Core Course Grant Competition in spring, 2014. Curricular expansion of the Honors Program is necessary to accommodate the UConn-mandated increase in Honors student recruitment and enrollment. Honors Program administrators identified the following priorities in this initiative: a) additional core courses, b) at the sophomore level, and c) eligible for designation as General Education courses. "Analyzing Religion" aims to address these needs. In terms of content, no course in the University curriculum currently covers this subject matter. An "Introduction to Religion" course is a standard offering at the vast majority of liberal arts colleges and universities in the country, including UConn's "peer and aspiring" institutions. Although religion is implicated (if not causal) in numerous major international conflicts as well as in our national political divisions, UConn has no department, program, major, center, or concentration in the academic study of religion, other than Judaic Studies and the Religion Minor, which I initiated over a decade ago. "Analyzing Religion" enriches the university's course offerings in this important scholarly area. The course would also enhance the sequence of religion-focused courses in our department; the number '2400' was selected to indicate continuity with our ANTH 3400 'Culture and Religion' course described below (item #3). Potentially, "Analyzing Religion" can also augment the Religion Minor as a Foundational Course.

2. [Academic merit:](#)

It is difficult to overstate the significance of religion in contemporary global and national events. "Analyzing Religion" is designed to be a challenging interdisciplinary introduction to the academic study of religion, emphasizing critical inquiry and analysis more than the content of particular religious traditions. The course aims to provide students with conceptual tools and frameworks for understanding religion in general, and for analyzing religious issues and conflicts in particular cultural, social, and historical contexts. Students will examine and evaluate major theories of religion drawn from different disciplines as well as rationalist and modernist critiques of 'religion' and religious belief. Different rubrics for analyzing religion will be presented and illustrated with examples drawn from a variety of traditions, past and present, non-Western and Western. Students will learn to identify the constituent ideological and social phenomena commonly present in religious systems, such as theology, cosmology, myth, and ritual. A cross-cutting rubric of contrasting religious orientations—mystical, rationalist, charismatic, and fundamentalist—will be presented and illustrated with selected historical and cultural examples. Students

will be exposed to both sides of the science-and-religion debate and will be asked to evaluate the arguments.

3. **Overlapping courses:**

The Anthropology Department offers two 3000-level courses, “Culture and Religion” and “World Religions,” that have the potential for overlap with the proposed course. The former is a standard offering in departments across the country, covering a subfield known as the Anthropology of Religion. As such, it examines religious practices found primarily in indigenous non-Western societies, such as shamanism, witchcraft, magic, and spirit possession. These “expressive” forms of religious experience will receive minimal attention in “Analyzing Religion.” An important distinction is that “Culture and Religion” is not a General Education course and requires an introductory Anthropology course as a prerequisite. “World Religions,” a survey of major global faiths, emphasizes descriptive and factual content over critique and comparative analysis; the goal is to acquaint students with the history, beliefs, rituals, texts, and specialist roles of each religious tradition. In contrast, the course proposed here presents a range of intellectual approaches to religion, emphasizes the constituent systems and functions of religion in general, and addresses rationalist and philosophical critiques of ‘religion’. In sum, the conceptual framework is more interdisciplinary and the scope of inquiry is broader than in the other two courses.

4. Number of students expected: 18-25

5. Number and size of sections: one/up to 25 students

6. **Effects on other departments:** None.

7. Effects on regional campuses: None.

8. **Staffing:** Prof. J. Linnekin

9. **Dates approved by**

Department Curriculum Committee: May 2, 2014

Department Faculty: May 2, 2014

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

Prof. Jocelyn Linnekin (instructor in charge)

Jocelyn.linnekin@uconn.edu

860.486.0047 or 2137 (department) or cell 860.377.0919

Syllabus

A **syllabus** for the new course must be attached to your submission email.

ANALYZING RELIGION (ANTH 2400)

HONORS CORE COURSE

SYLLABUS

Course and Instructor Information

Course Title:	Analyzing Religion (Anthropology 2400) [day/time/classroom]
Credits:	3
Instructor:	Professor Jocelyn Linnekin Jocelyn.Linnekin@uconn.edu Department of Anthropology, U-1176 Office (429 Beach Hall) 486-0067 or (messages) 486-2137

Course Description:

This course is an interdisciplinary introduction to the academic study of religion. The goal of the course is to provide students with intellectual frameworks for understanding religion as a human institution. Students will learn conceptual tools for analyzing religious phenomena in their cultural, social, historical, and political contexts, and will consider prominent rationalist, psychological, and modernist critiques of 'religion' and religious belief. A typical class session will consist of a presentation by the professor, a student-led critical discussion of issues and texts, and/or a group exercise. Active, engaged participation in class activities is expected of all students.

Course Objectives

By the end of the course students will be able to:

- cite, compare, and evaluate several definitions of religion;
- identify and explain major theories of religion drawn from different disciplines (including functionalist, cultural/interpretive, Marxist, psychoanalytic, and ecological-evolutionist);
- explain and evaluate atheistic critiques of "religion" (including those of Bertrand Russell, Nietzsche, and the existentialists);
- identify and provide examples of the components commonly found in religions cross-culturally (cosmology, myth, theology, ritual, sacrificial offerings, key symbols, sacred texts, sacred space);
- explain, and illustrate with cultural-historical examples, how religion has operated as a means of political resistance in colonial and post-colonial situations;
- identify, describe, and provide specific examples of contrasting religious orientations (including mystical, rationalist, charismatic, and fundamentalist);
- trace historical relationships and compare theological models among the three Abrahamic religions;
- formulate and evaluate arguments on both sides of the "science *versus* religion" debate.

Course Requirements and Grading

The final course grade will be based on the following factors:

Mid-term exam	20%
Final exam (cumulative)	25%
Quizzes (four)	20%
Assignments, projects, in-class exercises	25%
Class participation	10%

FAQ (FREQUENTLY ASKED QUESTIONS):

Q. How do I figure out the reading schedule?

A. The readings for each topic should be completed the end of the week(s) in which that subject is covered in class, as listed on the syllabus. All of the material posted under **Course Materials** on the web site, listed for access under **Web Links**, or handed out in class is part of the required reading for the course.

Q. How do I get an 'A'?

A. Attend class regularly, come on time, and (especially) be prepared to discuss the readings. Do the readings by the dates listed in the schedule. If you miss class, it is YOUR responsibility to get notes from another student. Please do not ask the professor to provide class notes.

Q. What are the quizzes and exams like?

A. Assessments will have a mixed format consisting of definitions, short-answer questions, and short essays (typically one to two paragraphs in length). The Final Exam is cumulative but emphasizes the latter half of the course. Study guides for the Mid-term and Final Exam will be posted on the class web site.

Q. What is HuskyCT?

A. HuskyCT is the online platform for our course web site; please log in as soon as possible to be sure that you are properly registered for the class. You should see this course listed when you log in. The syllabus, announcements, class "overheads," study guides, assignments, and required short readings (accessible under **Library Resources**) will be available on the HuskyCT site. There is also a **Discussion Board** that you will be required to use for certain assignments. To monitor your progress in the class, see **My Grades**. University students are expected to demonstrate competency in computer technology. See the [Computer Technology Competencies](#) page for more information. If you have trouble logging on or using any other HuskyCT function, please ask *the technical support specialists* for help.

Grading Scale for the Final Course Grade: [NOTE: In order to receive Honors credit for this course, you must attain at least a B- overall grade.]

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

Grade	Letter Grade	GPA
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

IMPORTANT: Policy on missed assessments: If you miss an exam or scheduled quiz and want to request a make-up, you *must* inform Prof. Linnekin by email *or* leave a telephone message with the department office (486-2137) **before the exam/quiz begins** AND you must produce a written note from your doctor, parent, advisor, or some other authority, or receive a failing grade on that assessment. Lateness in completing assignments will also be penalized unless you have a documented excuse.

YOUR INSTRUCTOR is Jocelyn Linnekin, Professor of Anthropology, Affiliate Faculty in Women's Studies, member of the Faculty of Latin American and Caribbean Studies, and Coordinator of the Religion Minor. My office is 429 Beach Hall. My direct office line is 486-0067 but if you wish to leave a message please do so through our department administrator at 486-2137. If need be, papers/assignments may be dropped off in 438 Beach, the Anthropology Department office. Please use **Class Mail/Messages** on our HuskyCT site to contact me about matters relating to the course. Office hours will be announced (posted on the class web site) during the first week of classes.

Required Texts

REQUIRED TEXTS (available at the UConn Co-op) and Readings

Cunningham, Lawrence S., and John Kelsay. 2013. *The Sacred Quest: An Invitation to the Study of Religion*. Sixth edition. Pearson.

Pals, Daniel L. 2006. *Eight Theories of Religion*. 2nd edition. Oxford University Press.

Tedlock, Dennis, ed. and trans. 1996. *Popol Vuh: The Mayan Book of the Dawn of Life*. Simon & Schuster (Touchstone).

Armstrong, Karen. 1993. *A History of God: The 4000-Year Quest of Judaism, Christianity and Islam*. Ballantine Books.

Dixon, Thomas. 2008. *Science and Religion: A Very Short Introduction*. Oxford.

Cyber-packet of shorter readings: Instead of a published anthology, this course uses a "cyber-packet" of short articles and book chapters. The readings are listed below with full bibliographic information after the Course Outline. Some are available on the Internet; others can be accessed through the **Library Resources** tool on the web site. Material on web sites listed under **Web Links** is also **required reading** for the course.

Course Outline

Week / Topic / Assigned Readings:

1. Course introduction. Defining 'religion.' Must religion reference the supernatural? Is theism essential? Is religion *irrational* or *non-rational*? Sacred and profane.
READ: *The Sacred Quest* Introduction, Chapters 1, 2, 3; Gould article; excerpts from Otto, Eliade, Durkheim.
- 2-3. Theories of religion: functionalist, psychoanalytic, Marxist, cultural/interpretive, ecological-evolutionist (Harris).
READ: Pals (whole book); shorter readings by Durkheim, Marx, Freud, Harris, Evans-Pritchard, Geertz.
-- **Quiz #1** after week 2.
4. Atheistic critiques.
READ: Essays & excerpts: Spinoza, Goldman, Nietzsche, Russell, Sartre, Camus.
-- **Quiz #2** after week 4.
- 5-6. What constitutes 'religion'? Components, sub-systems, and phenomena: cosmology, myth, theology, ritual, sacrificial offerings, texts, sacred space.
READ: *The Sacred Quest*, Chapters 4, 5; Tedlock, *Popol Vuh*. Short readings in Bible and by Beckwith and Valeri.
7. Religion as resistance to colonial conquest, capitalism, and globalization. Nativistic & cultural revival movements.
READ: *The Sacred Quest*, Chapter 6; articles by Wallace, Jorgensen, Ong.
Film: "Gogodala: A Cultural Revival?"

→ **MID-TERM EXAM**
8. 'Religion' without God or ritual? Anabaptist, non-trinitarian, non-theistic denominations and quasi-religious ethics-based groups: Society of Friends (Quakers), Unitarian Universalism, Ethical Culture, Secular Humanism.
READ: *The Sacred Quest*, Chapters 7 and 8; web-based materials (sites of denominations & societies).
Activity: Guided visit to Storrs Friends Meeting House.
9. Comparing religious orientations and the "varieties of religious experience": mystical, rationalist, charismatic, fundamentalist.
READ: Armstrong, *A History of God*--Introduction, Chapter 1; readings by Gregory of Nyssa, Pseudo-Dionysius, Cooper, Luhrmann, Taylor.
Film: "Friends of God: A Road Trip"
-- **Quiz #3.**
- 10-11. The Abrahamic religions: historical relationships and comparative theology.
READ: Finish Armstrong book.

12. Contemporary fundamentalism(s) and religious conflicts. Religious politics in the U.S. and elsewhere (including India and Myanmar).

READ: *The Sacred Quest*, Ch. 9; Harding reading; News media stories.

-- **Quiz #4.**

- 13-14. The “science-versus-religion” debate.

READ: Dixon (whole book); readings by Sagan, Polkinghorne, Taylor.

Film: Interview with Richard Dawkins (online—see Web Links).

→ **FINAL EXAM (cumulative)**

Readings: Detailed Schedule

Note: Some of the assigned readings are no longer covered by copyright and are freely available on the web. If no web link is given for the item, access it through the **Library Resources** tool on the class HuskyCT site.

Week 1. Course introduction.

Cunningham and Kelsay, *The Sacred Quest*, Introduction and Chapters 1, 2, and 3 (pp. 1-53).

Rudolf Otto. 1958 [1923]. *The Idea of the Holy*. Chapters II, III, IV. Oxford & New York: Oxford University Press, pp. 5-24.

Mircea Eliade. 1987 [1957]. *The Sacred and the Profane*. Introduction, Chapter 1 (part). Willard R. Trask, trans. New York: Harcourt, pp. 8-29.

Stephen Jay Gould. 1997. “Non-overlapping Magisteria.” *Natural History* 106(2):16-26.

Emile Durkheim. 1995 [1912]. *Elementary Forms of the Religious Life*. Karen E. Fields, trans. New York: The Free Press. Book I, Chapter 1 Sections I & II, pp.22-33. Full text online at: http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#Page_24

Weeks 2-3. Theories of religion.

Daniel Pals. *Eight Theories of Religion*. Whole book.

Emile Durkheim. 1995 [1912]. *Elementary Forms of the Religious Life*. Karen E. Fields, trans. New York: The Free Press. Introduction, pp.8-17 (top). Available online at:

<http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#INTRODUCTION>

AND Book II, Chapter 7 Section II, pp.208-216. Online at:

http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#Page_206

Sigmund Freud. 1927. *The Future of an Illusion*. Chapter IV. Online at:

<http://www.pbs.org/wgbh/questionofgod/ownwords/future1.html>

AND Chapters VII and VII. Online at:

<http://www.pbs.org/wgbh/questionofgod/ownwords/future2.html>

Karl Marx. 1843-44. A Contribution to the Critique of Hegel's Philosophy of Right: Introduction, page 1 up until "...into the criticism of politics." Online at: <https://www.marxists.org/archive/marx/works/1843/critique-hpr/intro.htm>

E. E. Evans-Pritchard. 1937. "The notion of witchcraft explains unfortunate events." *Witchcraft, Oracles and Magic among the Azande* Oxford: the Clarendon Press, pp.18-32.

Clifford Geertz. 1973. "Religion as a Cultural System." *The Interpretation of Cultures*. New York: Basic Books, pp.87-125.

Marvin Harris. 1978. "India's Sacred Cow." *Human Nature*, Feb: 28-36.

4. Atheistic Critiques of Religion.

Benedict de Spinoza. 1997 [ca.1660]. "Theological-Political Treatise." In *The Portable Atheist* Christopher Hitchens ed. Philadelphia: Da Capo Press, pp. 21-25.

Friedrich Nietzsche. 1997 [1886]. *Beyond Good and Evil*. Helen Zimmern, trans. Chapter III "The Religious Mood." Available online at:

<http://www.gutenberg.org/files/4363/4363-h/4363-h.htm#link2HCH0003>

Nietzsche. 2005 [1888]. *The Anti-Christ: A Curse on Christianity*, Sections 15-27.

Online at: <http://www.gutenberg.org/files/19322/19322-h/19322-h.htm>

Emma Goldman. 1997 [ca. 1919]. "The Philosophy of Atheism." In *The Portable Atheist* Christopher Hitchens ed. Philadelphia: Da Capo Press, pp.129-134.

Russell, Bertrand. 1957 [1930]. "Has Religion Made Useful Contributions to Civilization?" In *Why I Am Not a Christian*. Paul Edwards, ed. New York: Simon and Schuster, pp. 24-37 and 42-47.

Jean-Paul Sartre. 1946. "Existentialism is a Humanism." Lecture. Full text online at:

<https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm>

Albert Camus. 1942. "The Myth of Sisyphus." Full text online at:

<http://dbanach.com/sisyphus.htm>

5-6. What constitutes religion? Theology, cosmology, myth, ritual, space, text.

The Sacred Quest, Chapters 4, 5 (pp.55-84).

Tedlock, *Popol Vuh* (whole book).

Martha Beckwith ed. and trans. 1972 [1951]. *The Kumulipo: A Hawaiian Creation Chant*. Honolulu: University Press of Hawaii, pp. 58-67.

Book of Exodus Chs. 25-30; Leviticus Chs. 6-8. (Online [Bible](#) available under Web Links.)

Valerio Valeri. 1985. *Kingship and Sacrifice: Ritual and Society in Ancient Hawaii*. Paula Wissing, trans. Chicago: University of Chicago Press, pp. 234-243, 256-262.

7. Religion as Resistance.

The Sacred Quest, Chapter 6 (pp.85-100).

Anthony Wallace. 1956. "Revitalization Movements." *American Anthropologist* 58(2): 264-281.

J. Jorgensen. 1986. "Ghost Dance, Bear Dance, and Sun Dance." *Handbook of North American Indians* Vol. 11, Great Basin. W. d'Azevedo ed., pp. 660-72. Washington: Smithsonian Inst.

Aihwa Ong. 1988. "The Production of Possession: Spirits and the Multinational Corporation in Malaysia." *American Ethnologist* 15(1): 28-42.

8. 'Religion' without God or ritual?

The Sacred Quest, Chapters 7 and 8 (pp.101-132).

Self-presentations and doctrinal texts of the Society of Friends, Unitarian Universalists, Society for Ethical Culture, Secular Humanists: web links to be posted.

9. Comparing religious orientations.

Armstrong, *A History of God*, Introduction, Chapter 1 (pp.3-39).

Gospel according to John 1:1-18. (Link to online [Bible](#) under Web Links.)

Gregory of Nyssa. ca. 390 CE. *The Life of Moses*. Book Two, Sections 19-26, 162-164, 225-239. Online and in various editions, including: Louis Dupré and James Wiseman eds. 2001. *Light from Light: An Anthology of Christian Mysticism*. New York & Mahwah NJ: Paulist Press, pp. 47-52.

[optional: "Sermon Six on the Beatitudes." Ibid. pp. 41-46.]

Pseudo-Dionysius, a/k/a Dionysius the Areopagite. 6th century CE. *The Mystical Theology*. Full text online at: <http://www.esotericarchives.com/oracle/dionys1.htm>

David A. Cooper. 1997. *God Is a Verb: Kabbalah and the Practice of Mystical Judaism*. New York: Riverhead Books, pp.54-58, 61-77.

T. M. Luhrmann. 2012. *When God Talks Back: Understanding the American Evangelical Relationship with God*. New York: Vintage Books, pp.3-15, 60-71, 267-278.

Barbara Brown Taylor. 1998. *When God Is Silent*. Cambridge, Mass.: Cowley Publications, pp. 65-80.

10-11. The Abrahamic religions.

Finish Armstrong, *A History of God*.

12. Contemporary fundamentalisms and religious conflicts.

The Sacred Quest, Chapter 9 (pp.133-146).

Susan Harding. 2000. "Chapter Two. Fundamentalist Exile." *The Book of Jerry Falwell: Fundamentalist Language and Politics*. Princeton University Press.

News media stories web links to be posted.

13-14. The "Science versus Religion" debate.

Dixon, *Science and Religion: A Very Short Introduction*. Whole book.

Carl Sagan. 2007. "The God Hypothesis." *The Portable Atheist* ed. Christopher Hitchens. Philadelphia: Da Capo Press, pp. 226-238.

John Polkinghorne. 1998. *Belief in God in an Age of Science*, Chapter 1. New Haven: Yale University Press, pp. 1-24.

Barbara Brown Taylor. 2000. *The Luminous Web: Essays on Science and Religion*, Chapter 2. Cambridge, Mass.: Cowley Publications, pp.17-32.

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. This section provides a brief overview of important standards, policies and resources.

Student Code:

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

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

→ **Academic dishonesty** (cheating, plagiarism, presenting someone else's words or work as your own) will not be tolerated in this class, and will be prosecuted to the fullest allowable extent. As a student, it is your responsibility to know what constitutes plagiarism and avoid it, or risk a failing grade in the course. If you are unclear about the definition of plagiarism, consult the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citation, and writing resources)

Copyright:

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

Communication and “Netiquette”:

At all times, course communications with the professor and fellow students must be professional and courteous. Do not address a faculty member by his or her first name unless you are invited to do so. Be sure to proofread all your written communications (even email messages) and (especially) assignments. Poor preparation is discourteous. Grammar and spelling checkers are easily available; use them before hitting ‘Enter.’ If you need a netiquette refresher, please consult this guide: [The Core Rules of Netiquette](#).

Adding or Dropping a Course:

If you should decide to drop the course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor that you intend to drop does not constitute an official withdrawal from the course. That must be done through the Registrar’s office. For more information, refer to the [Undergraduate Catalog](#).

Academic Calendar:

The [Academic Calendar](#) contains important university-wide semester dates & deadlines.

Academic Support Resources:

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

Students with Disabilities:

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

Evaluation of the Course

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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: September 17, 2014
2. Department requesting this course: History
3. Nature of Proposed Change: Course renumbering
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: n/a
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. [Effective Date](#) (semester, year): Spring 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy See attached document

Proposed Catalog Copy See attached document

(See information in the "Add a course" form if you have any questions regarding specific items.)

Justification

1. [Reasons for changing this course](#): The change is to the course numbers only, not to course topics or contents. History has a significant number of new faculty and so has been offering more Variable Topics and Special Topics courses than usual. Enrollments, however, have been poor and changing the numbers will help tackle this. The new numbers will make these courses more visible in the online system to students registering for courses; and make the courses more attractive to those History majors and non-majors who mistakenly believe that high numbers (3995/8) indicate a greater level of difficulty than other 3000-level courses. The change will also bring History courses of this kind into line with those in other CLAS departments, such as Anthropology and Journalism, which already have 3095/3098 numbers.

2. Effect on Department's curriculum: This is the most effective way of increasing student enrollment in such courses.

3. Other departments consulted: Not applicable
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): No changes
7. [Dates approved](#) by
Department Curriculum Committee:9/17/14
Department Faculty: 9/10/14
8. Name, Phone Number, and e-mail address of principal contact person:
Melina Pappademos, 8608698419, melina.pappademos@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 20 March 2014
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

HIST 3650. History of Urban Latin America

Three credits. Open to sophomores or higher. Not open to students who have passed HIST 3995 when taught as Latin American Urban History.

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3650
3. Course Title: History of Urban Latin America
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Yes
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: 1, 4
 - a. If Content Area 1, specify a CLAS area, A-E: C,
 - b. Justification for inclusion in CLAS area, A-E: Course focused on historical questions of urban culture, politics, structure, therefore appropriate for Area C, History

13. S/U grading:

Justification

1. Reasons for adding this course: Broadening offerings on urban questions, adding more topical focus to Latin American courses, adding Latin American focus to existing courses on North American cities in history and urban studies. Course has already been taught once as HIST 3995, Selected topics, with success.
2. Academic merit: Bringing historical depth to campus offerings on urban studies; thinking about cities from the perspective of the region producing some of the most vital political, environmental, and design responses to present conflicts.
3. Overlapping courses: None, although approach will complement History of American Cities (HIST 3541) and Latin American history surveys (HIST 3608, 3609)
4. Number of students expected: 35
5. Number and size of sections: 1
6. Effects on other departments: None other than complementing offerings on Latin America in Political Science, Sociology, Anthropology, LCL. Seeking cross list with Urban Studies.
7. Effects on regional campuses: None
8. Staffing: Healey
9. Dates approved by
Department Curriculum Committee:
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:

Micki McElya, micki.mcelya@uconn.edu, x6-2085

Syllabus

A syllabus for the new course must be attached to your submission email.

HIST 3650. HISTORY OF URBAN LATIN AMERICA
UNIVERSITY OF CONNECTICUT
FALL 2015

Professor Mark Healey
Mark.healey@uconn.edu

LECTURE: MWF 10-10.50AM, STORRS HALL 2
OFFICE HOURS: M 2-3.30PM, WOOD HALL 222

Overview:

This course is an introduction to the cities of modern Latin America. It does not require any previous coursework in the area; as you will learn, cities offer a particularly interesting starting point for thinking about Latin America. In this course, we will look closely at the material, geographic, and architectural histories of each of our cities. But we will be especially interested in their social and cultural histories, how people have thought about, lived in, and struggled for the city. Therefore we will start out with the colonial foundations of these cities, trace their historical transformation across the nineteenth and early twentieth centuries, and then branch out into different ways of looking at the cities that emerged.

After a brief discussion of foundations and colonial origins, we will turn to four of the largest and most important cities —Mexico, Lima, Buenos Aires, and Rio de Janeiro—during the course of the twentieth century. Each of these cities are (or were, in the case of Rio) national capitals, and each remains a center of cultural, political and economic power. Studying each of these cities is also a way of studying the culture and politics of the nations —Mexico, Peru, Argentina and Brazil— they form a part of.

Alongside our common readings, you will be developing a research paper focused on a particular urban theme. You may use this opportunity to delve deeper into an issue we have examined in one of the cities we focus on, to explore similar issues in a city we have not examined as closely (such as Quito, Santiago, or Havana) or to pursue another issue beyond those treated in our common readings and discussion.

Readings:

The following texts are assigned for this course. They are on order at the bookstore, but each can also be ordered through Amazon or other retailers.

Javier Auyero, *Poor People's Politics* (Duke, 2000)
Brodwyn Fischer, *A Poverty of Rights: Citizenship and Inequality in Twentieth-Century Rio de Janeiro* (Stanford, 2008)
Michael Johns, *The City of Mexico in the Age of Diaz* (Texas, 1997)

Chuck Walker, *Shaky Colonialism: The 1746 Earthquake-Tsunami in Lima and Its Long Aftermath* (Duke, 2008)

All other readings will be posted on HuskyCT. If there is interest, they could also be made available as a coursepack.

Assignments:

Your grade will be based on the following:

20% Class participation

While this class will be based on lectures, discussion is an essential part of learning, and engaging with reading and lecture in class debate is a key part of your grade. Your participation is crucial, and demands that you do all the reading before class.

25% Quizzes

There will be three short, in-class quizzes, including a few IDs and an essay, covering lectures and readings.

25% Research project

During this course, you will carry out a research project that is thematically specific and focused on either one Latin American city or a comparison between several cities. This could build on themes discussed in class, or take a different approach. You will work with the professor over the course of the semester in developing your topic, undertaking research, producing a rough draft, presenting your findings to the class, and finally turning in a finished, 8-10 page research paper.

30% Final Exam

There will be a 2 hour final exam.

SCHEDULE

Note: READINGS ARE SUBJECT TO CHANGE. ALL CHANGES WILL BE ANNOUNCED WITH ONE WEEK WARNING

Overview

- 27 Aug Introduction: Why Cities? Why Latin America?
- 29 Aug Overview: A World Structured by Cities
Angel Rama, *The Lettered City*, ch 1
- 31 Aug Three Worlds Collide
Jacques Soustelle, "Daily Life of the Aztecs on the Eve of Spanish Conquest"
Charles Gibson, "The Aztecs under Spanish Rule"

Colonial Foundations

- 3 Sep **No class: Labor Day**
- 5 Sep The Urban Foundations of Colonial Rule: Mexico vs Lima
Mark Szuchman, "The City as Vision: The Development of Urban Culture in Latin America"
Setha Low, "Cultural meaning of the plaza: The history of the Spanish-American gridplan-plaza urban design"
Angel Rama, *The Lettered City*, ch 2-3
- 7 Sep Expansion and Mixture: Buenos Aires and Lima

Challenges to the Colonial Order

- 10 Sep Unsettled Cities
Chuck Walker, *Shaky Colonialism*, 1-89
- 12 Sep "Enlightened" Cities
Chuck Walker, *Shaky Colonialism*, 90-192

14 Sep Cities and Independence

Quiz 1

From Colony to Nation

17 Sep The Changing Meanings of Citizenship

19 Sep Slave City and Imperial Capital: Rio de Janeiro

21 Sep Port City in a Divided Nation: Buenos Aires

24 Sep Cities and Nations in the 19th Century

Remaking the City and its Citizens: Rio de Janeiro, from Empire to Republic

26 Sep Rio de Janeiro: Imperial Capital and Slave City

Diane Brand, “ Sets and Extras: Ephemeral Architecture and Urban Ceremony in Rio de Janeiro (1808-1821)”

Zephyr Frank, “ Layers, Flows and Intersections: Jeronymo José de Mello and Artisan Life in Rio, 1840-1880”

Thomas Holloway, “ A Healthy Terror: Police Repression of Capoeiras in Nineteenth-Century Rio de Janeiro”

28 Sep The Republic and the Belle-Epoque

Jeffrey Needell, “ Making the Carioca Belle Epoque Concrete”

1 Oct Progress and Disorder

Jeffrey Needell, “ The Revolta Contra Vacina of 1904”

Theresa Meade, “ Living Worse and Costing More: Resistance and Revolt in Rio, 1890-1917”

Remaking the City and Its Citizens: Mexico City, circa 1910

- 3 Oct Mexico City as Power Center
 Michael Johns, *The City of Mexico in the Age of Díaz*, 1-63
 Mauricio Tenorio Trillo, “Mexico City 1910:
 Space and Nation in the City of the Centenario”
 Cristina Jiménez, “Performing their right to the city:
 Political uses of public space in a Mexican City, 1880-1910s”
- 5 Oct Mexico City as Revolutionary Site
 Michael Johns, *The City of Mexico in the Age of Díaz*, 64-112
 John Lear, “Mexico City: Popular Classes and Revolutionary
 Politics”
- 8 Oct Mexico City After the Revolution

From the Patrician City to the City of Masses, Buenos Aires

- 10 Oct Immigration, Labor, and Protest
 James Scobie, “Buenos Aires as a Commercial-Bureaucratic City:
 1890-1910”
- 12 Oct Suburban Expansion and Cultural Change: 1910s-1920s
 Adrián Gorelik, “A Metropolis of the Pampas:
 Buenos Aires 1890-1940

The City of Masses: Buenos Aires and Rio

- 15 Oct Buenos Aires: Mass Culture
- 17 Oct Buenos Aires: The Coming of Populism
- Quiz 2**

The City of Populism: Rio de Janeiro

- 19 Oct Remaking the Marvellous City, yet Again
Brodwyn Fischer, *Poverty of Rights*, part I
- 22 Oct Poor Citizens
Brodwyn Fischer, *Poverty of Rights*, Part III
- 24 Oct The City as Laboratory
Brodwyn Fischer, *Poverty of Rights*, Part iv
- 26 Oct **No class**

The Utopian City: Brasilia and After

- 29 Oct The Dream of Brasília
- 31 Oct Paradoxical Outcomes
Quiz 3
- 2 Nov Urban “Renewal” and Its Costs
James Holston, “Autoconstruction in Working-Class Brazil”
Final Paper Proposal Due

The Cities of the Margins

- 5 Nov Learning from Lima
- 7 Nov Rediscovering the Periphery: Buenos Aires
- 9 Nov The Urban Form of Dictatorship

The Uneven Contours of Urban Democracy

- 12 Nov Shantytown Politics in a Neoliberal Age
Javier Auyero, *Poor People’s Politics*
- 14 Nov Shantytown Politics, 2
Javier Auyero, *Poor People’s Politics*

16 Nov The New Shape of the City

After the Neoliberal City

26 Nov New Forms of Citizenship

28 Nov **No class**

30 Nov Overviews and Paths Forward

3 Dec Student Presentations

5 Dec Student Presentations

7 Dec Student Presentations

Final Paper Due

12 Dec Final Exam (10.30am)

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the cross listing rules before completing this form.

1. Date: June 12, 2014
2. Department initiating this proposal: History
3. Effective Date (semester, year): Fall 2015

Proposed Catalog Copy/Copies

HIST 3650. History of Urban Latin America

Three credits. Open to sophomores or higher. Not open to students who have passed HIST 3995 when taught as Latin American Urban History.

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present.

Justification

1. Reasons for adding this course if it is new:

Broadening offerings on urban questions, adding more topical focus to Latin American courses, adding Latin American focus to existing courses on North American cities in history and urban studies. Course has already been taught once as HIST 3995, Selected topics, with success.

2. Reasons for cross listing this course:

Course will bring historical depth to campus offerings on urban studies; thinking about cities from the perspective of the region producing some of the most vital political, environmental, and design responses to present conflicts. Will serve students of Urban Studies as well as History, among other departments.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No

4. Effects on other departments: Complementary

5. Effects on regional campuses: None

6. Staffing: Healey

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program that will be involved in the cross-listing.

History and Urban Studies

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

History

Department or Program Curriculum Committee:

Department or Program Faculty:

Department or Program Head:

Urban Studies

Department or Program Curriculum Committee:

Department or Program Faculty:

Department or Program Head:

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

Micki McElya, micki.mcelya@uconn.edu, x6-2085



MEMO

To: Department of History

From: Edith Barrett, Director, Urban and Community Studies Program

Date: September 11, 2014

Re: HIST 3650

On September 5, 2014, the UCS Curriculum Committee approved the cross-listing of HIST 3650: History of Urban Latin America as URBN 3650.

On September 9, 2014, the UCS Core faculty likewise approved the cross-listing.