

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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(g) requires GEOC approval; (s) requires Senate approval.
C&C approved copy of (g) and (s) courses must be submitted to GEOC and the Senate through the [Curricular Action Request form](#).
(x) means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Etiquette for consultation

Unique credits for double majors - Ndiaye

Cuts and curriculum - Henning

2 Approvals by the Chair

2014-112 Offer MCB 3895 Special Topics as Advanced Topics in Biochemistry

[Full Materials](#)

Instructor: Judith Landin, VAP

Short description:

MCB 3895: Advanced Topics in Biochemistry

Second Semester. One credit. Prerequisite: MCB 2000 or MCB 3010.

Exploration of current topics in the field of biochemistry such as non-coding RNA, protein synthesis and degradation, cell signaling, proteomics and metabolomics.

3 Special Topics Proposal for Discussion

2014-108 Offer INTD 3895 as Disability Law: Policy, Ethics and Advocacy

[Full Materials](#)

Instructor: Christine Sullivan, J.D.

Short Description:

Disability Law, Policy, Ethics and Advocacy (Disability Law...) is a 3-credit course open to junior and senior students; freshmen and sophomore students may enroll after attaining permission from the instructor. Disability Law... will enable students to better understand the legal policies and issues that affect the lives of people with disabilities. Students will learn about various forms of discrimination, social injustice, and health inequity that impact people with disabilities and their families, and the current regulations and policies that exist to protect against such discrimination and disparities. Students will also learn about principles of self-determination, self-advocacy and bioethical issues surrounding life and death decisions specific to persons with disabilities.

4 Old Proposals

2014-104 Add ANTH 2400 Analyzing Religion

[Full Materials](#)

Proposed Catalog Copy:

ANTH 2400 Analyzing Religion

Three credits.

Honors course introducing the study of religion from an interdisciplinary perspective. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations. The science-and-religion debate. CA 2. CA 4-INT.

5 New Proposals

2014-109 Change MCB 3201 Gene Expression

[Full Materials](#)

Current Catalog Copy:

3201. Gene Expression

(201) (Formerly offered as MCB 2211.) Three credits. Recommended preparation: MCB 2210 or 2410 or 2610.

Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.

Proposed Catalog Copy:

3201. Gene Expression

(201) (Formerly offered as MCB 2211.) Three credits. Recommended preparation: MCB

2000, 2210, 2400, 2410 or 3010.

Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.

Changes Highlighted:

3201. Gene Expression

(201) (Formerly offered as MCB 2211.) Three credits. Recommended preparation: MCB 2000, ~~2210 or 2400~~, 2410 or ~~2610~~-3010.

Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.

2014-110 Change MCB 3211 Cancer Cell Biology and Genetics

Full Materials

Current Catalog Copy:

3211. Cancer Cell Biology and Genetics

Three credits. Prerequisite: MCB 2210; recommended preparation: MCB 2410.

Genetics and epigenetics of cancer cells. Cellular signaling and growth control. The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death. DNA damage and repair mechanisms. Carcinogen activation detoxification. General and targeted approaches to cancer therapy.

Proposed Catalog Copy:

3211. Cancer Cell Biology and Genetics

Three credits. Prerequisite: MCB 2210; recommended preparation: MCB 2400 or 2410.

Genetics and epigenetics of cancer cells. Cellular signaling and growth control. The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death. DNA damage and repair mechanisms. Carcinogen activation detoxification. General and targeted approaches to cancer therapy.

Changes Highlighted:

3211. Cancer Cell Biology and Genetics

Three credits. Prerequisite: MCB 2210; recommended preparation: MCB 2400 or 2410.

Genetics and epigenetics of cancer cells. Cellular signaling and growth control. The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death. DNA damage and repair mechanisms. Carcinogen activation detoxification. General and targeted approaches to cancer therapy.

5.3 2014-111 Change MCB 3841W Research Literature in Molecular and Cell Biology



2014-111 Change MCB 3841W Research Literature in Molecular and Cell Biology

[Full Materials](#)

Current Catalog Copy:

3841W. Research Literature in Molecular and Cell Biology

(241W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open only with consent of instructor. Recommended preparation: one 2000-level course in MCB. With a change in content, may be repeated for credit.

Proposed Catalog Copy:

3841W. Research Literature in Molecular and Cell Biology

(241W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; MCB course prerequisites vary with section. With a change in content, may be repeated for credit.

Changes Highlighted:

3841W. Research Literature in Molecular and Cell Biology

(241W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; ~~open only with consent of instructor. Recommended preparation: one 2000-level course in MCB~~ MCB course prerequisites vary with section. With a change in content, may be repeated for credit.

2014-113 Add ECON 5314 Causal Program Evaluation

[Full Materials](#)

Current Catalog Copy:

ECON 5314. Causal Program Evaluation.

3 credits. Lecture.

Statistical techniques for causal inference applied to the evaluation of public programs.

2014-114 Change GEOG 1100 Globalization

[Full Materials](#)

Current Catalog Copy:

GEOG 1100 Globalization

Three credits.

Linkages between spatial processes and social, cultural, economic, political and environmental

change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales. CA 2. CA 4-INT.

Proposed Catalog Copy:

GEOG 2000. Globalization

(Formerly offered as GEOG 1100.) Three credits.

Linkages between spatial processes and social, cultural, economic, political and environmental change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales. CA 2. CA 4-INT.

Changes Highlighted:

GEOG ~~1100~~-2000. Globalization

(Formerly offered as GEOG 1100.) Three credits.

Linkages between spatial processes and social, cultural, economic, political and environmental change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales. CA 2. CA 4-INT.

2014-115 Change GEOG 4500 Introduction to Geographic Information Systems

(g)(s)

Full Materials

Current Catalog Copy:

GEOG 4500. Introduction to Geographic Information Systems

(246C) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q.

The study of the fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

Proposed Catalog Copy:

GEOG 2500. Introduction to Geographic Information Systems

(Formerly offered as GEOG 4500.) Four credits. One 2-hour lecture and two 2-hour laboratory periods.

The study of the fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common

computer-based systems.

Changes Highlighted:

GEOG ~~4500~~-2500. Introduction to Geographic Information Systems

(Formerly offered as GEOG 4500.) Four credits. One 2-hour lecture and two 2-hour laboratory periods. ~~Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q.~~

The study of the fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

2014-116 Change GEOG 4510 Applications of Geographic Information Systems (g)(s)

Full Materials

Current Catalog Copy:

GEOG 4510. Applications of Geographic Information Systems

(248C) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: GEOG 4500; open to juniors or higher.

Applications of geographic information systems. Particular attention to land use planning and resource management.

Proposed Catalog Copy:

GEOG 2505. Applications of Geographic Information Systems

(Formerly offered as GEOG 4510.) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: GEOG 2500.

Applications of geographic information systems. Particular attention to land use planning and resource management.

Changes Highlighted:

GEOG ~~4510~~-2505. Applications of Geographic Information Systems

~~(248C)~~Formerly offered as GEOG 4510.) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Prerequisite: GEOG ~~4500; open to juniors or higher.~~2500.

Applications of geographic information systems. Particular attention to land use planning and resource management.

2014-117 Change GEOG Major

Full Materials

Current Catalog Copy:

Geography

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners. The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

Bachelor of Arts. The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of 3 courses: GEOG 2100, GEOG 2300, and one methods course (choice of GEOG 2510, 3110, 3300, 3500Q, 3510, 4500), and 15 additional credits, including at least one 'W' course in geography chosen in consultation with their departmental advisor.

Bachelor of Sciences. The B.S. degree requires 31 credits in 2000 or higher level geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of 6 courses: GEOG 2100, 2300, 3500Q, 3510, 4500, 4510, and one methods course (choice of GEOG 2510, 3110, 3300, 3505, 4520) and 6 additional credits, including at least one 'W' course in geography chosen in consultation with their departmental advisor.

The writing in the major requirement for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W.

The information literacy requirement in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W.

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.

A minor in Geographic Information Science is described in the 'Minors' section.

Proposed Catalog Copy:

Geography

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide

range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners. The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

Bachelor of Arts. The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of 3 courses: GEOG 2100 or 2200, GEOG 2300, and one methods course (choice of GEOG 2500, 2510, 3110, 3300, 3500Q, 3510), and 15 additional credits, including at least one 'W' course in geography chosen in consultation with their departmental advisor.

Bachelor of Sciences. The B.S. degree requires 31 credits in 2000 or higher level geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of 6 courses: GEOG 2100, 2300, 2500, 2505, 3500Q, 3510, and one methods course (choice of GEOG 2510, 3110, 3300, 3505, 4520) and 6 additional credits, including at least one 'W' course in geography chosen in consultation with their departmental advisor.

The writing in the major requirement for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W.

The information literacy requirement in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W.

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.

A minor in Geographic Information Science is described in the 'Minors' section.

Changes Highlighted:

Geography

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists,

environmental program managers, location analysts, and transportation planners. The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

Bachelor of Arts. The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of 3 courses: GEOG 2100 or 2200, GEOG 2300, and one methods course (choice of GEOG 2500, 2510, 3110, 3300, 3500Q, 3510, ~~4500~~), and 15 additional credits, including at least one 'W' course in geography chosen in consultation with their departmental advisor.

Bachelor of Sciences. The B.S. degree requires 31 credits in 2000 or higher level geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of 6 courses: GEOG 2100, 2300, 2500, 2505, 3500Q, ~~3510, 4500, 4510~~3510, and one methods course (choice of GEOG 2510, 3110, 3300, 3505, 4520) and 6 additional credits, including at least one 'W' course in geography chosen in consultation with their departmental advisor.

The writing in the major requirement for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W.

The information literacy requirement in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W.

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.

A minor in Geographic Information Science is described in the 'Minors' section.

2014-118 Change Geographic Information Science Minor

Full Materials

Current Catalog Copy:

Geographic Information Science

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: GEOG 4500 and GEOG 4510
2. One of the following: GEOG 3500Q, 3510
3. One of the following: ECON 2326, GEOG 2510, 3110, 4520; GEOG/MARN 3505; MATH 3710; STAT 2215Q

Geography majors may not use any Geography course to fulfill both major and minor requirements. The minor is offered by the Geography Department.

Proposed Catalog Copy:

Geographic Information Science

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the

following:

1. Two required courses: GEOG 2500 and GEOG 2505
2. One of the following: GEOG 3500Q, 3510
3. One of the following: ECON 2326, GEOG 2510, 3110, 4230, 4520, 4530, GEOG/MARN 3505; MATH 3710; STAT 2215Q

Geography majors may not use any Geography course to fulfill both major and minor requirements. The minor is offered by the Geography Department.

Changes Highlighted:

Geographic Information Science

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: GEOG ~~4500 and GEOG 4510~~2500 and GEOG 2505
2. One of the following: GEOG 3500Q, 3510
3. One of the following: ECON 2326, GEOG 2510, 3110, 4230, 4520, ~~4530~~, 4530, GEOG/MARN 3505; MATH 3710; STAT 2215Q

Geography majors may not use any Geography course to fulfill both major and minor requirements. The minor is offered by the Geography Department.

2014-119 Change Environmental Studies Major

[Full Materials](#)

Current Catalog Copy:

Environmental Studies The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals. Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core:*

Humanities Core PHIL 3216; HIST 3540; ENGL 3240

Social Sciences Core ARE 3434; NRE 3245; POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major: In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above): 30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

Statistics: STAT 1000Q, 1100Q

Proposed Catalog Copy:

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the

non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals. Requirements:

Introductory Courses. *All majors must take three introductory courses:* EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051
BIOL 1102 or, for those seeking a more advanced background, BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core.*

Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.

Humanities Core: PHIL 3216; HIST 3540 or HIST 3542; ENGL 3240 or ENGL 3715 or JOUR 3046

Social Sciences Core: ARE 3434 or ARE 4462 or ECON 3466; NRE 3245; NRE 3246; POLS 3412

Natural Science Core: EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major: In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above): 30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

Statistics: STAT 1000Q, 1100Q

Changes Highlighted:

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals. Requirements:

Introductory Courses. *All majors must take three introductory courses:* EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core.*

Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.

Humanities Core: [PHIL 3216](#); [HIST 3540](#) or [HIST 3542](#); [ENGL 3240](#) or [ENGL 3715](#) or [JOUR 3046](#)

Social Sciences Core: [ARE 3434](#) or [ARE 4462](#) or [ECON 3466](#); [NRE 3245](#); [NRE 3246](#); [POLS 3412](#)

Natural Science Core: [EEB 2208](#), [GEOG 3400](#), [AH 3175](#), [GSCI 3010](#); [NRE 4170](#)

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major: In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional

12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above): 30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

Statistics: STAT 1000Q, 1100Q

2014-120 Change English capstone prereqs (g)(s)

Full Materials

Current Catalog Copy:

4101W. Advanced Study: British Literature

(283W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the British Isles.

4201W. Advanced Study: American Literature

(284W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the United States.

4203W. Advanced Study: Ethnic Literature

(287W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

May be repeated for credit with a change of topic.

Intensive study of particular topics in British or American literature written by ethnic writers.

4301W. Advanced Study: Anglophone Literature

(288W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

May be repeated for credit with a change of topic.

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

(289W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of these Commonwealth countries.

4401W. Advanced Study: Poetry

(280W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in poetry.

4405W. Advanced Study: Drama

(279W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in dramatic literature.

4407W. Advanced Study: Prose

(281W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary prose.

4600W. Advanced Study: Seminars in Literature

(268W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. Small classes with an emphasis on writing.

4601W. Advanced Study: Literary Criticism and Theory

(282W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary criticism and theory.

4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature

(290W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

4965W. Advanced Studies in Early Literature in English

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

Advanced studies in literature written in English before 1800.

Proposed Catalog Copy:

4101W. Advanced Study: British Literature

(283W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the British Isles.

4201W. Advanced Study: American Literature

(284W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the United States.

4203W. Advanced Study: Ethnic Literature

(287W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in British or American literature written by ethnic writers.

4301W. Advanced Study: Anglophone Literature

(288W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

(289W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of these Commonwealth countries.

4401W. Advanced Study: Poetry

(280W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in poetry.

4405W. Advanced Study: Drama

(279W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in dramatic literature.

4407W. Advanced Study: Prose

(281W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary prose.

4600W. Advanced Study: Seminars in Literature

(268W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. Small classes with an emphasis on writing.

4601W. Advanced Study: Literary Criticism and Theory

(282W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary criticism and theory.

4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature

(290W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

4965W. Advanced Studies in Early Literature in English

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher.

Advanced studies in literature written in English before 1800.

Changes Highlighted:

4101W. Advanced Study: British Literature

(283W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the British Isles.

4201W. Advanced Study: American Literature

(284W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the United States.

4203W. Advanced Study: Ethnic Literature

(287W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in British or American literature written by ethnic writers.

4301W. Advanced Study: Anglophone Literature

(288W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

(289W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of these Commonwealth countries.

4401W. Advanced Study: Poetry

(280W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in poetry.

4405W. Advanced Study: Drama

(279W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in dramatic literature.

4407W. Advanced Study: Prose

(281W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary prose.

4600W. Advanced Study: Seminars in Literature

(268W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. Small classes with an emphasis on writing.

4601W. Advanced Study: Literary Criticism and Theory

(282W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary criticism and theory.

4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature (290W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

4965W. Advanced Studies in Early Literature in English

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; [and at least 12 credits of 2000-level or above English courses or consent of instructor](#); open to juniors or higher.

Advanced studies in literature written in English before 1800.

2014-121 Change ENGL 4897 Honors VIII: Honors Thesis

Full Materials

Current Catalog Copy:

ENGL 4897. Honors VIII: Honors Thesis

Credits and hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher; open only with consent of instructor. All Honors students writing an Honors Thesis must register for this course in their last semester after consultation with the director of their thesis and the English department advisor to Honors Students, who is the instructor of record.

Proposed Catalog Copy:

ENGL 4897. Honors VIII: Honors Thesis

Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher; open only with consent of instructor. All Honors students writing an Honors Thesis must register for this course in their last semester after consultation with the director of their thesis and the English department advisor to Honors Students, who is the instructor of record.

Changes Highlighted:

ENGL 4897. Honors VIII: Honors Thesis

~~Credits and hours~~ [Three credits. Hours](#) by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher; open only with consent of instructor. All Honors students writing an Honors Thesis must register for this course in their last semester after consultation with the director of their thesis and the English department advisor to Honors Students, who is the instructor of record.

2014-122 Change Major Description for LCL**Full Materials***Current Catalog Copy:*

The Department of Literatures, Cultures and Languages offers courses in French, German, Hebrew, Italian, Portuguese, Spanish, the classical languages, and selected critical languages. Students may major in Classics and Ancient Mediterranean Studies, French, German, Italian Literary and Cultural Studies, or Spanish or a combination of languages. The department aims to give students a working knowledge of foreign languages for teaching, research, travel, business, diplomatic or governmental work, and for graduate or undergraduate study of the civilization and literature of a foreign country. Ordinarily study abroad or internship in the major modern language for at least one semester (or approved equivalent time period) will be required for all majors. With the advisor's consent students may choose from a variety of programs. The department conducts programs in Austria, France, Italy, Spain and Germany, sponsors a resident study program in Mexico and offers credit arrangements for study at a Goethe Institute in Germany. Such study normally is most valuable during the junior year, but unusually qualified sophomores and some seniors are also eligible. (The year abroad program in Italy welcomes applications by sophomores, juniors and seniors.) Additional language experience is available through residence in the University's Foreign Language dormitory. Students interested in any of these possibilities should consult early with their advisors.

Courses numbered in the 2000-level or above are open to freshmen and sophomores if they meet the prerequisites for the course. In the modern languages, classwork is conducted in the foreign language unless otherwise indicated.

Minors. The Department of Literatures, Cultures and Languages offers a minor in Chinese. It is described in the "Minors" section of this Catalog. Other Literature, Cultures and Languages related minors are described in that section as well.

Proposed Catalog Copy:

The Department of Literatures, Cultures and Languages offers courses in Arabic, Chinese, French, German, Hebrew, Italian, Spanish, Classical Languages (Ancient Greek, Latin and Biblical Hebrew) and selected critical languages. Students may major in Chinese Studies, Classical and Ancient Mediterranean Studies, French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies. For Comparative Literary and Cultural Studies see the section on "Individualized Major Program". A student may double major in two of the above majors. Students will gain knowledge of the Literature, Culture and applied Language skills that are required for teaching, business, diplomatic or governmental work, and research in graduate or undergraduate study of the culture and literature that is associated with these languages.

Education Abroad is required (or strongly encouraged, please see descriptions) for the majors in modern languages for at least one semester or approved equivalents. The department sponsors University of Connecticut programs in France, Italy, Spain, Germany and Tianjin,

China. Many other programs are available in Africa, Asia, Latin America and Europe through Education Abroad. Such coursework is normally most valuable in the junior year, but qualified sophomores and seniors are also eligible. Students interested in Education Abroad should consult with their advisors.

Courses numbered in the 2000-level or above are open to freshmen and sophomores, if they meet the prerequisites for the course. The modern languages coursework is conducted in the foreign language unless otherwise indicated.

Minors: The Department of Literatures, Cultures and Languages offers a minor in Classical and Ancient Mediterranean Studies, Chinese, French, German, Italian and Spanish Studies. Related minors in Judaic Studies, Latino Studies, Latin American Studies and Middle Eastern Studies may be of interest to students. Please see “Minors” section in the Catalog.

Changes Highlighted:

The Department of Literatures, Cultures and Languages offers courses in [Arabic, Chinese, French, German, Hebrew, Italian, Portuguese, Spanish, the classical languages, and Spanish, Classical Languages \(Ancient Greek, Latin and Biblical Hebrew\)](#) and selected critical languages. Students may major in ~~Classics~~ [Chinese Studies, Classical and Ancient Mediterranean Studies, French and Francophone Studies, German Studies, German, Italian Literary and Cultural Studies, or Spanish or a combination of languages.](#) ~~The department aims to give students a working knowledge of foreign languages~~ [Spanish Studies. For Comparative Literary and Cultural Studies see the section on ?Individualized Major Program?. A student may double major in two of the above majors. Students will gain knowledge of the Literature, Culture and applied Language skills that are required](#) for teaching, ~~research, travel,~~ business, diplomatic or governmental work, and ~~for research in~~ graduate or undergraduate study of the ~~civilization and literature of a foreign country.~~ ~~Ordinarily study abroad or internship in the major modern language~~ [culture and literature that is associated with these languages.](#)

[Education Abroad is required \(or strongly encouraged, please see descriptions\) for the majors in modern languages](#) for at least one semester ~~(or approved equivalent time period)~~ will be required for all majors. ~~With the advisor's consent students may choose from a variety of programs. The department conducts programs in Austria, or approved equivalents. The department sponsors University of Connecticut programs in France, Italy, Spain and Germany, sponsors a resident study program in Mexico and offers credit arrangements for study at a Goethe Institute in Germany. Such study normally is most valuable during, Germany and Tianjin, China. Many other programs are available in Africa, Asia, Latin America and Europe through Education Abroad. Such coursework is normally most valuable in the junior year, but unusually~~ qualified sophomores and ~~some~~ seniors are also eligible. ~~(The year abroad program in Italy welcomes applications by sophomores, juniors and seniors.) Additional language experience is available through residence in the University's Foreign Language dormitory. Students interested in any of these possibilities should consult early~~ [Education Abroad should consult](#) with their advisors.

Courses numbered in the 2000-level or above are open to freshmen and sophomores, if they meet the prerequisites for the course. ~~In the modern languages, classwork~~ [The modern languages coursework](#) is conducted in the foreign language unless otherwise indicated.

Minors: The Department of Literatures, Cultures and Languages offers a minor in

~~Chinese. It is described in the~~ [Classical and Ancient Mediterranean Studies, Chinese, French, German, Italian and Spanish Studies Related minors in Judaic Studies, Latino Studies, Latin American Studies and Middle Eastern Studies may be of interest to students. Please see “Minors” section of this Catalog.](#) ~~Other Literature, Cultures and Languages related minors are described in that section as well~~ [in the Catalog.](#)

2014-123 Add HRTS 3200/W International Human Rights Law 

Full Materials

Proposed Catalog Copy:

3200. International Human Rights Law


Three credits. Open to sophomores or higher.

International and regional human rights law, institutions, and regimes; specialized topics include corporate social responsibility, women’s human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance.

3200W. International Human Rights Law

Three credits. Open to sophomores or higher.

International and regional human rights law, institutions, and regimes; specialized topics include corporate social responsibility, women’s human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance.

2014-124 Add HRTS 3250/W Human Rights and New Technologies 

Full Materials

Proposed Catalog Copy:

3250. Human Rights and New Technologies

Three credits. Open to sophomores or higher.

The role of new technologies in the fulfillment, protection and enforcement of human rights; technology-related human rights benefits and risks, including privacy, security, and equality; technical and legal innovations for balancing benefits and risks.

3250W. Human Rights and New Technologies

Three credits. Open to sophomores or higher.

The role of new technologies in the fulfillment, protection and enforcement of human rights; technology-related human rights benefits and risks, including privacy, security, and equality; technical and legal innovations for balancing benefits and risks.

2014-125 Add HRTS 3420 Being International: Geopolitics and Human Rights

Full Materials

Proposed Catalog Copy:

3420. Being International: Geopolitics and Human Rights

Three credits. Prerequisite: none

Human rights theories and debates and their historical, institutional and geopolitical contexts.

2014-126 Add HRTS 3XXX Human Rights and Visual Culture

[Full Materials](#)

Proposed Catalog Copy:

HRTS 3xxx Human Rights & Visual Culture

Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

2014-127 Crosslist HRTS 3XXX and ARTH 3XXX

[Full Materials](#)

Proposed Catalog Copy:

ARTH 3XXX Human Rights & Visual Culture

(Also offered as HRTS 3XXX) Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

HRTS 3XXX Human Rights & Visual Culture

(Also offered as ARTH 3XXX) Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

2014-128 Change Human Rights Major

[Full Materials](#)

Current Catalog Copy:

Human Rights

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental

deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major. For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of group A and B; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions, Laws, Movements

POLS/HRTS 3212; SOCI/HRTS 3831, 3835, 3837; HIST/HRTS 3202; POLS/ HRTS 3428, 3430

B. History, Culture, Theory

HIST/HRTS 3201; POLS/HRTS 3042; HIST/HRTS 3207; HRTS 3149, DRAM/HRTS 3139; ENG/HRTS 3631; PHIL/HRTS 2170W, 3219

Elective Courses

ANTH/HRTS 3028; ANTH/HRTS 3153W; ANTH/WGSS 3350; ECON 2126, 2127W, 3473W; ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3570; any HRTS course numbered 2000 or above; PHIL 2215, 3218, 3220; POLS/HRTS 3256, 3418, 3807; LLAS/HRTS 3221/HIST 3575; SOCI/AASI 3221/HRTS 3571; SOCI/ AASI 3222/HRTS 3573; SOCI 3421/HRTS 3421; SOCI 3421W; SOCI 3429/HRTS 3429; SOCI 3429W; SOCI 3503; SOCI/HRTS/AFRA 3505; SOCI 3503W; SOCI 3801/HRTS 3801; SOCI 3801W; SOCI/HRTS/AFRA 3825;WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: ANTH/HRTS 3028W, 3153W; ECON 2127W, 3473W; PHIL/HRTS 2170W; HRTS 4996W; POLS 3418W; POLS/HRTS 3256W; SOCI 3421W, 3429W, 3503W, and 3801W.

A minor in Human Rights is described in the ?Minors? section.

Proposed Catalog Copy:

Human Rights The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline. To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major. For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions and Laws

HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831

B. History, Philosophy, and Theory

HIST/HRTS 3201, 3207; POLS/HRTS 3042; ENG/HRTS 3631; PHIL/HRTS 3220

C. Applications and Methods

DRAM/HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835(W), 3837

Elective Courses

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3XXX; ECON 2126, 2127(W), 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W, 3570; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W, 3219; PHIL 2215, 3218; POLS/HRTS 3418(W); POLS 3255, 3807; POLS/CHEG/HRTS 3209; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W), 3429(W), 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: ANTH/HRTS 3028W, 3150W, 3153W; ECON 2127W, 3473W; PHIL/HRTS 2170W; HRTS 3149W, 4996W; POLS 3418W; POLS/HRTS 3256W; SOCI 3421W, 3429W, 3503W, 3801W, and 3835W.

A minor in Human Rights is described in the ?Minors? section.

Changes Highlighted:

Human Rights The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline. To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major. For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of ~~group A and B~~ groups A, B and C; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions , ~~Laws , Movements~~ and ~~Laws~~

~~POLS/HRTS 3212; SOCI/HRTS 3831, 3835, 3837; HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3428, 3430 3212; SOCI/HRTS 3831~~

B. History, ~~Culture, Philosophy, and Theory~~

~~HIST/HRTS 3201, 3207; POLS/HRTS 3042; ~~HISTENG/HRTS 3207; HRTS 3149, 3631; PHIL/HRTS 3220~~~~

C. Applications and Methods

~~DRAM/HRTS 3139; ENG HRTS 3149(W), 3250(W); POLS/HRTS 3631; ~~PHIL~~3256(W), 3428, 3430; SOCI/HRTS 2170W, 3219, 3835(W), 3837~~

Elective Courses

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/~~HRTS 3153W~~; ANTH/WGSS 3350; ~~ARTH/HRTS 3XXX~~; ECON 2126, ~~2127W, 3473W~~2127(W), 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W, 3570; any HRTS course numbered 2000 or above; ~~PHIL-LLAS/HRTS 3221/HIST 3575~~; PHIL/HRTS 2170W, 3219; PHIL 2215, 3218, ~~3220~~; POLS/HRTS ~~3256~~, 3418(W); POLS 3255, 3807; ~~LLASPOLS/HRTS 3221~~CHEG/~~HIST 3575~~HRTS 3209; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI~~3421~~/HRTS 3421; ~~SOCI 3421W~~; ~~SOCI (W)~~, 3429/~~HRTS 3429~~; ~~SOCI 3429W~~; ~~SOCI (W)~~, 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505; ~~SOCI 3503W~~; ~~SOCI 3801/HRTS 3801~~; ~~SOCI 3801W~~; ~~SOCI/HRTS/AFRA~~, 3825; WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: ANTH/HRTS 3028W, 3150W, 3153W; ECON 2127W, 3473W; PHIL/HRTS 2170W; HRTS 3149W, 4996W; POLS 3418W; POLS/HRTS 3256W; SOCI 3421W, 3429W, 3503W, ~~and 3801W~~, ~~and 3835W~~.

A minor in Human Rights is described in the ?Minors? section.

2014-129 Change Human Rights Minor**Full Materials**

Current Catalog Copy:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least six credits from Group A (Core Courses); no more than six credits from Group B (Electives); and three credits from Group C (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A. Core Courses.

HRTS 3149, HRTS/ENGL 3631; HRTS/POLS 3042, 3212, 3428; HIST/HRTS 3201, 3202; SOCI/HRTS 3831, 3837

Group B. Electives.

AFRA/HIST/HRTS 3563; AFRA/HRTS/SOCI 3505, 3825; ANTH/WGSS 3350; ANTH/HRTS 3028, 3153W; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; DRAM/HRTS 3139; ECON 2126, 2127, 3473; ENGL 3629; ENGL/HRTS 3619, 3631; HIST/HRTS 3207; HIST/ WGSS 3562; HIST 3570; HIST 3575/HRTS 3221/LLAS 3221; any HRTS course numbered 2000 or above; HRTS/POLS 3256, 3418, 3430, 3807; HRTS/SOCI 3421, 3429, 3801; HRTS/WGSS 2263; PHIL 2215, 3218, 3220; PHIL/HRTS 2170W, 3219; SOCI 3503

Group C. Internship:

HRTS 4291

The minor is offered by the College of Liberal Arts and Sciences. For more information,

contact Samuel Martnez in the Anthropology Department.

Proposed Catalog Copy:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A.

Institutions and Laws

HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831

History, Philosophy, and Theory

HIST/HRTS 3201, 3207; POLS/HRTS 3042; ENG/HRTS 3631; PHIL/HRTS 3220

Group B. Applications and Methods

DRAM/HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835, 3837

Group C. Electives

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3???; ECON 2126, 2127(W), 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W, 3570; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W, 3219; PHIL 2215, 3218; POLS/HRTS 3418(W); POLS 3255, 3807; POLS/CHEG/HRTS 3209; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W), 3429(W), 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS/HRTS 2263

Group D. Internship

HRTS 4291

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Samuel Martnez in the Anthropology Department.

Changes Highlighted:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least ~~six~~three credits from Group A (~~Core Courses~~) Institutions and Laws or History, Philosophy, and Theory and three credits from Group B (Applications and Methods); no more than six credits from Group ~~B-C~~ (Electives); and three credits from Group ~~C-D~~ (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A. ~~Core Courses~~.

~~HRTS 3149, HRTS Institutions and Laws~~

~~HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/ENGL 3631; HRTS /POLS 3042, 3212, 3428; 3831~~

~~History, Philosophy, and Theory~~

~~HIST/HRTS 3201, 3202; SOCI 3207; POLS/HRTS 3831, 3837 3042; ENG/HRTS 3631; PHIL/HRTS 3220~~

~~Group B. Electives: Applications and Methods~~

~~AFRA/DRAM/HIST/HRTS 3563; AFRA/HRTS HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI 3505, 3825; ANTH/WGSS 3350; HRTS 3835, 3837~~

~~Group C. Electives~~

~~ANTH/HRTS 3028(W), 3153W; AASIANTH 3150(W); ANTH/HIST 3531; AASI 3221 WGSS 3350; ARTH/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; DRAM/HRTS 3139; 3???; ECON 2126, 2127(W), 3473; ENGL 3629; ENGL(W); ENGL/HRTS 3619, 3631; ENGL 3629; HIST/HRTS 3207 AASI 3531; HIST/WGSS 3562; HIST 3570; HIST 3575/HRTS 3221/LLAS 3221; AFRA 3563; HIST 3100W, 3570; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W, 3219; PHIL 2215, 3218; POLS/POLS 3256, HRTS 3418, 3430, (W); POLS 3255, 3807; POLS/CHEG/HRTS 3209; SOCI/AASI 3221/HRTS 3571; SOCI/SOCI AASI 3222/HRTS 3573; SOCI/HRTS 3421(W), 3429(W), 3801, (W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS 2263; PHIL 2215, 3218, 3220; PHIL/HRTS 2170W, 3219; SOCI 3503 2263~~

~~Group C. Internship: D. Internship~~

~~HRTS 4291~~

~~The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Samuel Martnez in the Anthropology Department.~~

2014-130 Add POLS 3247 Gender and War

Full Materials

Proposed Catalog Copy:

POLS 3247. Gender and War

Three credits. Prerequisite: Open to Juniors and higher

Gender aspects of war. Masculinities and militaries; gender-based war violence; laws of war and post-war conditions for male and female soldiers and civilians.

2014-131 Crosslist POLS and WGSS 3247

Full Materials

Proposed Catalog Copy:

POLS 3247. Gender and War

(Also offered as WGSS 3247.) Three credits. Prerequisite: Open to Juniors and higher

Gender aspects of war. Masculinities and militaries; gender-based war violence; laws of war and post-war conditions for male and female soldiers and civilians.

WGSS 3247. Gender and War

(Also offered as POLS 3247.) Three credits. Prerequisite: Open to Juniors and higher
Gender aspects of war. Masculinities and militaries; gender-based war violence; laws of war and post-war conditions for male and female soldiers and civilians.

2014-132 Drop ANTH 3450 Anthropological Perspectives on Art (Keep W Section)

[Full Materials](#)

Current Catalog Copy:

3450. Anthropological Perspectives on Art

(285) Three credits.

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa.

2014-133 Add POLS 3209 Sustainable Energy in the 21st Century (g)(s)

[Full Materials](#)

Proposed Catalog Copy:

POLS 3209. Sustainable Energy in the 21st Century

Three credits. Open to juniors and higher

Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of energy policies around the world

2014-134 Crosslist POLS 3209 with ENGR and HRTS

[Full Materials](#)

Proposed Catalog Copy:

ENGR 3209. Sustainable Energy in the 21st Century

Three credits. Open to juniors and higher

(Also offered as HRTS 3209 and POLS 3209.) Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of energy policies around the world

HRTS 3209. Sustainable Energy in the 21st Century

Three credits. Open to juniors and higher

(Also offered as ENGR 3209 and POLS 3209.) Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of

energy policies around the world

POLS 3209. Sustainable Energy in the 21st Century

Three credits. Open to juniors and higher

(Also offered as ENGR 3209 and HRTS 3209.) Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of energy policies around the world

2014-135 Change ANTH 3451 Native American Arts

Full Materials

Current Catalog Copy:

ANTH 3451. Native American Arts

(252) (Also offered as ARTH 3715.) Three credits. Prerequisite: Open to juniors or higher. A topical survey of the arts of Native American culture in the United States and Canada.

Proposed Catalog Copy:

ANTH 3451. Native American Arts

(252) (Also offered as ARTH 3715.) Three credits. Prerequisite: Open to sophomores or higher.

A topical survey of the arts of Native American culture in the United States and Canada.

Changes Highlighted:

ANTH 3451. Native American Arts

(252) (Also offered as ARTH 3715.) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

A topical survey of the arts of Native American culture in the United States and Canada.

2014-136 Add HDFS 3311W Parenting and Parenthood (g)(s)

Full Materials

Proposed Catalog Copy:

HDFS 3311W. Parenting and Parenthood

Four credits. Prerequisite: HDFS 2100 or PSYC 2400; and HDFS 1070 or 2200; open to juniors or higher.

Parent behavior and the dynamics of parenthood; interpersonal, familial, and societal roles of parents and variables influencing these roles across the lifespan.

2014-137 Add HDFS 3540W Child Welfare, Law, and Social Policy (g)(s)

Full Materials

Proposed Catalog Copy:

HDFS 3540W. Child Welfare, Law, and Social Policy

Three credits. Prerequisites: HDFS 2100 or PSYC 2400; and HDFS 2004W or PSYC 2100; open to juniors or higher; open only to HDFS majors.

Examines the methods through which empirical social science research can influence law and public policy affecting children and families.

2014-138 Change Criminal Justice Minor

Full Materials

Current Catalog Copy:

Criminal Justice

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

Course Requirements. A total of 18 credits comprised of 15 credits from the following courses (Groups I and II) and 3 credits of approved internship or field experience in a criminal justice setting (Group III):

I. Three required courses: POLS 3827, SOCI 2301, PSYC 2300

II. Two or more elective courses (six credits) from the following: HDFS 2001, 3103, 3340, 3510, 3520; HRTS/WGSS 2263; PHIL 3226; POLS 2622, 3802, 3817, 3842, 3999 (on a criminal justice topic); PSYC 2100Q, 2301, 2501, 2700; SOCI 3307, 3311, 3315/W, 3425, 3457, 3503, 3999 (on a criminal justice topic).

III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: HDFS 3080; INTD 3590; POLS 3991 (or a combination of two credits of POLS 3991 with an associated one credit of POLS 3999); a combination of two credits of SOCI 3990 with an associated one credit of SOCI 3991; PSYC 3880; a combination of two credits of URBN 3991 with an associated one credit of URBN 3981; or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

Students who are employed full time within a criminal justice setting may have the Group III requirement waived by their Criminal Justice Advisor when employment is documented by their supervisor.

The minor is offered by the College of Liberal Arts and Sciences and coordinated by the Individualized and Interdisciplinary Studies Program, Center for Undergraduate Education. Details of the minor are available at http://iisp.uconn.edu/cjm_home.html. For further

information, students may contact the Criminal Justice Advisor in their major field or Dr. Monica van Beusekom, Individualized and Interdisciplinary Studies Program, iisp.uconn.edu.

Proposed Catalog Copy:

Criminal Justice

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

Course Requirements. A total of 18 credits comprised of 15 credits from the following courses (Groups I and II) and 3 credits of approved internship or field experience in a criminal justice setting (Group III):

I. Three required courses: POLS 3827, SOCI 2301, PSYC 2300

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III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: HDFS 3080; INTD 3590; POLS 3991 (or a combination of two credits of POLS 3991 with an associated one credit of POLS 3999); a combination of two credits of SOCI 3990 with an associated one credit of SOCI 3991; PSYC 3880; a combination of two credits of URBN 3991 with an associated one credit of URBN 3981; or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

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Changes Highlighted:

Criminal Justice

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III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: HDFS 3080; INTD 3590; POLS 3991 (or a combination of two credits of POLS 3991 with an associated one credit of POLS 3999); a combination of two credits of SOCI 3990 with an associated one credit of SOCI 3991; PSYC 3880; a combination of two credits of URBN 3991 with an associated one credit of URBN 3981; or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

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6 Appendix of Materials

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: 15 September 2014/resubmitted 6 October 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. Honors Core: Analyzing Religion

Three credits.

Honors course introducing the study of religion from an interdisciplinary perspective. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations. 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 study of religion from an interdisciplinary perspective. Theories, analytic frameworks, and critiques. Components of religion, cross-culturally. Religious orientations. The science-and-religion debate. CA 2. CA 4-INT.

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 offers a comprehensive introductory course on religion. 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, and helps to prepare UConn students for global citizenship. At the departmental level, the course would also enhance our sequence of religion-focused courses; the number ‘2400’ was selected to indicate continuity with our ANTH 3400 ‘Culture and Religion’ course described below (item #3). Potentially, “Analyzing Religion” may be added to 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 examined 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 comparison; the goal of that course 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

Attached.

ANALYZING RELIGION (ANTH 2400)

HONORS CORE COURSE

SYLLABUS

Course and Instructor Information

Course Title:	ANTH 2400. Honors Core: Analyzing Religion [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	15%
Final exam	25%
Quizzes (four)	20%
Assignments, projects, in-class exercises	30%
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 ask you to define key concepts and/or to answer discussion-type questions in short essays (one to two paragraphs in length). A quiz might consist of five or six definitions, or two discussion questions. A significant grading criterion for essay-type questions is how well you substantiate your arguments with material from the course. Some assessments may be take-home and/or open-book. 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

Grade	Letter Grade	GPA
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

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 by: 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 VIII. 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 as Web Link.)

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 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: **September 19, 2014**
2. Semester and year this xx95 course will be offered: **Spring 2015**
3. Department: **UCEDD/Child and Family Studies; co-sponsors - HDFS, HRTS**
4. Course number and title proposed: **INTD 3995 Special Topics, Disability Law, Policy, Ethics and Advocacy**
5. Number of Credits: **3**
6. Instructor: **Christine Sullivan, J.D., (PhD expected Dec. 2014)**

7. Instructor's position: **Professional Staff, UCEDD/CFS**

(**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).

Christine Sullivan, J.D., has been with the UCEDD/CFS for five years. Atty. Sullivan has been a practicing attorney in CT for 25 years. She is currently completing her doctorate program in educational psychology with a concentration in special education (UConn Neag Ed, expected conferral of Ph.D. degree December 2014). Christine's qualifications for teaching the ITND 3995 *Disability Law...* course and related experience include: Course Instructor for the PUBH 5503 *Disability Law, Policy, Ethics and Advocacy* course of the online UConn Public Health Certificate in Interdisciplinary Disability Studies program (PHCIDS); guest lecturer in disability law for the undergraduate INTD 3995 *Special Topics Disability Spectrum...* course; serves as the UCEDD's representative on the CT Council on Developmental Disabilities where she has been a faculty member in CT's Partners in Policymaking training program; 2011 fellow in the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) interdisciplinary graduate level training program at the UCEDD; and developed a leadership and advocacy training program manual for parents of people with disabilities, an online IDEA Part C service coordination training module, and professional development materials for paraprofessionals working with students with disabilities. Christine is a proud parent of a teenager with a disability.

8. Has this topic been offered before? **No** If yes, when?

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

10. Short description:

***Disability Law, Policy, Ethics and Advocacy (Disability Law...)* is a 3-credit course open to junior and senior students; freshmen and sophomore students may enroll after attaining permission from the instructor. *Disability Law...* will enable students to better understand the legal policies and issues that affect the lives of people with disabilities. Students will learn about various forms of discrimination, social injustice, and health inequity that impact people with disabilities and their families, and the current regulations and policies that exist to protect against such discrimination and disparities. Students will also learn about principles of self-determination, self-advocacy and bioethical issues surrounding life and death decisions specific to persons with disabilities.**

11. Please attach a sample/draft syllabus to first-time proposals. **See 2nd attachment to cover email, part of complete UICC approval packet (Addendum 3, pp: 18-26)**

12. Comments, if comment is called for: **N/A**

13. Dates approved by:

Department Curriculum Committee: **07/14/14**

Department Faculty: **07/15/14**

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

Dr. Stanton Wolfe, 1-860 679 5408, swolfe@uchc.edu

Supporting Documents

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. **See 2nd attachment to cover email, part of complete UICC approval packet (Addendum 3, pp: 18-26)**

University Interdisciplinary Courses Committee

Proposal to Add or Revise a New or Special Topics INTD, UNIV, MISI or AIRF Undergraduate Course

NOTE: All fields are required unless otherwise specified.

1. Proposed Course Designation and Name (and Subtitle, if applicable)

For designation, indicate UNIV, INTD, MISI or AIRF and then add course name/subtitle. (e.g. "INTD Special Topics: Culture and Communication in Storrs")

INTD Special Topics **Disability Law, Policy, Ethics, and Advocacy**

2. Date of submission to UICC:

August 29, 2014

3. Course Number (see Note B): [The University Interdisciplinary Courses Committee will assign an appropriate number for courses without standard numbering]

- What is the appropriate level for this course?

1000-level 2000-level 3000-level 4000-level

- Is there a special number suffix that would apply? (See Note B)

Note: The UICC and Registrar's Office will assign a number for new courses that do not have standard numbers. If the course is a Special Topics, for example, use 1985 or 3895 for S/U graded and 1995 or 3995 for letter graded courses.

3995

4. Justification for course level: Please explain why the level chosen above is appropriate for the course.

Disability Law, Policy, Ethics, and Advocacy (Disability Law...) is an interdisciplinary course intended to become one of the core courses for a near-future concentration in interdisciplinary disability studies. The other core courses are: INTD 3995-001 *Disability Spectrum...* has been approved and will be taught fall 2014; INTD 3995-002 *Global Perspectives on Disabilities* has been approved and will be taught spring 2015. *Disability Law...* focuses on history, theory, concepts, and practices specific to disabilities. Ideally, students entering *Disability Law...* would have already taken the *Disability Spectrum...* overview course (although, this course is not presently a prerequisite), as well as other courses that touch upon disability, diversity, human rights, social justice, culture, and the like. As such, *Disability Law...* is an advanced undergraduate course, primarily intended for juniors and seniors; freshmen and sophomore students may be admitted by permission of the course instructor.

5. Department(s), academic unit(s), and/or university unit(s) requesting this course (see Note W):

A.J. Pappanikou Center for Excellence in Developmental Disability Education, Research and Service, Department of Child and Family Studies ((UCEDD)/CFS), lead sponsor/administrator; UConn Human Rights Institute (HRTS) and CLAS Dept. of Human Development and Family Studies (HDFS), co-sponsors

6. **Principal Contact Person** (Name, Phone Number, and e-mail address):

Stanton H. Wolfe, UCEDD Director of Education and Training, 860 679 5408, swolfe@uchc.edu

7. **Proposed Final catalog Listing** (see Note A to Note K, Note O, Note S):

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. **NOTE: Special Topics, skip to question 9.**

(Include abbreviation INTD or UNIV; course number (1XXX, 2XXX, etc.); skill code (if applicable); course title; semester offered; number of credits; prerequisites or recommended preparation (if applicable); consent of instructor (if applicable); exclusions (if applicable); repetition for credit (if applicable); open to sophomores or higher (if applicable); open to juniors or higher (if applicable); instructor(s) name(s) (if desired, in catalog copy); notice of S/U grading if appropriate; and complete course description ending with "Interdepartmental course (proposed sponsoring school(s) and/or college(s))" or "University course". General education content area(s) proposed (if applicable).)

INTD 3995 Special Topics: Disability Law, Policy, Ethics and Advocacy

(Disability Law...)

Spring semester

3 credits

No prerequisites

Open to junior and senior students; freshmen and sophomore students may enroll after attaining permission from the instructor.

Repetition for credit: No

Course Instructor: Christine Sullivan, JD

Disability Law... will enable students to better understand the legal policies and issues that affect the lives of people with disabilities. Students will learn about various forms of discrimination, social injustice, and health inequity that impact people with disabilities and their families, and the current regulations and policies that exist to protect against such discrimination and disparities. Students will also learn about principles of self-determination, self-advocacy and bioethical issues surrounding life and death decisions specific to persons with disabilities.

Interdepartmental course (UCEDD/CFS, HRTS, HDFS)

Further Information Related to Items included in Catalog listing:

8. **For New Courses**, indicate the semester, intersession, or summer session and year in which course will first be offered (example: Fall 2016 or Summer 2017). **Special Topic Courses**, please skip to question 9. (see Note R):

(This is a new INTD Special Topics course that will be first offered spring 2015.)

See question 9.

9. **For New Courses**, indicate the semester, intersession, or summer session in which the course will be offered on a regular basis (see Note C; check all that apply):

Fall

Spring

Both

Either

Winter Intersession

Summer Intersession

Summer Session

10. For **Special Topics Courses**, indicate which semester(s) the course has already been offered (example: Fall 2012, Summer 2013 or N/A). Please note that Special Topics courses may only be offered three times before they must be submitted as permanent new courses. **New courses, skip to question 11.**

New course.

11. For **Special Topics Courses**, indicate the semester, intersession, or summer session and year in which course will next be offered (example: Fall 2016 or Summer 2017). **New courses, skip to question 12.**

New course.

12. **Number of academic credits and rationale** ([see Note D](#)):

3 credits

Rationale: The course design, content, and readings for *Disability Law...* are at an advanced undergraduate course level, primarily intended for juniors and seniors (see question 4, above). *Disability Law...* is a lecture-based, letter-graded, 35 classroom hours course.

13. **Instructional Pattern** (Describe the type of instruction (face-to-face, on-line, blended, etc.) and weekly pattern of class engagements and their nature (lecture, laboratories, discussion sections, discussion boards, blogs, on-line journals, etc.) ([see Note E](#)):

Disability Law... is a traditional face-to-face course that will meet for 1.25 hours twice weekly. The weekly pattern of class engagements will regularly include lectures based on assigned readings, in-class discussions, discussion boards, case-studies drawn from on-line journals, student reflection logs (journals), and student presentations.

14. **Justification for creating this course** ([see Note L](#)):

Developing an informed citizenry in disabilities and providing undergraduate students the pre-professional academic foundation, knowledge and competencies that can build the disability workforce is a national priority. Although a few academic departments at UConn offer courses that address disabilities, at least in part, from the perspective of the individual departments' content areas, there exists no formal academic studies program of disability courses at the University. *Disability Law...* is one of three such formal courses that the UCEDD/CFS has developed, forming the core of what is ultimately intended to evolve into the UConn Undergraduate Concentration in Interdisciplinary Disability Studies (UCIDS). Collectively, the UCIDS courses fill a gap in UConn undergraduate students' studies. The UCIDS' Disability Studies Advisory Committee (DSAC) includes representation from all the UConn departments and programs that have courses and related interests in disability studies. HRTS and HDFS, both DSAC member departments, are serving as co-sponsors for the *Disability Law...* course. The DSAC membership, in general, is highly supportive of the *Disability Law...* course and building disability studies as an academic program for students drawn from a broad diversity of colleges, schools, and departments throughout UConn.

15. **Academic merit of course proposed** ([see Note Li](#)):

The *Disability Law...* course, curriculum, content and syllabus was developed with direct input and guidance from education and disability experts within the UCEDD. The Course Instructor is an attorney (UConn School of Law, 1988), imminently attaining a PhD in Special Education (expected by December 2014, UConn Neag Ed), and is the parent of a child with a disability. DSAC members (see question 14, above), including department heads, chairs of CCCs, directors of undergraduate programs, the UConn Director of Instructional Design and Development (CETL), and others, have strongly supported the development and offering of *Disability Law...* and the other UCIDS courses. Accordingly, the course will be structured as described in questions 12 and 13, above. *Disability Law...* and the other courses that comprise the UCIDS program help satisfy the needs of the UCEDD to achieve its educational goals and objectives in compliance with the educational mandates of the national Association of University Centers or Disabilities and the federal (DHHS) Administration for Community Living.

16. Assessment Methods (see Note Y):

A diversity of evaluative measures will be used to assess the students' knowledge of terms, concepts and practices discussed in class and through assigned readings. In addition to short-answer format midterm and final exams, graded assignments will include case studies, students' reflections journals, and student presentations.

17. Rationale for proposing as an INTD course (see Note Lii):

Disability Law'... course subject matter clearly reflects "the many strategies and methods used in scholarship... that entail crossing the boundaries of disciplines to address problems whose study and solutions transcend any single discipline" (UConn Academic Plan, 2008). In fact, all UCEDD's disabilities courses reflect this, adopting subject matter or methods that cross disciplinary boundaries. UCEDD's disability educational and training initiatives *must* be interdisciplinary, to achieve its goals and objectives and comply with federal mandates. Disability studies is inherently interdisciplinary, drawing from the academic fields of medicine, nursing, public health, psychology, human development, family studies, social work, law, political science, human rights, history, education, sociology, anthropology, engineering, communication, business, and economics. For this very reason, the DSAC was created to guide in the development of *Disability Law*... and the other courses comprising the UCIDS (see questions 14 and 17, above). Recognizing that part of the uniqueness of disability studies is this interdisciplinary blending, the DSAC unanimously concurred that *Disability Law*... should be initially offered as an INTD course, rather than a course specific to an individual academic department.

18. Rationale for proposing as an UNIV course (see Note Liii):

N/A

19. Provide a brief history of how this course was developed (see Note Lii and Liii):

The UCEDD Director of Education and Training initially submitted an 'executive summary' of the complete UCIDS program to the DSAC. This summary document included an overview of the *Disability Law*... course and an outline of the curriculum. The DSAC was asked to review the documents, and provide their comments and edits relative to the course's design, curriculum, syllabi, course content, and appropriate placement within the UConn spectrum of academic programs. The final curriculum and syllabus for *Disability Law*... was created by the Course Instructor (see question 17, above), with direct input by the UCEDD Director of Education and Training. The UCEDD Courses and Curriculum Committee (CCC) thoroughly reviewed the *Disability Law*... course, provided feedback and recommended edits. These edits were incorporated into the final draft (now being submitted to UICC and CLAS CCC). The UCEDD CCC unanimously approved the *Disability Law*... course. The course syllabus was then distributed to the DSAC membership for any further comments and edits. This *Disability Law*... new course proposal is a direct outcome of this process.

20. Overlapping courses: Briefly describe how the content of this course overlaps with others offered in the University. Justify the need for overlap. (see Note M)

The curriculum and syllabus for *Disability Law*... was sent to all UConn Storrs and regional campus schools/departments offering disability-related courses and courses that appear to include any disability content, identified by scrutinizing the UConn 2014-2015 undergraduate course catalogue. All faculty members of the DSAC (see item #14 and 19, above) and other departments received these communications (total of 23 individuals, representing 11 departments). 7 responses were received. A repeat communication failed to elicit any additional

responses. The responses clearly indicated that *Disability Law...* complements several other UConn courses that focus on disability, human rights, social justice, human development, culture, and/or diversity. Courses where there is some overlap with disabilities include HDFS3250, WGSS3257W, and EPSY4110. According to the responses received, there is no unnecessary duplication of material between these courses or any of the other courses and *Disability Law...* (Also, see Item #28, below)

21. **Proposed general education content area(s) and skill code(s)** ([see Note T](#)). Indicate all that apply: (**Not applicable to Special Topics courses.**)
N/A: *Disability Law...* is a Special topics course.

Not a Gen Ed W(riting) course Q(uantitative) course Both
Content Area: 1 2 3 3-Lab 4 4-International

22. **Grading basis** proposed (letter grading, satisfactory/unsatisfactory grading) and rationale ([see Note U](#)).

Letter grading

23. **Number of students** expected to enroll each time the course is offered:

25

24. **Number of class sections** associated with each offering of the course:

One

25. **Estimated seats per class section:**

25

26. **Classroom and technology requirements**

Capacity for 25 students, High Tech

27. **Effects on Other Departments**, academic programs, and University units. ([see Note N](#)) Other than overlap, how will this course affect other departments, academic programs and/or University units? Consider matters such as enrollments in courses in other departments, academic programs and University units, contributions to plans of studies (majors, minors, concentrations), requiring a prerequisite from another department, etc. Where there are identifiable effects, then indicate the names of departments, academic programs and/or University units, the contact person with whom you have communicated, and contact information. As an appendix to this proposal, summarize or reproduce departmental responses.

Informed by the UCIDS DSAC, a comprehensive audit and survey of any and all UConn schools, colleges, departments, academic programs and units that may have courses that overlap *Disability Law...* was conducted to determine whether our course in any way overlaps, duplicates, or otherwise conflicts with their courses, and to inquire whether they supported the offering of this new course (see Item #20, above). In total, 23 individual faculty, representing 11 departments, were surveyed: 6 departments responded that there is no overlap, duplication, or conflict, and that they are quite supportive (Speech, Language, and Hearing Sciences; Psychology; Human Rights; Nursing [undergraduate]; English; Linguistics); 1 department, Human Development and Family Studies, responded that they would review the material and respond by end of August (they have since responded and are now a co-sponsor for the course); 4 departments did not respond (Women, Gender, Sexuality Studies; Sociology; Business; Kinesiology; Management). Repeat communications failed to elicit any additional responses. See **Addendum 1**, below, for the statements from the 6 supportive responses.

28. **Campus availability:** List campuses at which course will be offered. If not generally available, please explain why. (No explanation needed for Special Topics courses which are, by nature, offered on a single campus.)

29. As a Special Topics course, *Disability Law...* is not available at UConn regional campuses. We will be exploring possibilities for doing so in subsequent semesters. Ultimately, we will be looking to offer all the UCIDS courses as online offerings, available to all campuses.

30. **Provide the name(s) of faculty or instructors who will be teaching and/or supervising the course.** Describe team-teaching or supervision arrangements proposed (if applicable). ([see Note P](#)):

Faculty Instructor: Christine Sullivan, JD, (PhD expected Dec 2014).
Lead Supervisor/Administrator: Stanton Wolfe, DDS, MPH, UCIDS Program Director, Director of Education and Training, UCEDD/CFS
Co-sponsors/supervisors: Dr. Samuel Martinez, Academic Programs Director, Human Rights Institute; Dr. Ronald Sabatelli, Department Head, Human Development and Family Studies

31. **Statement of support from proposing department(s), academic program(s), and/or University unit(s)** (Include the nature of the contract between sponsoring parties, sources of funding for the course, how the course will be staffed and supervised (e.g. by a department head). Also describe the agreed process for the joint development of the course between parties.) ([see Note V](#)):

See **Addendum 1**, below, for statement of support from proposing department head (UCEDD/CFS); and **Addendum 2A** and **2B** for co-sponsor contract and confirmation of approval between UCEDD/CFS (lead sponsor), Human Development and Family Studies (HDFS, co-sponsor), and the UConn Human Rights Institute (HRTS, co-sponsor).

32. **Date(s) of Approval by Departmental Curricula and Courses Committee(s) (or equivalent for academic programs and University units)** ([see Note Q](#)):

Home Dept/Unit 1: Dept Name:

Dept/Unit 2 (if INTD): Dept Name:

Dept/Unit 3 (if INTD): Dept Name:

33. **Date(s) of Approval by Department Head, Academic Unit Head, or University Unit Director.**

Home Dept/Unit 1: Dept Name:

Dept/Unit 2 (if INTD): Dept Name:

Dept/Unit 3 (if INTD): Dept Name:

34. **Syllabus:** Copy and paste course syllabus below. Syllabi are encouraged to observe best-practice standards and include such items as learning objectives, grading schemes and assessment information (see Note X):

Supplemental documents for UICC consideration: Addendum 1
Effects on other departments, academic programs, and University units
(Corresponds to UICC New Special Topics form **item #27**, above)

Human Rights

From: Martinez, Samuel (Storrs)
Sent: Wednesday, July 23, 2014 10:24 AM
To: Wolfe, Stanton
Cc: Jackson, Rachel (Storrs); Libal, Kathryn (Storrs)
Subject: RE: TIME SENSITIVE re: Approval of UCIDS course

Hi, Stanton. The syllabus looks splendid and I can affirm Human Rights support for approval of this class proposal at CLAS CC&C (if that's needed).

Not only is there no overlap with our course offerings but, from the HRTS perspective, the course will help to fill an unmet need for disability rights teaching.

I may in fact want to bring this syllabus to my HRTS undergrad curriculum committee to be considered for inclusion as an elective for the HRTS minor and major. Naturally I'll ask you to clear that step with your UCIDS steering committee before taking any action.

with thanks,

Sam

Samuel Martinez
Associate Professor of Anthropology and Latin American Studies | University of Connecticut Director of Undergraduate Programs | Human Rights Institute | University of Connecticut Councilor | American Ethnological Society Beach Hall 402 | 354 Mansfield Road | Unit 1176 | Storrs, CT 06269
Tel: 860 486-4515 | Fax: 860 486-1719 | Email: Samuel.martinez@uconn.edu
Website: <http://homepages.uconn.edu/~smm02017/personal/>

Psychology/Behavioral Neuroscience

From: Chrobak, James (Storrs)
Sent: Thursday, July 24, 2014 11:45 AM
To: Wolfe, Stanton
Cc: Eigsti, Inge-Marie (Storrs); Henning, Robert (Storrs); Green, James (Storrs)
Subject: RE: UPsychology support for UCIDS course
Importance: High

Dr. Stanton,

This is to let you know that the Psychology Department supports your proposal for INTD 3995-003 Special Topics Disability Law, Policy, Ethics and Advocacy and the continued development of an Undergraduate Concentration in Interdisciplinary Disability Studies (UCIDS) at UConn.

all the best,
James Chrobak

[Associate Department Head]

English

From: Anna Mae Duane [mailto:amduane1@gmail.com]
Sent: Thursday, July 17, 2014 4:14 PM
To: Wolfe, Stanton
Subject: Re: TIME SENSITIVE re: Approval of UCIDS course

Dear Stanton,

Having read over the syllabus, I wholeheartedly support approval of INTD 3995-003 Special Topics *Disability Law, Policy, Ethics and Advocacy*. It does not duplicate or overlap with my own course on disability. In fact, I think fills a niche in UConn's current offerings and will be of great utility for students in several different disciplines.

All best wishes,
Anna Mae

[Director of American Studies]

Speech, Language, and Hearing Studies

From: Grela, Bernard (Storrs)
Sent: Friday, July 25, 2014 12:02 PM
To: Wolfe, Stanton
Subject: Re: TIME SENSITIVE re: Disability Law Edits

Hi Stanton,

The SLHS faculty are in support of this course. They are wondering if this course could be offered for graduate credit? Our MA and AuD students would be interested obtaining information about disabilities.

Best, Bernard

Bernard Grela, Ph.D
Associate Professor
Department Chair
Speech, Language, and Hearing Sciences
University of Connecticut
850 Bolton Road, Unit 1085
Storrs, CT 06269-1085

Nursing/Undergraduate Programs

From: Arthur Engler [mailto:arthur.engler@sbcglobal.net]
Sent: Tuesday, July 22, 2014 8:33 AM
To: Wolfe, Stanton
Subject: Re: TIME SENSITIVE re: Approval of UCIDS course
Importance: High

I approve of the course without changes. It does not duplicate any course offered in our School.

Art Engler

[Director, Undergraduate Programs]

Neag/EdPsy

From: Madaus, Joseph (Storrs)

Sent: Friday, July 18, 2014 1:03 PM

To: Wolfe, Stanton

Subject: Re: TIME SENSITIVE re: Approval of UCIDS course

Importance: High

Stanton

No overlaps with EPSY courses.

I noted a typo on the syllabus (p. 6): it indicates President Reagan signed the ADA. That should be President Bush.

Best wishes

Joe

Joseph Madaus, Ph.D.

Director, Center on Postsecondary Education and Disability

Professor, Department of Educational Psychology

Neag School of Education

University of Connecticut

249 Glenbrook Road, Unit 3064

Storrs, CT 06269-3064

860-486-2785 (p); 860-486-5799 (f)

Joseph.Madaus@uconn.edu

www.cped.uconn.edu

Statement of support from proposing department

(Corresponds to UICC New Special Topics form **item #31** and **33**, above)

• **From Department Director, UCEDD/CFS**

From: Bruder, Mary Elizabeth
Sent: Tuesday, July 15, 2014 1:37 PM
To: Wolfe, Stanton
Cc: Hanna, Gerarda
Subject: RE: TIME SENSITIVE re: Approval of UCIDS Law Course

Hi Stan,

As director of the UCEDD, I am very pleased to support and fully approve the proposed new INTD 3995 Special Topics *Disability Law, Policy, Ethics and Advocacy* course. I am pleased that it will complete the UCONN 3 course Undergraduate Concentration in Interdisciplinary Disability Studies (UCIDS).

Mary Beth Bruder, Ph.D.
Professor of Pediatrics and Educational Psychology
Director, University of Connecticut A.J. Papanikou Center for Excellence in Developmental Disabilities Education, Research, and Service
263 Farmington Avenue - MC 6222, Farmington, CT 06030-6222
telephone # (860) 679-1500 fax # (860) 679-1571 www.uconnucedd.org
Editor, Infants & Young Children - An Interdisciplinary Journal of Early Childhood Intervention,
<http://journals.lww.com/iycjournal>

• **From Department Courses and Curriculum Committee, UCEDD/CFS CCC**

(Corresponds to UICC New Special Topics form **item #32**, above)

From: Wolfe, Stanton
Sent: Tuesday, July 15, 2014 11:58 AM
To: Bruder, Mary Elizabeth
Cc: Hanna, Gerarda
Subject: TIME SENSITIVE re: Approval of UCIDS Law Course
Importance: High

As you know, the UCEDD/CFS CCC met yesterday and unanimously approved the INTD 3995 Special Topics *Disability Law, Policy, Ethics and Advocacy* course. The meeting minutes are attached.

Let me know if you have any questions in this regard.

Thanks.

Stanton

Stanton H. Wolfe, DDS, MPH

Director of Education and Training,
A.J. Papanikou Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD)
Associate Professor of Public Health, UConn Health School of Medicine

263 Farmington Avenue, MC6222, Farmington, CT 06030-6222

swolfe@uchc.edu, 860 679 5408, www.uconnucedd.org

[UCEDD/CFS CCC meeting minutes]

UCEDD/CFS Courses and Curriculum Committee Meeting Minutes

July 14, 2014 at 1:30pm

UConn Center for Excellence in Developmental Disabilities (UCEDD), Dept. of Children and Family Studies

Majority of UCEDD/CFS CCC members present: Stanton Wolfe (Chair), Tierney Giannotti, Erin Sullivan, Annie George-Puskar, Allison Shefcyk, Nicholas Gelbar (by phone), Christine Sullivan (by phone)

[Not present: Mary Beth Bruder, Gerarda Hanna]

1:40pm: Purpose of the meeting: For the UCEDD Department of Children and Family Studies (CFS) to edit, comment upon, and vote for approval of the course, curriculum and syllabus of the proposed INTD 3995 Special Topics, **DISABILITY LAW, POLICY, ETHICS, AND ADVOCACY**.

1:42pm: Erika Baril and Nick Gelbar sent comments via email and Christine made revisions to syllabus from recommended edits.

1:43pm: Any questions from edits so far? No.

1:44pm: Does anyone have any other questions or edits about the course? After we make edits we will put it to a vote among committee members for approval of syllabus

Annie: Change wording around attendance and required readings (i.e. attendance changed to say "Attendance is considered an important component to successful completion of this course" rather than "attendance is not mandatory"). Suggesting having a recommended textbook- but chapters are going to be available through the library. *Approval of the course will still be able to happen today from committee members, with the thought that these changes will happen prior to moving the syllabus forward for university approval.

Tierney: Student presentations: student selected groups- build in to the assignment the opportunity for students to develop their own rubric or assess members of the class on presentations. Making sure the students are developing critical thinking skills and how to give professional feedback. *Put in written guidelines for assignments that are given later in the semester.*

Allison: Making sure those who have disabilities have accommodations within the group work (when those who have more difficult working with a group, making sure there are opportunities to complete assignments). Would it be possible to include additional articles about international disability perspectives? (*Christine said it could be a course in and of itself, so we can include additional resources for those interested, but not able to expand required course materials). The possibility of having a guest lecturer on disability self-advocacy- Allison will be guest lecturer.

1:57pm: Hearing is complete- Christine hung up the phone prior to voting by committee members.

1:58pm: Approval of amended syllabus including Nick and Erika's comments (we all have it in printed copy) - ****Unanimous vote of approval of (INTD 3995 Special Topics) DISABILITY LAW, POLICY, ETHICS, AND ADVOCACY course and its curriculum and syllabus, and to move the course forward for UICC and CLAS CCC approvals****

[Meeting minutes transcribed and submitted by A. George-Puskar; minor edits by S. Wolfe, 07/15/14]

Supplemental documents for UICC consideration: Addendum 2A

(Corresponds to UICC New Special Topics form **item #31**, above)

- **From co-sponsoring Department Head, HDFS**

From: Sabatelli, Ronald (Storrs)

Sent: Wednesday, August 20, 2014 9:56 AM

To: Wolfe, Stanton

Subject: Re: TIME SENSITIVE re: UICC approval of Disability Law

Importance: High

Good Morning Stanton,

This note confirms that HDFS will be a co-sponsor of the INTD course being developed on "Disability Law." I approve of and do not require any changes to the co-sponsor agreements that you have shared with me. I am happy to provide you with "temporary office space" within the Family Studies Building for holding office hours and meeting with the students enrolled in the course.

Of course, feel free to get back to me with any questions or concerns.

RMS

Ronald M. Sabatelli, Ph.D.

Professor & Department Head

Human Development & Family Studies

348 Mansfield Road, Unit 1058

Storrs, CT 06269

Co-Sponsorship Agreement for Interdepartmental Courses - HDFS

Course: INTD 3995 Special Topics, ***Disability Law, Policy, Ethics and Advocacy***

Lead administrator and sponsor: UConn Center for Excellence in Developmental Disabilities / Child and Family Studies (UCEDD/CFS)

Co-Sponsor: UConn CLAS Department of Human Development and Family Studies (HDFS)

Statement of Purpose

To offer INTD 3995 Special Topics course: ***Disability Law, Policy, Ethics and Advocacy (Disability Law...)*** as a new undergraduate disability studies course in the spring 2015 semester, co-sponsored by the UConn CLAS Department of Human Development and Family Studies (HDFS).

Development of this Proposal

This course proposal for ***Disability Law...*** is submitted as a first step in a broader initiative of the UCEDD/CFS to bring outstanding undergraduate education in disabilities to UConn. Two undergraduate disability courses have already been approved: *Disability Spectrum...* is being offered fall 2014 semester, and *Global Perspectives...* will be offered spring 2015. It is anticipated that these two courses plus *Disability Law...* will potentially serve as the core courses for a near-future concentration in disability studies, the "UConn Undergraduate Concentration in Interdisciplinary Disability Studies" (UCIDS).

The course content and syllabus for *Disability Law...* have been drafted following the recommendations and guidelines of the Association of University Centers on Disabilities (AUCD) and the Society for Disability Studies. UCIDS administrative and program directors and a diversity of UConn interdepartmental partners who comprise the UCIDS' Disability Studies Advisory Committee (DSAC) have arduously worked to ensure that the disability studies undergraduate courses meet the highest standards of academic excellence possible and best meet the educational needs of our students. Through this exhaustive collaborative effort we have created the course curriculum and syllabus, put in place the teaching faculty and co-sponsoring administrative department, determined the most appropriate initial course listing, and drafted and now submits this proposal to offer *Disability Law...* as an interdepartmental /interdisciplinary course at UConn.

The sponsors for *Disability Law...* are the UCEDD, serving as lead administrator/sponsor, and the co-sponsor, the Department of Human Development and Family Studies (HDFS). Both departments bring expertise in academic administration and educational excellence to the UCIDS. Faculty from the two co-sponsoring departments already have a history of collegial collaboration in support of students' education in disabilities and related fields, and now look forward to building this partnership to ensure excellence in bringing disability studies as a formal educational focus to UConn.

HDFS understands and agrees that there will be shared intellectual and administrative course responsibilities, including collaboration between parties over course development and instruction, as described below. There are no anticipated additional financial or resource commitments inherent in the proposal of this course. Should they arise, they will be resolved through mutual agreement between UCEDD and HDFS.

Statement of Roles and Responsibilities

The co-sponsors of the *Disability Law...* course proposed for listing spring 2015 as INTD Special Topics 3995, with the UCEDD as lead administrator and sponsor, and the Department of Human Development and Family Studies (HDFS) as co-sponsor, understand and agree that there will be a sharing of intellectual, administrative and financial responsibilities of the course, including collaboration between parties over course development and instruction, as described below:

- **COURSE SYLLABUS AND CONTENT DEVELOPMENT**

The *Disability Law...* course content and syllabus have been developed and drafted by the Course Instructor, Christine Sullivan, J.D., with the support of Stanton Wolfe, UCEDD Director of Education and Training and UCIDS Program Director; and with the input, advice and guidance of the UCEDD/CFS' Courses and Curriculum Committees, and of the UCIDS' Disability Studies Advisory Committee (DSAC). The DSAC is a collaborative diverse interdisciplinary group of experts and educators in disability studies and related fields, with representation from: UCEDD/CFS, UConn Human Rights Institute; the Schools of Education, Nursing, Engineering, and Neag Education; the CLAS Departments of Human Development and Family Studies, Psychology, Sociology, Linguistics, English; Speech, Language and Hearing Studies, and Women's, Gender and Sexuality Studies.

- **INSTRUCTION**

Instruction for the *Disability Law...* course is primarily by the UCEDD Course Instructor, and will include occasional guest lecturers, with teaching split approximately 95%, 5%, respectively. Compensation for teaching faculty time and effort is determined within each department through consideration and approval by the respective department heads.

- **ADMINISTRATION**

The lead administrator for the proposed course is the UCEDD, with the primary role of ensuring all administrative responsibilities are successfully conducted and completed. In doing so, UCEDD will

work in partnership with HDFS, with a relative proportionate responsibility as described above, to ensure academic excellence, and high quality, effective, and efficient course scheduling, evaluation, grading and grade appeals. HDFS will help identify guest lecturers, and ensure that courses are cross-listed, if applicable. UCEDD has secured office space in the Family Studies building for meeting with students and faculty to address academic and administrative concerns and considerations. If administrative arrangements may change from semester to semester, they will be addressed by the UCIDS DSAC, described above.

- **CATALOGUE**

Catalogue changes are not anticipated. In the case that changes are deemed necessary and appropriate, UCEDD will make changes only after review and consent of HDFS.

- **OTHER RESOURCE COMMITMENTS**

There are no anticipated additional financial or resource commitments inherent in the proposal of this course. Should they arise, they will be resolved through mutual agreement between UCEDD and HDFS.

Supplemental documents for UICC consideration: **Addendum 2B**

(Corresponds to UICC New Special Topics form **item #31**, above)

- **From co-sponsoring Academic Program Director, HRTS**

From: Martinez,Samuel (Storrs)
Sent: Thursday, August 21, 2014 11:45 AM
To: Wolfe,Stanton; Sabatelli,Ronald (Storrs)
Cc: Bruder,Mary Elizabeth; Hanna,Gerarda; Robinson,JoAnn (Storrs); Sullivan,Christine; Gilligan,Emma (Storrs); Jackson,Rachel (Storrs); Libal,Kathryn (Storrs)
Subject: RE: TIME SENSITIVE re: UICC approval of Disability Law

Hi, Stanton. I've conferred with Human Rights Institute director, Emma Gilligan, and associate director, Kathy Libal (whose emails I've added to those cc-d on your message), and I'm happy to report that we enthusiastically endorse the co-sponsorship agreement and are excited by the addition of a Disability Law course to the Disabilities Studies curriculum.

[Small section of email deleted, unrelated to Disability Law... course approval]

with thanks for your hard work on this fine proposal, sam

Samuel Martinez

Associate Professor of Anthropology and Latin American Studies | University of Connecticut Director of Undergraduate Programs | Human Rights Institute | University of Connecticut Councilor | American Ethnological Society Beach Hall 402 | 354 Mansfield Road | Unit 1176 | Storrs, CT 06269
Tel: 860 486-4515 | Fax: 860 486-1719 | Email: Samuel.martinez@uconn.edu
Website: <http://homepages.uconn.edu/~smm02017/personal/>

Co-Sponsorship Agreement for Interdepartmental Courses - HRTS

Course: INTD 3995 Special Topics, ***Disability Law, Policy, Ethics and Advocacy***

Lead administrator and sponsor: UConn Center for Excellence in Developmental Disabilities / Child and Family Studies (UCEDD/CFS)

Co-Sponsor: UConn Human Rights Institute (HRTS)

Statement of Purpose

To offer INTD 3995 Special Topics course: ***Disability Law, Policy, Ethics and Advocacy (Disability Law...)*** as a new undergraduate disability studies course in the Spring 2015 semester, co-sponsored by the UConn Human Rights Institute (HRTS).

Development of this Proposal

This course proposal for ***Disability Spectrum...*** is submitted as a first step in a broader initiative of the UCEDD/CFS to bring outstanding undergraduate education in disabilities to UConn. During academic year 2014, two courses have been approved, ***Disability Spectrum...*** is being offered fall 2014 semester, and ***Global Perspectives...*** will be offered Spring 2015. It is anticipated that these two courses plus ***Disability Law...*** will potentially serve as the core courses for a near-future concentration in disability studies, the "UConn Undergraduate Concentration in Interdisciplinary Disability Studies" (UCIDS).

The course content and syllabus for *Disability Law...* have been drafted following the recommendations and guidelines of the Association of University Centers on Disabilities (AUCD) and the Society for Disability Studies. UCIDS administrative and program directors and a diversity of UConn interdepartmental partners who comprise the UCIDS' Disability Studies Advisory Committee (DSAC) have arduously worked to ensure that the disability studies undergraduate courses meet the highest standards of academic excellence possible and best meet the educational needs of our students. Through this exhaustive collaborative effort we have created the course curriculum and syllabus, put in place the teaching faculty and co-sponsoring administrative department, determined the most appropriate initial course listing, and drafted and now submits this proposal to offer *Disability Law...* as an interdepartmental /interdisciplinary course at UConn.

The sponsors for *Disability Law...* are the UCEDD, serving as lead administrator/sponsor, and the co-sponsor, the UConn Human Rights Institute (HRTS). Both departments bring expertise in academic administration and educational excellence to the UCIDS. Faculty from the two co-sponsoring departments already have a history of collegial collaboration in support of students' education in disabilities and related fields, and now look forward to building this partnership to ensure excellence in bringing disability studies as a formal educational focus to UConn.

HRTS understands and agrees that there will be shared intellectual and administrative course responsibilities, including collaboration between parties over course development and instruction, as described below. There are no anticipated additional financial or resource commitments inherent in the proposal of this course. Should they arise, they will be resolved through mutual agreement between UCEDD and HRTS.

Statement of Roles and Responsibilities

The co-sponsors of the *Disability Law...* course proposed for listing spring 2015 as INTD Special Topics 3995, with the UCEDD as lead administrator and sponsor, and the UConn Human Rights Institute (HRTS) as co-sponsor, understand and agree that there will be a sharing of intellectual, administrative and financial responsibilities of the course, including collaboration between parties over course development and instruction, as described below:

- **COURSE SYLLABUS AND CONTENT DEVELOPMENT**

The *Disability Law...* course content and syllabus have been developed and drafted by the Course Instructor, Christine Sullivan, J.D., with the support of Stanton Wolfe, UCEDD Director of Education and Training and UCIDS Program Director, with the input, advice and guidance of the UCEDD/CFS' Courses and Curriculum Committees, and of the UCIDS' Disability Studies Advisory Committee (DSAC). The DSAC is a collaborative diverse interdisciplinary group of experts and educators in disability studies and related fields, with representation from: UCEDD, UConn Human Rights Institute; the Schools of Education, Nursing, Engineering, and Neag Education; the CLAS Departments of HDFFS, Psychology, Sociology, Linguistics, English; Speech, Language and Hearing Studies, and Women's, Gender and Sexuality Studies.

- **INSTRUCTION**

Instruction for the *Disability Law...* course is primarily by the UCEDD Course Instructor, and will include occasional guest lecturers from HRTS, with teaching split approximately 95%, 5%, respectively. Compensation for teaching faculty time and effort is determined within each department through consideration and approval by the respective department heads.

- **ADMINISTRATION**

The lead administrator for the proposed course is the UCEDD, with the primary role of ensuring all administrative responsibilities are successfully conducted and completed. In doing so, UCEDD will

work in partnership with HRTS, with a relative proportionate responsibility as described above, to ensure academic excellence, and high quality, effective, and efficient course scheduling, evaluation, grading and grade appeals. HRTS will help identify guest lecturers, and ensure that courses are cross-listed, if applicable. UCEDD has secured office space in the Family Studies building for meeting with students and faculty to address academic and administrative concerns and considerations. If administrative arrangements may change from semester to semester, they will be addressed by the UCIDS DSAC, described above.

- **CATALOGUE**

Catalogue changes are not anticipated. In the case that changes are deemed necessary and appropriate, UCEDD will make changes only after review and consent of HRTS.

- **OTHER RESOURCE COMMITMENTS**

There are no anticipated additional financial or resource commitments inherent in the proposal of this course. Should they arise, they will be resolved through mutual agreement between UCEDD and HRTS.

Supplemental documents for UICC consideration: Addendum 3

(Corresponds to UICC New Special Topics form **item #34**, above)

Syllabus: INTD 3995-003 Special Topics **DISABILITY LAW, POLICY, ETHICS, AND ADVOCACY**

Spring Semester, 2015 (Jan 20-May 1)

Credits: 3 **Prerequisites:** None
Place and Time: Classroom TBD, Tuesday/Thursday 11:00am-12:15 pm
Course Instructor: Christine Sullivan, JD (PhD 12/2014)
Office Hours: By appointment, chsullivan@uchc.edu, 860 679 1359

Course Description:

The goal of this course is to provide an understanding of the legal policies that affect the lives of people with disabilities. Topics consider forms of discrimination that occur based on disability, and the protections against such discrimination that currently exist. The course begins with a review of the historical context of disability policy. Thereafter, the course content provides an opportunity for students to analyze many aspects of public policy and social issues that affect the lives of persons with disabilities and their families. Topics discussed include federal legislation such as the Americans with Disabilities Act (ADA) and the rights of people with disabilities in employment and other settings, and the Individuals with Disabilities Education Act (IDEA), and the rights of children with disabilities in schools. Additionally, students will learn about principles of self-determination, self-advocacy and bioethical issues surrounding life and death decisions specific to persons with disabilities. Students will examine matters concerning the health and well-being of people with disabilities, as well as the issues and concerns voiced by parties for and against the U.S ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) treaty.

Course Expectations: Class participation is an important component of this course as the format is as much seminar as it is lecture.

Grading and Evaluation: All of the following evaluative measures are designed to assess your knowledge of terms, concepts and practices discussed in class and through assigned readings. Absence from exams or failure to complete any of the following, without prior justification approved by the Course Instructor, will not be permitted or remediable.

One (1) Mid-Term Exam (25% of grade): Format will be short answer questions; see class schedule for assigned date.

Final Exam (25% of grade): cumulative, with primary focus on class material post Mid-Term; Format will be short answer questions; see class schedule for assigned date.

Two (2) Case Studies (20% of grade; 10% each): in self-selected groups, students will demonstrate “critical thinking” in their analysis of a selected article and/or health issue statement. Guidelines will be provided; see class schedule for assigned dates

- **Two (2) Case Study-Based Class Presentations (10% of case study grade; 5% each):** in self-selected groups, students will present their case/issue analysis to the class; students

may choose from a broad range of presentation methods. Guidelines will be provided; see class schedule for assigned dates.

Three (3) Reflections (Journal) Entries (30% of grade; 10% each): This is the student's opportunity to reflect on the course content, to engage in critical thinking and discuss connections made within and between topics. It is also an opportunity to clear up any "muddy" areas. If you reflect and contribute thoughtfully in these reflections and discussions, you will earn full credit. More specific guidelines will be provided; see class schedule for assigned dates.

Grades: 93% – 100% = A (4.00), 90% – 92% = A- (3.67), 87% – 89% = B+ (3.33), 83% – 86% = B (3.00), 80% – 82% = B- (2.67), 77% – 79% = C+ (2.33), 73% – 76% = C (2.00), 70% – 72% = C- (1.67), 67% – 69% = D+ (1.33), 63% – 66% = D (1.00), 60% – 62% = D- (0.67), Below 60% = E (0.00)

Attendance: Attendance is not mandatory; however, absence from class is strongly discouraged. Attendance and participation are considered important components to successful completion of this course. Students should notify the Course Instructor by email of their anticipated absence and the reason for being absent, at least one day prior. Absence from exams or failure to complete any of the above evaluative measures and assignments will not be remediable without prior justification approved by the Course Instructor.

Learning Objectives/Competencies:

Learning outcome: Upon completing this course, students will be able to demonstrate and apply their knowledge of disability law, policy, and ethics to protections, services, rights, and community inclusion for people with disabilities.

Learning objectives: Upon completing this course, students will be able to:

- Demonstrate an understanding of the history of disability, and critically examine historical models of disability policy.
- Explain how concepts of disability affect health laws, regulations, and policy.
- Identify the ethical, social and legal issues related to disabilities.
- Critically examine the major federal legislative policies that guide disability responses.
- Apply, compare, and contrast multiple models of disability to the examination of policy and identification of needed policy change and policy advocacy.
- Explain how disability laws, advocacy, policies, and programs help create systems that can advance inclusion, reduce personal and environmental harm, and preserve just and safe environments.
- Use a case-study framework to understand and explain how legislation and policy impact equity, social justice, and services for people with disabilities.

Required Reading

There is no required textbook for this class. Journal articles and other mandatory readings will be available through the library or by an electronic link to the material.

Note: Assigned readings must be read *in advance* of the corresponding class session. Assigned readings may be subject to change.

Recommended Readings and Resources

Additional readings and resources have been added, where appropriate, to the syllabus to enhance your knowledge and understanding of specific issues or topics. Please feel free to ask for additional information on any topic, as I would be happy to make recommendations of further resources.

Student Responsibilities and Resources - Fair and Ethical Dealings

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 an overview of important standards, policies and resources.

All students are expected to act professionally and ethically. This is especially important when students are in class, interacting with classmates, and engaged in community learning experiences, where they are, effectively, representatives of the course. Guidelines for professional and ethical conduct include the following goals:

- Establish and maintain an atmosphere that supports learning and encourages expression of and respect for a variety of views
- Maintain academic standards in all areas of learning, writing, and evaluation
- Maintain a professional level of respect and tolerance both in the classroom and outside the classroom with faculty, other students, and the public.

Professionalism encompasses tolerance, civility, responsibility, honesty, timeliness, and utilizing appropriate mechanisms for grievances.

Academic Misconduct includes: cheating, plagiarism; misrepresentation, unauthorized possession, use or destruction of academic materials; computer violations; and fabrication or falsification of data and information. Individually and collectively, students who know about academic misconduct and do not report it are guilty of misconduct.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html), available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

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

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

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

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proof read all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Assurances: Your instructor is committed to principles of fair and ethical conduct. Any known or suspected violations of University standards, policies or procedures pertaining to Affirmative Action, racism and acts of intolerance, sexual harassment, HIV/AIDS discrimination, health and safety, opportunities for persons with disabilities, and rules of conduct or confidentiality should be reported to the **Office of Diversity and Equity** (860-486-2943). Any such student-to-student concerns should be reported to the **Community Standards** office located on the 3rd floor of the Wilbur Cross building (860-486-8402). For more information, visit the website at

<http://www.community.uconn.edu/>.

Students with Disabilities

In compliance with, and in the spirit of **the Americans with Disabilities Act of 1990 (ADA)** and other applicable disability laws, the University of Connecticut is committed to addressing the educational needs of all students.

If you have a disability, but it is not documented with the University, please contact the UConn [Center for Students with Disabilities \(CSD\)](#) office, as soon as possible, to discuss the documentation required and the support services that may be available to you at the University of Connecticut. Students needing special accommodations should work with the UConn CSD. Contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.) The instructor will meet with you privately to assist you to make appropriate arrangements.

INTD Special Topics 3995-003, **DISABILITY LAW, POLICY, ETHICS, AND ADVOCACY**

Spring Semester, 2015

Class Schedule

January 20-May 1, 2015; Tues/Thurs 11:00am –12:15pm, Classroom TBD

Session # /Date	Topic	Readings / Assignments and Resources
1. 01/20	<p>Overview of the Course</p> <p><i>Video and Discussion</i></p>	<p>Please review the video “Able Lives”. While watching, consider how disability law, policy and ethics intersect as you listen to the accounts of the persons interviewed.</p> <p>Link: http://www.youtube.com/watch?v=QRpeySU0H2Q</p> <p>Bickenbach, J.E. (2012). Introduction, Background and History. In: Bickenbach, J.E., <i>Ethics, Law, and Policy</i>. Washington,DC: SAGE Publications, Inc. SAGE Reference Series on Disabilities, 1-65.</p> <p>REFLECTION #1 ASSIGNED</p>
2. 01/22	<p>Disability policy framework</p>	<p>Readings from 01/20 cont’d.</p> <p>Silverstein, R. (2000). Emerging Disability Policy Framework: A Guidepost for Analyzing Public Policy, Center for the Study and Advancement of Disability Policy, 85 <i>Iowa Law Review</i> 1691, 1757-1784.</p> <p>http://heinonline.org/HOL/Page?handle=hein.journals/ilr85&collection=journals&id=1705</p>
3. 01/27	<p>History of Disability Law and Policy</p>	<p>Blanck, P., Hill, E., Siegal, C. D., & Waterstone, M. (Eds.). (2006). Introduction and Historical and Conceptual Foundations, In: Blanck, P., Hill, E., Siegal, C. D., & Waterstone, M. (Eds.). <i>Disability civil rights law and policy</i>. St. Paul, MN: West. 1-41.</p> <p>Bickenbach, J.E. (2012). Chronology of Critical Events. In: Bickenbach, J.E., <i>Ethics, Law, and Policy</i>. Washington,DC: SAGE Publications, Inc. SAGE Reference Series on Disabilities, 137-168.</p> <p>Readings from 1/20 continued:</p> <p>Bickenbach, J.E. (2012). Introduction, Background and History. In: Bickenbach, J.E., <i>Ethics, Law, and Policy</i>. Washington,DC: SAGE Publications, Inc. SAGE Reference Series on Disabilities, 1-65.</p>
4. 01/29	<p>History of Disability Policy cont’d.</p>	<p>Readings from 01/27 cont’d.</p> <p>REFLECTION #1 DUE</p>

<p>5. 02/03</p>	<p>Fundamentals of Federal Disability Law</p> <ul style="list-style-type: none"> • Americans with Disabilities Act and Amendment • Individuals with Disabilities Education Act (IDEA) • Developmental Disabilities Assistance and Bill of Rights Act (DD Act) • Section 504 of the Rehabilitation Act (Section 504) <p><i>Video and Discussion</i></p>	<p>Before beginning the readings, please review a short video showing the signing ceremony when President George H. W. Bush signed the ADA legislation at: http://www.youtube.com/watch?v=3CDBluMCfRM</p> <p>Turnbull, H.R., Stowe, M.J., Agosta, J., Turnbull, A.P., Schrandt, M.S., & Muller, J.F. (2007). Federal family and disability policy: Special relevance for developmental disabilities. <i>Mental Retardation and Developmental Disabilities Research Reviews</i>, 13, 114-120.</p> <p>Turnbull, H.R., Beegle, G., & Stowe, M.J. (2001). The core concepts of disability policy affecting families who have children with disabilities. <i>Journal of Disability Policy Studies</i>, 12(3), 133-143.</p>
<p>6. 02/05</p>	<p>Fundamentals of Federal Disability Law Cont'd.</p> <ul style="list-style-type: none"> • ADA 	<p>ADA Anniversary Toolkit – ADA National Network. Available at: http://adaanniversary.org/2013/ada_findings_history_2013_adatoolkit.php</p> <p>This gives you a summary of the ADA, its purpose and history, as well as a brief history of the ADA.</p> <p>CASE STUDY #1 ASSIGNED</p>
<p>7. 02/10</p>	<p>Fundamentals of Federal Disability Law, Cont'd.</p> <ul style="list-style-type: none"> • ADA 	<p>Readings from 02/05 continued</p>
<p>8. 02/12</p>	<p>Fundamentals of Federal Disability Law, Cont'd.</p> <ul style="list-style-type: none"> • IDEA 	<p>Minow, M. (2013). Universal Design in Education: Remaking all the difference. (Chapter 2) In: Kanter, A.S. & Ferri, B.A. (Eds.) <i>Righting Educational Wrongs: Disability studies in law and education</i>. Syracuse, NY: Syracuse University Press, 38-57.</p> <p>Blanck, P., Hill, E., Siegal, C. D., & Waterstone, M. (Eds.). (2006). Special Education: Individuals with Disabilities Education Act, In: Blanck, P., Hill, E., Siegal, C. D., & Waterstone, M. (Eds.). <i>Disability civil rights law and policy</i>. St. Paul, MN: West. 941-992; 1006-1050.</p>
<p>9. 02/17</p>	<p>Fundamentals of Federal Disability Law, cont'd.</p> <ul style="list-style-type: none"> • IDEA 	<p>Readings from 02/12 continued.</p>
<p>10. 02/19</p>	<p>Fundamentals of Federal Disability Law, Cont'd.</p> <ul style="list-style-type: none"> • DD Act • Section 504 	<p>Heaphy, D.G. (2011). Section 504 the Rehabilitation Act and the Americans with Disabilities Act in Public Health Education. (Chapter 11) In: Lollar, D. J.& Andresen, E. M. (Eds). <i>Public Health Perspectives on Disability; Epidemiology to Ethics and Beyond</i>. New York, NY: Springer, 227-253.</p>

11. 02/24	Federal Disability Law: An Assessment of Effectiveness	<p>Bagenstos, S.R. (2009). The Limits of the Antidiscrimination Model. In: Bagenstos, S.R., <i>Law and the contradictions of the disability rights movement</i>. New Haven, CT: Yale University Press, 116-130.</p> <p>Bickenbach, J.E. (2012). Current Issues, Controversies, and Solutions. In: Bickenbach, J.E., <i>Ethics, Law, and Policy</i>. Washington,DC: SAGE Publications, Inc. SAGE Reference Series on Disabilities, 67-136.</p> <p>CASE STUDY #1 DUE</p>
12. 02/26	Health Care, Social Services, and Disability Policy	<p>Focus on Health Reform (Kaiser Family Foundation) http://kaiserfamilyfoundation.files.wordpress.com/2011/04/8061-021.pdf</p> <p>Gettens, J., Henry, A.D., & Himmelstein, J. (2012). Assessing Health care Reform: Potential Effects on Insurance Coverage Among Persons with Disabilities. <i>Journal of Disability Policy Studies</i>, 23(1) 3-13.</p>
13. 03/03	Health Care, Social Services, and Disability Policy, Cont'd.	<p>Braddock, D., Hemp, R., Rizzolo, M.C., Tanis, E.S., Haffer, L., Lulinski, A., & Wu, J. (2013). <i>The State of the State in Developmental Disabilities 2013: The great recession and its aftermath</i>. Washington, CD: American Association on Intellectual and Developmental Disabilities (pdf) http://www.stateofthestates.org/ - for information prior to 2013</p>
14. 03/05	Disability Policy and Social Justice	<p>Samaha, A. M. (2007). What good is the social model of disability? <i>The University of Chicago Law Review</i>, 74(4), 1251-1308. Retrieved from http://ezproxy.lib.uconn.edu/login?url=http://search.proquest.com/docview/214819135?accountid=14518</p> <p>CASE STUDY #2 ASSIGNED</p>
15. 03/10	MIDTERM EXAM	REFLECTION #2 ASSIGNED
16. 03/12	Disability Policy and Social Justice Cont'd.	<p>Silvers, A. & Stein, M.A.(2007). Disability and the Social Contract. <i>Faculty Publications</i>. Paper 664, 74 <i>University of Chicago Law Review</i>, 1615-1640. http://scholarship.law.wm.edu/facpubs/664</p>
17. Spring Break Week	No Class 03/17, 03/19	

<p>18. 03/24</p>	<p>Disability and Human Rights</p> <ul style="list-style-type: none"> • The United Nations Convention on the Rights of Persons with Disabilities 	<p>UN Convention on the Rights of Persons with Disabilities http://www.un.org/esa/socdev/enable/documents/tccconve.pdf</p> <p>Association of University Centers on Disabilities http://www.aucd.org/template/page.cfm?id=853</p> <p>REFLECTION#2 DUE</p>
<p>19. 03/26</p>	<p>Disability Issues and Public Health</p>	<p>Bickenbach, J.E.(2011). Disability Issues in Health Care Ethics and Law in the public Health Curriculum, In: Lollar, D. J.& Andresen, E. M. (Eds.) <i>Public Health Perspectives on Disability; Epidemiology to Ethics and Beyond</i>. New York, NY: Springer, 211-226.</p>
<p>20. 03/31</p>	<p>Introduction to Disability, Bioethics and Human Rights</p>	<p>Asch, A. (2001). Disability, bioethics, and human rights. In: Albrecht, G.L., Seelman, K.D., & Bury, M. (Eds.), <i>Handbook of Disability Studies</i>. Thousand Oaks, CA: SAGE Publications, Inc., 297-326.</p> <p>Ouellette, A.(2011). <i>Bioethics and Disability: Toward a Disability-Conscious Bioethics</i>. Cambridge, MA: Cambridge University Press, 12-46.</p>
<p>21. 04/02</p>	<p>Disability Law and Ethics</p> <ul style="list-style-type: none"> • Right to Life/ Infanticide 	<p>Bagenstos, S.R.(2009). Disability, life, death, and choice, In: Bagenstos, S.R. <i>Law and the contradictions of the disability rights movement</i>. New Haven, CT: Yale University Press, 95-115.</p> <p>McLean, S. A. M. & Williamson, L. (2007). Decisions at the beginning of life, In: McLean, S. A. M. & Williamson, L., <i>Impairment and disability: Law and ethics at the beginning and end of life</i>. New York, NY: Routledge-Cavendish, 65-104.</p>
<p>22. 04/07</p>	<p>Disability Law and Ethics</p> <ul style="list-style-type: none"> • The end of life 	<p>Annas, G. (2005). "Culture of Life" politics at the bedside: The case of Terri Schiavo. <i>New England Journal of Medicine</i>, 352(16), 1710-1715. http://www.nejm.org/doi/full/10.1056/NEJJim050643</p>
<p>23. 04/09</p>	<p>Disability Law and Ethics</p> <ul style="list-style-type: none"> • Assisted Suicide 	<p>Readings from 03/26 continued</p> <p>CASE STUDY #2 DUE</p> <p>REFLECTION #3 ASSIGNED</p>

24. 04/14	Disability Law and Advocacy	<p>Watch the video of the Allies in Self-Advocacy Summit at http://alliesinselfadvocacy.org/</p> <p>Caldwell, J., Arnold, K., & Rizzolo, M.C. (2012). <i>Envisioning the future: Allies in Self-Advocacy report</i>. Chicago, IL: The University of Illinois at Chicago. pdf 34pgs.</p> <p>Heller, T., Schindler, A., Palmer, S., Wehmeyer, M., Parent, W., Jenson, R., Abery, B., Geringer, W., Bacon, A., & O'Hara, D. (2011). Self-determination across the life span: Issues and gaps. <i>Exceptionality</i>, Special Issue: Promoting Self-Determination, 19(1), 31-45.</p>
25. 04/16	The Future of Disability Law, Policy, Ethics, and Advocacy	<p>Institute of Medicine, Committee on Disability in America, Field, M.J., & Jette, A.M. (Eds.). (2007). <i>The Future of Disability in America</i>. Washington, DC: National Academies Press, 1-34.</p> <p>http://www.iom.edu/Reports/2007/The-Future-of-Disability-in-America.aspx</p>
26. 04/21	<i>Student Presentations: Selected issues, Case study-based</i>	
27. 04/23	<i>Student Presentations: Selected issues, Case study-based Course Review</i>	REFLECTION #3 DUE
28. EXAM WEEK	FINAL EXAM Date/Time TBD	

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

1. Date: 9/10/14
2. Department requesting this course: Molecular and Cell Biology
3. Nature of Proposed Change: Change recommended preparation
4. Effective Date (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

3201. Gene Expression

(201) (Formerly offered as MCB 2211.) Three credits. Recommended preparation: MCB 2210 or 2410 or 2610.

Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.

Proposed Catalog Copy

3201. Gene Expression

(201) (Formerly offered as MCB 2211.) Three credits. Recommended preparation: MCB 2000, 2210, 2400, 2410 or 3010.

Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.

Justification

1. Reasons for changing this course: The department has changed its genetics courses so that both MCB 2400 and 2410 now count toward the major as genetics competency. We wish to change other courses that require a genetics background to match.
2. Effect on Department's curriculum: n/a
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: n/a
6. Staffing: same
7. Dates approved by
Department Curriculum Committee: 9-18-14
Department Faculty: 9-19-14
8. Name, Phone Number, and e-mail address of principal contact person: Thomas Chen, 486-5481, thomas.chen@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

1. Date: 9-10-14
2. Department requesting this course: Molecular and Cell Biology
3. Nature of Proposed Change: Change recommended preparation
4. Effective Date (Spring 2015):

Current Catalog Copy

3211. Cancer Cell Biology and Genetics

Three credits. Prerequisite: MCB 2210; recommended preparation: MCB 2410.

Genetics and epigenetics of cancer cells. Cellular signaling and growth control. The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death. DNA damage and repair mechanisms. Carcinogen activation detoxification. General and targeted approaches to cancer therapy.

Proposed Catalog Copy

3211. Cancer Cell Biology and Genetics

Three credits. Prerequisite: MCB 2210; recommended preparation: MCB 2400 or 2410.

Genetics and epigenetics of cancer cells. Cellular signaling and growth control. The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death. DNA damage and repair mechanisms. Carcinogen activation detoxification. General and targeted approaches to cancer therapy.

Justification

1. Reasons for changing this course: The department has changed its genetics courses so that both MCB 2400 and 2410 now count toward the major as genetics competency. We wish to change other courses that require a genetics background to match.
2. Effect on Department's curriculum: n/a
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: n/a
6. Staffing: same
7. Dates approved by
Department Curriculum Committee: 9-18-14
Department Faculty: 9-19-14
8. Name, Phone Number, and e-mail address of principal contact person: Charles Giardina, 486-0089, Charles.giardina@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 4/8/2014
2. Department requesting this course: Molecular and Cell Biology
3. Nature of Proposed Change: Change prerequisites and recommended preparation to indicate that they vary with different sections
4. If proposing to add this course to a CLAS general education area A-E, then
N/A
5. Effective Date (semester, year): ASAP

Current Catalog Copy

3841W. Research Literature in Molecular and Cell Biology

(241W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#); open only with consent of instructor. Recommended preparation: one 2000-level course in MCB. With a change in content, may be repeated for credit.

Proposed Catalog Copy

3841W. Research Literature in Molecular and Cell Biology

(241W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#); MCB course prerequisites vary with section. With a change in content, may be repeated for credit.

Justification

1. Reasons for changing this course: Faculty will be able to impose individual prerequisites for individual sections of this course.
2. Effect on Department's curriculum: None
3. Other departments consulted: N/A
4. Effects on other departments: N/A
5. Effects on regional campuses: N/A
6. Staffing: Same
7. Dates approved by
Department Curriculum Committee: 9-18-14
Department Faculty: 9-19-14
8. Name, Phone Number, and e-mail address of principal contact person: David Knecht
david.knecht@uconn.edu 486-2200

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COMMITTEE ON CURRICULA AND COURSES

1. Date of this proposal: Sept 15, 2014
2. Semester and year this xx95 course will be offered: Spring 2015
3. Department: Molecular and Cell Biology
4. Course number and title proposed: MCB 3985 Special Topics: Advanced Topics in Biochemistry
5. Number of Credits: 1
6. Instructor: Dr. Judith Landin
7. Instructor's position: Visiting Assistant Professor
(**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? No
9. Is this a (X) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?
10. Short description:

MCB 3895: Advanced Topics in Biochemistry

Second Semester. One credit. Prerequisite: MCB 2000 or MCB 3010.
Exploration of current topics in the field of biochemistry such as non-coding RNA, protein synthesis and degradation, cell signaling, proteomics and metabolomics.

11. Please attach a sample/draft syllabus to first-time proposals.
12. Comments, if comment is called for:
13. Dates approved by:
Department Curriculum Committee: 9-18-14
Department Faculty: 9-19-14
14. Name, Phone Number, and e-mail address of principal contact person:

Dr. Judith Landin
860-486-6963
Judith.S.Landin@uconn.edu

Draft Syllabus

MCB 3895 Advanced Topics in Biochemistry

In this course we will explore some topics that advance concepts you learned in the Biochemistry. Many of these topics are currently being elucidated and are frequent topics for journal articles. Themes in the class include proteostasis (the maintenance of balance in cellular proteins), RNA, and signaling. We will use current literature to explore these topics.

Schedule

Week 1 Review structures of proteins and nucleic acids

Week 2 Transcription and translation

Week 3 Protein folding and chaperones

Week 4 Protein misfolding, Unfolded Protein Response, and diseases

Week 5 Protein Degradation

Week 6 Non-coding RNA I

Week 7 Non-coding RNA II

Week 8 Mid-term

Week 9 GPCRs and integrins

Week 10 Receptor kinases and guanylyl cyclases

Week 11 Mitochondrial dynamics

Week 12 The “omics “ Revolution-proteomics

Week 13 The “omics “ Revolution-metabolomics

Week 14 Antibodies in drug development

Grading

Your grade for the course will be based on a mid-term and final, weighted equally.

Judith S. Landin
Dept. of Molecular and Cell Biology
University of Connecticut
Storrs, CT 06269-3125
(860) 486-6963

Judith.S.Landin@uconn.edu

Education

Ph.D. Biochemistry 1998
Department of Molecular and Cell Biology
University of Connecticut

B.S. Biochemistry 1988
Department of Biochemistry

[State University of New York at Binghamton](#)

Alternative Route to Teacher Certification 2007
Connecticut State Department of Education
Biology and Chemistry grades 7-12

Positions

2014-present	Visiting Assistant Professor-University of Connecticut
2013-2014	Adjunct Professor-University of Connecticut
2010-2013	Research Associate II-University of Connecticut
2007-2009	Teacher-Thompson Board of Education
2003-2006	Senior Research Scientist-Sopherion Therapeutics Inc.
2000-2003	Facility Scientist-University of Connecticut
1998-2000	Research Associate-University of Connecticut
1991-1998	Graduate Teaching Assistant -University of Connecticut
1988-1991	Research Assistant-Amherst College

Classroom Teaching

2013-present	Biochemistry (MCB 3010/5001) Advanced Biochemistry Laboratory (MCB 4026W/5002) Research Literature in Molecular and Cell Biology (MCB 3841W) Graduate Seminar in Biochemistry (MCB 5099)
2007 – 2009	10 th grade Biology Environmental Studies Zoology Botany
1991-1998	Introduction to Biochemistry (MCB 203) laboratory sections Biochemistry (MCB 204) laboratory sections Advanced Biochemistry Laboratory (MCB 226) sections

Education Experience

Developed curriculum for Zoology and Botany courses

Wrote an update to Biochemistry laboratory manual

Trained research assistants and students in the use of laboratory equipment and procedures

Areas of Research Experience

Protein import across the inner membrane of mitochondria and interactions between members of the mitochondrial import machinery and imported proteins

Techniques: molecular biology, protein expression and purification, fluorescence, crosslinking, and calorimetry

Peptide therapeutics and production of anti-cancer peptides for laboratory trials

Techniques: peptide design and synthesis, HPLC, and mass spectrometry

Rhodopsin structure and the role of the loops connecting transmembrane segments in rhodopsin stability

Techniques: protein purification, SDS-PAGE and calorimetry

Mitochondrial proteins bound and inhibited by a toxic metabolite of acetaminophen

Techniques: 2D gel electrophoresis, western blotting, and enzyme assays

Structure and function of the active sites of copper containing enzymes

Techniques: protein purification, fluorescence and circular dichroism spectroscopy

Awards and Fellowships

Society of Toxicology's Board of Publications Award for Best Paper in *Toxicology and Applied Pharmacology*
1998

Toxicology Program Special Supplemental Fellowship from
Center for Biochemical Toxicology, University of Connecticut
1995 and 1996

Outstanding Scholar Predoctoral Fellowship from
University of Connecticut Graduate School
1991-1994

SUNY Foundation Award for Excellence in Biochemistry
1988

Peer Reviewed Publications

Malhotra, K., Sathappa, M., Landin, J.S., Johnson, A.E. and Alder, N.N. (2013) Structural changes in the Tim23 Channel are coupled to the protonmotive force. *Nat. Struc. Mol. Bio.* Vol. 20, 965-72.

Rastelli, L., Valentino, M.L., Minderman, M.C., Landin, J.S., Malyankar, U.M., Lescoe, M.K., Kitson, R., Brunson, K., Souan, L., Forenza, S., Goldfarb, R.H., Rabbani, S.A. (2011) A KDR-binding peptide (ST100,059) can block angiogenesis, melanoma tumor growth and metastasis in vitro and in vivo. *Int J Oncol.* Vol. 39, 401-8.

Choi, G., Landin, J.S., Galan, J.F., Birge, R.R, Albert, A.D. and Yeagle, P.L.(2002) Structural studies of metarhodopsin II, the activated form of the G-protein coupled receptor, rhodopsin. *Biochem.* Vol. 41, 7318-24.

Choi, G., Landin, J. and Xie, X.(2002) The cytoplasmic helix of cannabinoid receptor CB2, a conformational study by circular dichroism and ¹H NMR spectroscopy in aqueous and membrane-like environments. *J Pept Res.* Vol. 60, 169-77.

Landin, J.S., Katragadda, M., and Albert, A.D. (2001) Thermal Destabilization of Rhodopsin and Opsin by Proteolytic Cleavage in Bovine Rod Outer Segment Disk Membranes. *Biochem.* Vol. 40, 11176-11183.

Landin, J.S., Cohen S.D. and Khairallah, E.A. (1996) Identification of a 54-kDa Mitochondrial Acetaminophen-Binding Protein as Aldehyde Dehydrogenase. *Toxicol. Appl. Pharmacol.* Vol. 141, 299-307.

Dooley, D.M., Landin, J.A., Rosenzweig, A.M., Zumft, W.G. and Day, E.P. (1991) Magnetic Properties of *Pseudomonas stutzeri* Nitrous Oxide Reductase. *J. Amer. Chem. Soc.* Vol. 113, 8978-8980.

Dooley, D.M., McGuirl, M.A., Rosenzweig, A.M., Landin, J.A., Scott, R.A., Zumft, W.G., Devlin, F. and Stevens, P.J.(1991) Spectroscopic Studies of the Copper Sites in Wild-Type *Pseudomonas stutzeri* N₂O Reductase and in an Inactive Protein Isolated from a Mutant Deficient in Copper-Site Biosynthesis. *Inorg. Chem.* Vol. 30, 3006-3011.

Papers Presented at Conferences

"A calorimetric study of bovine rhodopsin and its proteolytic fragments" J. Landin, M. Katragadda and A. Albert, Biophysical Society, Boston, MA 2001

"Role of cytoplasmic loops and the carboxy terminus in bovine rhodopsin stabilization" J. Landin, M. Katragadda and A. Albert, ARVO, Ft. Lauderdale, FL, 2000

"Role of cytoplasmic loops and the carboxy terminus in bovine rhodopsin stabilization" J. Landin, M. Katragadda and A. Albert, Biophysical Society, New Orleans, LA, 2000

“Inhibition of mitochondrial dehydrogenases and mitochondrial NAD/NADH changes after acetaminophen (APAP) toxicity” J.S. Landin, E.A. Khairallah and S.D. Cohen, Society of Toxicology, Seattle, WA, 1998

Patents

Rastelli, L., Lescoe, M.K., Corso, M., Kitson, R., Landin, J., Souan, L., Malyankar, U. Anti-angiogenic peptides and methods of use thereof. US Patent Appl. 20090047335, 2009.

Rastelli, L., Landin; J., Malyankar, U., Kitson, R., Corso, M. and Brunson, K. Anti-angiogenic peptides and methods of use thereof. US Patent Appl. 20080207502, 2008.

Rastelli, L., Landin; J., Malyankar, U., Kitson, R., Corso, M. and Brunson, K. Anti-angiogenic peptides and methods of use thereof. US Patent Appl. 20060172941, 2006.

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: September 4, 2014
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Spring 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!

ECON 5314. Causal Program Evaluation.

Statistical techniques for causal inference applied to the evaluation of public programs.

Items Included in Catalog Listing

Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): ECON
2. [Course Number](#): 5314
3. Course Title: Causal Program Evaluation
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

Statistical techniques for causal inference applied to the evaluation of public programs.

6. [Course Type](#), if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. [Prerequisites](#), if applicable:
8. [Recommended Preparation](#), if applicable:
9. [Consent of Instructor](#), if applicable:
10. [Exclusions](#), if applicable:
11. [Repetition for credit](#), if applicable:
12. [S/U grading](#):

Justification

1. **Reasons for adding this course:** We are creating this course in order to have a number with which to cross-list an existing course in Public Policy. The course was developed by Eric Brunner, who is an economist, and it complements our existing offerings at the MA and Ph.D. levels.
2. **Academic merit:** Causal models in econometrics are at the center of empirical work in economics today. This course provides a self-contained one-semester overview of these topics that would be valuable to our graduate program.
3. **Overlapping courses:** This course complements our existing offerings at the MA and Ph.D. levels.
4. Number of students expected: 15
5. Number and size of sections:
6. **Effects on other departments:** Since this course already is taught in Public Policy, the only effect of adding this course will be to increase enrollment in the course.
7. **Staffing:** We expect this course to be staffed by Eric Brunner from Public Policy.
8. **Dates approved by**
Department Curriculum Committee: 2/28/2014
Department Faculty: 4/4/2014
9. Name, Phone Number, and e-mail address of principal contact person: Kathleen.segerson@uconn.edu

Syllabus

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

Additional Approval

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

Causal Inference and Program Evaluation

Spring 2014 | PP 5397 | LB 403

Mondays 4:00-6:30pm

Instructor:	Eric Brunner	Phone: (860) 570-9217
Office:	Library 409	Email: eric.brunner@uconn.edu
Office Hours:	M & TH 2:30-4:00.	Webpage: https://sites.google.com/site/ericbrunner1/

Course Description:

This course surveys the statistical methods and tools commonly used to evaluate causal claims about the impact of public policies and programs. The course will be structured around a series of projects and problem sets that require students to apply the tools they learn in class to evaluate public policies and programs. Lectures will complement the problem sets and projects by providing the link between behavioral theory, statistical theory, and actual program evaluation. The course will survey the various techniques used in making causal inferences about the impact of public policies and interventions. Specific topics include, randomized field trials, panel data analysis, difference-in-differences, instrumental variables, regression discontinuity designs and propensity score matching.

Reading Material:

Throughout the course, we will make use of material from several books on causal inference in the social sciences.

- 1) Required for both MPA and Econ PhD students:
Murnane, R. and Willet J. (2010). *Methods Matter: Improving Causal Inference in Educational and Social Science Research*, Oxford University Press.
- 2) Khandker, S.R. et al. (2010). [*Handbook on Impact Evaluation: Quantitative Methods and Practices*](#). Washington, DC: World Bank.
- 3) Required for Econ PhD students, recommended for MPA students:
Angrst, J. and Pischke, J. (2009). *Mostly Harmless Econometrics*, Princeton University Press.

In addition to the required textbooks, the following books contain chapters that will be discussed in class at various times and may be of interest to many students.

- 4) Morgan, S. and Winship, C. (2007). *Counterfactuals and Causal Inference: Methods and Principles for Social Research*, Cambridge University Press.
- 5) Pirog, M. (Ed.). (2008). *Journal of Policy Analysis and Management Classics Series: Social Experimentation, Program Evaluation, and Public Policy*. Hoboken, NJ: Wiley-Blackwell.

Additional readings will also be assigned throughout the semester and will be made available through HuskyCT. In addition, a set of class notes that follow the material presented in class will be made available on HuskyCT.

Requirements:

Course grades will be based on: (1) two exams, (2) a series of problem sets, and (3) final project. The relative weight assigned to each of these in the determination of course grades is:

	% Of Course Grade
Exams	50% (25% each)
Problem Sets	30%
Project	20%

Problem Sets:

A number of problem sets or projects, which supplement lectures and readings in the text, will be assigned during the semester. These assignments are designed to familiarize you with the statistical techniques covered in the course and re-enforce course material. In addition, problem sets and projects will provide you the opportunity to conduct actual program evaluations. All assignments will require extensive use of STATA.

Participation/Debate:

Students are expected to actively contribute to class discussions. In addition, students will be expected to contribute to class debates on various topics related to the course material.

Academic Accommodation:

Please let me know in the first two weeks if you have a disability that may be relevant in this class. You can communicate with either the Center for Students with Disabilities (CSD) or the University Program for College Students with Learning Disabilities (UPLD) as a first step.

Academic Code of Conduct:

Students are expected to undertake all assignments with honesty and integrity as detailed in the University of Connecticut's Responsibilities for Community Life: The Student Code. Please see: http://www.dosa.uconn.edu/student_code.html. Violations of this policy can result in severe penalties.

Course Overview

1. Overview of Causal Inference

Topics:

Introduction to the methods and techniques of causal inference. Topics include the role of theory in causal policy analysis, introduction to the counterfactual model, and an overview of modern techniques for causal inference.

Readings:

- Murnane and Willet, Chapters 1-3.
- Angrist and Pischke, Chapter 2.
- Morgan and Winship, Chapters 1-2.
- Pirog, The State of Social Experimentation and Program Evaluation (pages 3–14).

2. Randomized Experiments

Topics:

Randomized experiments and their link to causal inference, how randomization solves the selection problem, conducting randomized field trials.

Readings:

- Murnane and Willet, Chapters 4-5.
- Pirog, M. A. (2009). The role of random assignment in social policy research. *Journal of Policy Analysis and Management*, 28(1), 164-165.
- Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2011). How does your kindergarten classroom affect your earnings? Evidence from Project STAR. *The Quarterly Journal of Economics*, 126(4), 1593-1660.
- Heckman, J.J., Moon, S.H., Pinto, R., and Savelyev, P.A. and A. Yavitz. 2010. The Rate of Return to the HighScope Perry Preschool Program. *Journal of Public Economics* 94 (1-2): 114-128.
- Glazerman, S., Mayer, D., & Decker, P. (2006). Alternative routes to teaching: The impacts of Teach for America on student achievement and other outcomes. *Journal of Policy Analysis and Management*, 25(1), 75-96.
- Bertrand, M. & Mullainathan, S. (2004). Are Emily and Greg more Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *American Economic Review*, 94(4), 991-1013.

3. Regression Estimators of Causal Effects

Topics:

Review of multivariate regression analysis with a focus on causal inference, conditional independence assumption (selection on observables), omitted variables bias formula.

Readings:

- Morgan and Winship, Chapter 5.
- Angrist and Pischke, Chapter 3.
- Schneider, B., Carnoy, M., Kilpatrick, J., Schmidt, W. H., & Shavelson, R. J. (2007). Estimating Causal Effects using Experimental and Observational Designs (report from the Governing Board of the American Educational Research Association Grants Program). Washington, DC: American Educational Research Association.
- Bitler MP, Currie J. (2005). Does WIC Work? The Effects of WIC on Pregnancy and birth Outcomes. *Journal of Policy Analysis and Management*, 24(1): 73-91

4. Matching Estimators of Causal Effects

Topics:

Matching techniques including motivation for matching, propensity score methods, alternative matching algorithms.

Readings:

- Morgan and Winship, Chapter 4.
- Angrist and Pischke, Chapter 3.
- Schneider, B., Carnoy, M., Kilpatrick, J., Schmidt, W. H., & Shavelson, R. J. (2007). Estimating Causal Effects using Experimental and Observational Designs (report from the Governing Board of the American Educational Research Association Grants Program). Washington, DC: American Educational Research Association.
- Diaz, J. J., & S. Handa. (2006). An Assessment of Propensity Score Matching as a Nonexperimental Impact Estimator: Evidence From Mexico's PROGRESA Program. *Journal of Human Resources*, 41(2), 319-345.
- Marco Caliendo and Sabine Kopeinig. 2008. Some Practical Guidance for the Implementation of Propensity Score Matching. *Journal of Economic Surveys*, Vol. 22, No. 1, pp. 31–72.
- Elizabeth Ty Wilde and Robinson Hollister. 2007. How Close is Close Enough? Evaluating Propensity Score Matching Using Data from a Class Size Reduction Experiment. *Journal of Policy Analysis and Management*, Volume 26 Issue 3: 455 - 477

5. Instrumental Variable Estimators of Causal Effects

Topics:

Introduction to instrumental variables estimation, instrument validity, two-stage least squares, local average treatment effects (LATE).

Readings:

- Murnane and Willet, Chapters 10-11.
- Angrist and Pischke, Chapter 4.
- Morgan and Winship, Chapter 7.
- Duflo, Esther, Rema Hanna, and Stephen P. Ryan. 2012. Incentives Work: Getting Teachers to Come to School. *American Economic Review*, 102(4): 1241–78.
- Dee, T. S. (2004). Are There Civic Returns to Education? *Journal of Public Economics*, 88(9-10), 1697-1720.
- Abdulkadiroğlu, Atila, Joshua Angrist, Susan Dynarski, Thomas Kane and Parag Pathak. 2011. Accountability and Flexibility in Public Schools: Evidence from Boston's Charters and Pilots. *The Quarterly Journal of Economics* 126(2): 699-748. (Lotteries).
- Dobbie, W., Fryer, R. G., & Fryer Jr, G. (2011). Are high-quality schools enough to increase achievement among the poor? Evidence from the Harlem Children's Zone. *American Economic Journal: Applied Economics*, 3(3), 158-187. (IV and Lotteries).
- Leigh, A., & Ryan, C. (2008). Estimating returns to education using different natural experiment techniques. *Economics of Education Review*, 27(2), 149-160. (IV).

6. Causal Inference Using Natural Experiments and Regression Discontinuity Designs

Topics:

Overview of natural experiments, using natural experiments to mimic randomized experiments.

Readings:

- Murnane and Willet, Chapters 8-9
- Papay, J. P., Murnane, R. J., & Willett, J. B. (2010). The consequences of high school exit examinations for low-performing urban students: Evidence from Massachusetts. *Educational Evaluation and Policy Analysis*, 32(1), 5-23.
- Ludwig, J. & Miller, D. (2007). “Does Head Start Improve Children's Life Chances? Evidence from a Regression Discontinuity Design,” *Quarterly Journal of Economics*, 122(1), 159-208.
- Cellini, Stephanie, Fernando Ferreira and Jesse Rothstein. 2010. The Value of School Facility Investments: Evidence from a Dynamic Regression Discontinuity Design. *Quarterly Journal of Economics* 125(1): 215–261.

7. Repeated Observations and the Estimation of Causal Effects

Topics:

Panel data estimation techniques, fixed effects, difference-in-differences.

Readings:

- Morgan and Winship, Chapter 9.
- Angrist and Pischke, Chapter 5.
- Curry J., Thomas, D. (1995). Does Head Start Make a Difference?, *American Economic Review*, 85:3, 341-364. (Fixed Effects)
- Sass, T. 2006. Charter Schools and Student Achievement in Florida, *Education Finance and Policy* 1: 91-122. (Fixed Effects)
- Dynarski, S. M. (2003). “Does Aid Matter? Measuring The Effect Of Student Aid On College Attendance And Completion.” *The American Economic Review*, 93(1), 279-288. (Difference-in-Differences).
- Neilson, Christopher and Seth Zimmerman. 2013. The Effect of School Construction on Test Scores, School Enrollment, and Home Prices. Working Paper. Yale University. (Difference-in-Differences)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 9/3/2014
2. Department requesting this course: Geography
3. Nature of Proposed Change: Change in the 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 (Social Science) and D (Diversity and Multiculturalism – i –International)
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Justification:

B (Social Science):

GEOG 1100: Globalization fully meets the course criteria specific to the Social Science Content Area.

1. Introduce students to theories and concepts of the social sciences.
This course includes geographical nature of the process—the shrinking of the space-time continuum through technological innovation (e.g., the internet) and international migration.
2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.
The course provides weekly readings of scientific articles and case studies on ethical issues and variety of methods of enquiry in social sciences.
3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.
An additional objective of this course is to help students appreciate how globalization works at multiple spatial scales: the interaction of the local with the global, and vice versa. From this core geographic idea, the final objective of the course is to demonstrate to students the broad nature of globalization and its impacts, and how the process touches virtually all aspects of society, environment, and health.
4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues may include issues of gender, race, social class, political power, economic power, and cross-cultural

interaction.

The topical areas of this course will include the economy (transnational corporations, international trade and finance, production networks, etc.), politics (the UN, regional, political and trade bloc formation, trade agreements, foreign aid, rise of other non-governmental organizations, etc.), culture (media and entertainment growth, language, loss of local indigenous cultures, gender issues, etc.), environment (resource destruction, environmental sustainability, climate change, etc.), and health (pandemics, reemergence of infectious diseases, food insecurity).

5. 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

1100. Globalization

GEOG 1100 Globalization

3 credits

Linkages between spatial processes and social, cultural, economic, political and environmental change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales. CA 2. CA 4-INT.

Proposed Catalog Copy

2000. Globalization

3 credits. Not open to students with credit for GEOG 1100

Linkages between spatial processes and social, cultural, economic, political and environmental change around the world today. Focus on theory and impacts of globalization through case studies at the local, regional, national and international scales. CA 2. CA 4-INT.

Justification

1. Reasons for changing this course are as follows:
 1. Inclusion of few advanced topics such as impact of Globalization on environmental sustainability, public health risks (global pandemics and spread of infectious diseases), and food distribution.
 2. Eligible for Geography Major. Central to the course will be the geographical nature of the process and core ideas — the shrinking of the space-time continuum through technological innovation (e.g., the internet) and international migration that has accelerated the degree of spatial interaction taking place around the globe today. An additional objective is to help students appreciate how globalization works at multiple spatial scales: the interaction of the local with the global, and vice versa. All these ideas are

core geographic concepts.

3. This change from 1000 to 2000 level will not affect enrollment size as it will still be available for freshmen and sophomore students. In addition it will allow potential and existing Geography Majors to count this course towards their major requirements.

2. Effect on Department's curriculum: It will improve the sequencing of knowledge and support geography majors.

3. Other departments consulted: None

4. Effects on other departments: None

5. Effects on regional campuses: Would increase the number of upper divisional courses on those campuses.

6. Staffing: D. Ghosh

7. Dates approved by

Department Curriculum Committee: 9/15/2014

Department Faculty: 9/24/2014

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

Debarchana Ghosh

6-4229

debarchana.ghosh@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date:
2. Department requesting this course: Geography
3. Nature of Proposed Change: Change in the 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): 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

4500. Introduction to Geographic Information Systems

(246C) Four credits. One 2-hour lecture and two 2-hour laboratory periods.

Prerequisite: Open to juniors or higher. Recommended preparation: [GEOG 3500Q](#).

The study of the fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

Proposed Catalog Copy

2500. Introduction to Geographic Information Systems

(246C) Four credits. One 2-hour lecture and two 2-hour laboratory periods. Not open to students who have taken GEOG 4500.

The study of the fundamental principles of geographic information systems (GIS). Topics include history of the field, components of a GIS, the nature and characteristics of spatial data, methods of data capture and sources of data, database models, review of typical GIS operations and applications. Laboratory exercises provide experience with common computer-based systems.

Justification

1. Reasons for changing this course: The study of geographic information systems began at UConn at the graduate level. Over time courses were also

offered at the undergraduate for juniors and seniors. However, as the study of GIS has matured, this approach to geographic inquiry has permeated throughout the discipline and is a component of many other courses. By moving this course to the sophomore level, students will be introduced to the technology and science of geographic information at an earlier time so that they will be able to use this knowledge in other upper-divisional courses.

2. Effect on Department's curriculum: It will improve the sequencing of knowledge and skill building.

3. Other departments consulted: Environmental Sciences and Urban and Community Studies

4. Effects on other departments: Environmental Sciences and Urban and Urban Community Studies will need to reflect this change in their major description.

5. Effects on regional campuses: Should enable more students to take the course.

6. Staffing:

7. Dates approved by

Department Curriculum Committee: 9/2/2014

Department Faculty: 9/24/2014

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

Robert Cromley

6-2059

robert.cromley@uconn.edu

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:
2. Department requesting this course: Geography
3. Nature of Proposed Change: Change in the 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): 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

4510. Applications of Geographic Information Systems

(248C) Four credits. One 2-hour lecture and two 2-hour laboratory periods.

Prerequisite: [GEOG 4500](#); open to juniors or higher.

Applications of geographic information systems. Particular attention to land use planning and resource management.

Proposed Catalog Copy

2505. Applications of Geographic Information Systems

(248C) Four credits. One 2-hour lecture and two 2-hour laboratory periods.

Prerequisite: [GEOG 2500](#); not open to students who have taken 4510.

Applications of geographic information systems. Particular attention to land use planning and resource management.

Justification

1. Reasons for changing this course: The study of geographic information systems began at UConn at the graduate level. Over time courses were also offered at the undergraduate for juniors and seniors. However, as the study of GIS has matured, this approach to geographic inquiry has permeated throughout the discipline and is a component of many other courses. By moving this course to the sophomore level, students will be introduced to the technology and science of geographic information at an earlier time so that they will be able to use this knowledge in other upper-divisional courses.

2. Effect on Department's curriculum: It will improve the sequencing of knowledge and skill building.
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: Should enable more students to take the course.
6. Staffing: R. Cromley, R. Mrozinski
7. Dates approved by
Department Curriculum Committee: 9/2/2014
Department Faculty: 9/24/2014
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley
6-2059
robert.cromley@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date:
2. Department or Program: Geography
3. Title of Major: Geography
4. 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.)
5. Nature of change: Change in course numbers.

Existing Catalog Description of Major

Geography

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners. The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

Bachelor of Arts. The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of 3 courses: GEOG 2100, GEOG 2300, and one methods course (choice of GEOG 2510, 3110, 3300, 3500Q, 3510, 4500), and 15 additional credits, including at least one "W" course in geography chosen in consultation with their departmental advisor.

Bachelor of Sciences. The B.S. degree requires 31 credits in 2000 or higher level geography courses and 12 credits of closely related course work in other

departments. B.S. majors must complete a basic core of 6 courses: GEOG 2100, 2300, 3500Q, 3510, 4500, 4510, and one methods course (choice of GEOG 2510, 3110, 3300, 3505, 4520) and 6 additional credits, including at least one "W" course in geography chosen in consultation with their departmental advisor. The *writing in the major requirement* for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W. The *information literacy requirement* in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W. The *computer technology exit requirement* in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500. A minor in Geographic Information Science is described in the "Minors" section.

Proposed Catalog Description of Major

Geography

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners. The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

Bachelor of Arts. The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of 3 courses: **GEOG 2100 or 2200**, GEOG 2300, and one methods course (choice of GEOG 2500, 2510, 3110, 3300, 3500Q, 3510), and 15 additional credits, including at least one "W" course in geography chosen in consultation with their departmental advisor.

Bachelor of Sciences. The B.S. degree requires 31 credits in 2000 or higher level geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of 6 courses: GEOG 2100, 2300, **2500, 2505**, 3500Q, 3510, and one methods course (choice of GEOG 2510, 3110, 3300, 3505, 4520) and 6 additional credits, including at least one "W" course in geography chosen in consultation with their departmental advisor. The *writing in the major requirement* for Geography can be met by passing any

of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W.
The *information literacy requirement* in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W.
The *computer technology exit requirement* in Geography can be met by passing one of the following courses: GEOG 2510, 3110, 3300, 3500Q, 3510, or 4500.
A minor in Geographic Information Science is described in the "Minors" section.

Justification

1. Reasons for changing the major: Some required and elective courses listed in the major have changed numbers, and for the B.A. a student can take either GEOG 2100 or GEOG 2200 to offer students an alternative based on their focus in geography.
2. Effects on students: None
3. Effects on other departments: None
4. Effects on regional campuses: None
5. Dates approved by
Department Curriculum Committee: 9/2/2014
Department Faculty: 9/24/2014
6. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, 486-2059, robert.cromley@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.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date:
2. Department or Program: Geography
3. Title of Minor: GIScience Minor
4. 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.)
5. Nature of change: Change in course numbers for two required courses and the addition of two elective courses.

Existing Catalog Description of Minor

Geographic Information Science

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. **Two required courses:** [GEOG 4500](#) and [GEOG 4510](#)
2. **One of the following:** [GEOG 3500Q](#), [3510](#)
3. **One of the following:** [ECON 2326](#), [GEOG 2510](#), [3110](#), [4520](#); [GEOG/MARN 3505](#); [MATH 3710](#); [STAT 2215Q](#)

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](#).

Proposed Catalog Description of Minor

Geographic Information Science

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. **Two required courses:** [GEOG 2500](#) and [GEOG 2505](#)
2. **One of the following:** [GEOG 3500Q](#), [3510](#)
3. **One of the following:** [ECON 2326](#), [GEOG 2510](#), [3110](#), [4230](#), [4520](#), [4530](#), [GEOG/MARN 3505](#); [MATH 3710](#); [STAT 2215Q](#)

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](#).

Justification

1. Reasons for changing the minor: There are number changes in the two required core courses and there has been the addition of other GIScience courses to the curriculum.
2. Effects on students: There are more opportunities to take the GIScience Minor.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. Dates approved by
Department Curriculum Committee: 9/2/2014
Department Faculty: 9/24/2014
6. Name, Phone Number, and e-mail address of principal contact person:

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 9/25/14
2. Department or Program: Environmental Studies
3. Title of Major: Environmental Studies
4. 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.)
5. Nature of change: Add additional core courses to the major.

Existing Catalog Description of Major

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background,
BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core:*

Humanities Core PHIL 3216; HIST 3540; ENGL 3240

Social Sciences Core ARE 3434; NRE 3245; POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major

In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above)

30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

Statistics: STAT 1000Q, 1100Q

Note: A B.A. in Environmental Studies can also be earned through the College of Agriculture, Health and Natural Resources. For a complete description of the major in that college, refer to the Environmental Studies description in the "College of Agriculture, Health and Natural Resources" section of this Catalog.

Proposed Catalog Description of Major (newly added courses highlighted in yellow)

Environmental Studies

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental

issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major leads to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture, Health and Natural Resources (CANR). The student's choice of colleges should be made in consultation with faculty and advisors based upon the student's interests and career goals.

Requirements:

Introductory Courses. *All majors must take three introductory courses:*

EVST 1000

NRE 1000, GEOG 2300, GSCI 1050 or GSCI 1051

BIOL 1102 or, for those seeking a more advanced background, BIOL 1108.

Core Courses (18 credits). *All majors must take 2 of the following courses from each core. Students cannot apply more than one course per department to count within a particular core. Additional core courses taken in the same department can be applied to the additional major requirements beyond the core requirements.*

Humanities Core PHIL 3216; HIST 3540 or HIST 3542; ENGL 3240 or ENGL 3715 or JOUR 3046

Social Sciences Core ARE 3434 or ARE 4462 or ECON 3466; NRE 3245; NRE 3246; POLS 3412

Natural Science Core EEB 2208, GEOG 3400, AH 3175, GSCI 3010; NRE 4170

EVST 4000W: Capstone Research Project (3 credits). All majors must complete a capstone research project, which fulfills the Writing in the Major and the Information Literacy requirements for the major.

Additional requirements for the major In addition, environmental studies majors in CLAS must take 9 credits of electives at the 2000 level or above, plus an additional 12 credits of related courses, approved by the student's advisor. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total Credits (2000-level or above) 30, plus 12 credits of related courses.

Other areas of recommended preparation (not required)

Physical Science: CHEM 1122, 1127Q; PHYS 1030Q/1035Q.

Earth Science: GSCI/GEOG 1070; MARN 1002/1003

Economics: ARE 1110, 1150; ECON 1179, 1200 1201.

Statistics: STAT 1000Q, 1100Q

Note: A B.A. in Environmental Studies can also be earned through the College of Agriculture, Health and Natural Resources. For a complete description of the major in that college, refer to the Environmental Studies description in the "College of Agriculture, Health and Natural Resources" section of this Catalog.

Justification

1. Reasons for changing the major: To add courses to the core sections in order to provide students with more course options during course selection.
2. Effects on students: Positive; will make meeting the core requirements easier in terms of scheduling without reducing the integrity of the core requirements.
3. Effects on other departments: Please see attached approvals for the departments whose courses are being added to the core requirements.
4. Effects on regional campuses: None
5. Dates approved by
Department Curriculum Committee: 1/29/14
Department Faculty: 1/29/14
6. Name, Phone Number, and e-mail address of principal contact person:
Dr. Mark Boyer
860-486-3156
mark.boyer@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.

DEPARTMENT APPROVALS:

History Approval:

From: <Clark>, "Christopher (History)" <c.clark@uconn.edu>
Date: Monday, February 10, 2014 at 8:52 PM
To: CLAS <mark.boyer@uconn.edu>
Subject: RE: Changes to the EVST req'd courses

Hi Mark

I've heard from our C & C chair, and she's as keen about this as I am, so please go ahead and list it.

Best wishes

Chris

.....
NRE Approval:

On 2/14/14, 3:25 PM, "Volin, John" <john.volin@uconn.edu> wrote:

Please add Human Dimensions course to Environmental Studies list.

Thanks,
John

Sent from my iPhone

.....
ECON Approval:

From: <Cosgel>, Metin <metin.cosgel@uconn.edu>
Date: Tuesday, February 11, 2014 at 11:18 AM
To: CLAS <mark.boyer@uconn.edu>
Cc: "Tremblay, Sara" <sara.tremblay@uconn.edu>, "Segerson, Kathleen" <kathleen.segerson@uconn.edu>
Subject: RE: changes to the EVST core requirements

Dear Mark,
Thanks for sharing the proposal with us. I think the new EVST program is a great development for Uconn, and we'd be willing to add Econ 3466 to its core.

Let me add that we'd be glad to reserve some seats in this class to EVST students if you

think that it will be necessary.

All best,

Metin

Metin M. Cosgel
Professor and Head | Department of Economics | The University of Connecticut |
www.cosgel.uconn.edu

.....
ARE Approval:

From: <Lopez>, Rigoberto <rigoberto.lopez@uconn.edu>
Date: Monday, February 10, 2014 at 2:58 PM
To: CLAS <mark.boyer@uconn.edu>
Cc: "Tremblay, Sara" <sara.tremblay@uconn.edu>, "Swallow, Stephen" <stephen.swallow@uconn.edu>
Subject: RE: changes to the EVST core requirements

I hereby approve this ARE course addition to the EVST core requirements.
Note that no departmental approval is needed. I also informed the current instructor.

Best,

Rigoberto A. Lopez
Professor and Head, Department of Agricultural and Resource Economics
Director, Zwick Center for Food and Resource Policy
University of Connecticut
1376 Storrs Road, Room 301
Storrs, CT 06269-4021
Phone: 860-486-2827
Fax: 860-486-1932
Email: rigoberto.lopez@uconn.edu

.....
JOUR Approval

On 4/30/14, 1:42 PM, "Bob Wyss" <Robert.Wyss@uconn.edu> wrote:

Mark

C&C yesterday approved JOUR 3046 Environmental Journalism. As I think I

mentioned, we plan to offer it in Spring 2015 and could take some of your students.

Bob

ENGL Approval

From: <Fairbanks>, Albert <albert.fairbanks@uconn.edu>
Date: Wednesday, September 24, 2014 at 3:57 PM
To: CLAS <mark.boyer@uconn.edu>, "Hasenfratz, Robert" <robert.hasenfratz@uconn.edu>
Cc: "Tremblay, Sara" <sara.tremblay@uconn.edu>
Subject: RE: EVST and ENGL courses

Dear Mark,

The ENGL C&C approves this proposal. I will just mention again that 3715 is a consent course and that ENGL 1701 is recommended preparation.

All the best,

Hap
A. Harris Fairbanks
Associate Professor and Associate Head
English Department
215 Glenbrook Drive - Unit 4025
University of Connecticut
Storrs, CT 06269

(860) 486-2376
albert.fairbanks@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: October 1, 2014
2. Department requesting this course: ENGL
3. Nature of Proposed Change: Change pre-requisites
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): 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

4101W. Advanced Study: British Literature

(283W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.
May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the British Isles.

4201W. Advanced Study: American Literature

(284W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.
May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the United States.

4203W. Advanced Study: Ethnic Literature

(287W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.
May be repeated for credit with a change of topic.

Intensive study of particular topics in British or American literature written by ethnic writers.

4301W. Advanced Study: Anglophone Literature

(288W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

(289W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of these Commonwealth countries.

4401W. Advanced Study: Poetry

(280W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in poetry.

4405W. Advanced Study: Drama

(279W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in dramatic literature.

4407W. Advanced Study: Prose

(281W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary prose.

4600W. Advanced Study: Seminars in Literature

(268W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. Small classes with an emphasis on writing.

4601W. Advanced Study: Literary Criticism and Theory

(282W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary criticism and theory.

4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature

(290W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

4965W. Advanced Studies in Early Literature in English

Three credits. Prerequisites: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

Advanced studies in literature written in English before 1800.

Proposed Catalog Copy

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

4101W. Advanced Study: British Literature

(283W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the British Isles.

4201W. Advanced Study: American Literature

(284W) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#) and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of the United States.

4203W. Advanced Study: Ethnic Literature

(287W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in British or American literature written by ethnic writers.

4301W. Advanced Study: Anglophone Literature

(288W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

(289W) Three credits. Prerequisite: ENGL 1010 or 1011 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of these Commonwealth countries.

4401W. Advanced Study: Poetry

(280W) Three credits. Prerequisite: ENGL 1010 or 1011 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in poetry.

4405W. Advanced Study: Drama

(279W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in dramatic literature.

4407W. Advanced Study: Prose

(281W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary prose.

4600W. Advanced Study: Seminars in Literature

(268W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. Small classes with an emphasis on writing.

4601W. Advanced Study: Literary Criticism and Theory

(282W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in literary criticism and theory.

4613W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature

(290W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

4965W. Advanced Studies in Early Literature in English

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher.

Advanced studies in literature written in English before 1800.

Justification

1. **Reasons for changing this course:** ENGL courses numbered in the 4000's are capstone courses intended primarily for English majors, but under current rules unqualified non-majors seeking only a W can add the course after the expiration of the reserve cap. The option of instructor consent is included to accommodate students who lack the pre-requisite 2000-level courses but whose familiarity with the topic offers a probability of success in the course.
2. Effect on Department's curriculum: None.
3. Other departments consulted: None.
4. **Effects on other departments:** None
5. Effects on regional campuses: Same as in Storrs.

6. [Staffing](#): Same as current.

7. [Dates approved](#) by

Department Curriculum Committee: 8/27/14

Department Faculty: 9/3/14

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

A. Harris Fairbanks

486-2376

albert.fairbanks@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: September 8, 2014
2. Department requesting this course: ENGL
3. Nature of Proposed Change: from variable credits (one to six) to fixed number of credits (three)
4. 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

ENGL 4897. Honors VIII: Honors Thesis

Credits and hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher; open only with consent of instructor. All Honors students writing an Honors Thesis must register for this course in their last semester after consultation with the director of their thesis and the English department advisor to Honors Students, who is the instructor of record.

Proposed Catalog Copy

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

ENGL 4897. Honors VIII: Honors Thesis

Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher; open only with consent of instructor. All Honors students writing an Honors Thesis must register for this course in their last semester after consultation with the director of their thesis and the English department advisor to Honors Students, who is the instructor of record.

Justification

1. Reasons for changing this course: It has long been the norm for students in the English Department to take this course for three credits. This number of credits for the thesis also fulfills the requirements of the Honors program. However, some students through inattention have been enrolling for the default number of credits, one. Changing the credit assignment from variable credits to fixed credits would eliminate possible confusion and/or error during course enrollment.

2. Effect on Department's curriculum: None.
3. Other departments consulted: None.
4. Effects on other departments: None.
5. Effects on regional campuses: The proposed change eliminates possible confusion and/or error for students enrolling in the course across campuses.
6. Staffing: The Director of Honors in English is the instructor of record.
7. Dates approved by
Department Curriculum Committee: 4/12/14
Department Faculty: 9/10/14
8. Name, Phone Number, and e-mail address of principal contact person:

Clare Costley King'oo
Associate Professor and Director of Honors in English
(860) 486-2058
clare.kingoo@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Create a Major

Last revised: September 24, 2013

1. Date: 9/30/14
2. Department or Program: LCL
3. Title of Major: Change Catalog Description for LCL Department
4. Effective Date (semester, year): Fall 2014
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

The Department of Literatures, Cultures and Languages offers courses in Arabic, Chinese, French, German, Hebrew, Italian, Spanish, Classical Languages (Ancient Greek, Latin and Biblical Hebrew) and selected critical languages. Students may major in Chinese Studies, Classical and Ancient Mediterranean Studies, French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies. For Comparative Literary and Cultural Studies see the section on "Individualized Major Program". A student may double major in two of the above majors. Students will gain knowledge of the Literature, Culture and applied Language skills that are required for teaching, business, diplomatic or governmental work, and research in graduate or undergraduate study of the culture and literature that is associated with these languages.

Education Abroad is required (or strongly encouraged, please see descriptions) for the majors in modern languages for at least one semester or approved equivalents. The department sponsors University of Connecticut programs in France, Italy, Spain, Germany and Tianjin, China. Many other programs are available in Africa, Asia, Latin America and Europe through Education Abroad. Such coursework is normally most valuable in the junior year, but qualified sophomores and seniors are also eligible. Students interested in Education Abroad should consult with their advisors.

Courses numbered in the 2000-level or above are open to freshmen and sophomores, if they meet the prerequisites for the course. The modern languages coursework is conducted in the foreign language unless otherwise indicated.

Minors: The Department of Literatures, Cultures and Languages offers a minor in Classical and Ancient Mediterranean Studies, Chinese, French, German, Italian and

Spanish Studies Related minors in Judaic Studies, Latino Studies, Latin American Studies and Middle Eastern Studies may be of interest to students. Please see "Minors" section in the Catalog.

(Followed by descriptions and majors as they are)

Justification

1. Identify the core concepts and questions considered integral to the discipline:

We have been using the titles to designate the broader issues taught in our major, so for example we do not teach Spanish language in advanced courses, but rather Spanish phonetics, Early Modern Colonial Studies, Latin American Literature, Peninsular Literature or Latino Literature and Culture. So what we study has been approved with name change for the Graduate catalog. We have not offered Portuguese regularly since Prof. A. Cirurgiao retired in 1998. Education Abroad has also changed dramatically. In effect the description has changed piecemeal as changes have been made. We seek to rectify the situation by revisiting the whole description and incorporating changes that were approved by CCC, as well as, the reality of course offerings made regularly possible in recent hirings over the last five years.

2. Explain how the courses required for the Major cover the core concepts identified in the previous question:

This is a change of the description of the department, not of a particular major.

3. Dates approved by

Department Curriculum Committee: October 1, 2014

Department Faculty: October 1, 2014

4. Name, Phone Number, and e-mail address of principal contact person: Rosa Helena Chinchilla, rosa.chinchilla@uconn.edu, 860-486-3313

Plan of Study None needed as it is not a change in major, just in departmental description.

Attach a "Major Plan of Study" to your email submission as a separate document. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Major in <insert name>

(signed) _____ Dept. of <insert name>

Major Advisor

BELOW IS THE OLD VERSION OF THE DESCRIPTION FOR THE DEPARTMENT

Literatures, Cultures and Languages

The Department of Literatures, Cultures and Languages offers courses in French, German, Hebrew, Italian, Portuguese, Spanish, the classical languages, and selected critical languages. Students may major in Classics and Ancient Mediterranean Studies, French, German, Italian Literary and Cultural Studies, or Spanish or a combination of languages. The department aims to give students a working knowledge of foreign languages for teaching, research, travel, business, diplomatic or governmental work, and for graduate or undergraduate study of the civilization and literature of a foreign country.

Ordinarily study abroad or internship in the major **modern** language for at least one semester (or approved equivalent time period) will be required for all majors. With the advisor's consent students may choose from a variety of programs. The department conducts programs in Austria, France, Italy, Spain and Germany, sponsors a resident study program in Mexico and offers credit arrangements for study at a Goethe Institute in Germany. Such study normally is most valuable during the junior year, but unusually qualified sophomores and some seniors are also eligible. (The year abroad program in Italy welcomes applications by sophomores, juniors and seniors.) Additional language experience is available through residence in the University's Foreign Language dormitory. Students interested in any of these possibilities should consult early with their advisors.

Courses numbered in the 2000-level or above are open to freshmen and sophomores if they meet the prerequisites for the course. In the modern languages, classwork is conducted in the foreign language unless otherwise indicated.

Minors. The Department of Literatures, Cultures and Languages offers a minor in Chinese. It is described in the "Minors" section of this *Catalog*. Other Literature, Cultures and Languages related minors are described in that section as well.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 1 october 2014
2. Department requesting this course: HRTS
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!

3200. International Human Rights Law

Three credits. Open to sophomores or higher.

International and regional human rights law, institutions, and regimes; specialized topics include corporate social responsibility, women's human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance.

3200W. International Human Rights Law

Three credits. Open to sophomores or higher.

International and regional human rights law, institutions, and regimes; specialized topics include corporate social responsibility, women's human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number: 3200
3. Course Title: International Human Rights Law
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

International and regional human rights law, institutions, and regimes; specialized topics include corporate social responsibility, women's human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance.

Optional Items

6. Pattern of instruction, if not standard: Lecture, discussion, simulation, small group work
7. Prerequisites, if applicable: None
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: Yes
8. Recommended Preparation, if applicable: HRTS 1007

9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": to be offered as either non-W section or as W section; both variations described in attached syllabus
12. University General Education Content Area(s), if any: Content Area 1
 - a. If Content Area 1, specify a CLAS area, A-E: Content Area D
 - b. Justification for inclusion in CLAS area, A-E: Addresses issues of values and principles embodied in international human rights law. Requires students to develop skills in analyzing and evaluating arguments in defense of various positions in the area of international human rights.
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: No

Justification

1. Reasons for adding this course:

This new course would add to the content of the Human Rights course offerings, and in particular the Human Rights Major and Minor, by providing a survey course focused on the legal norms and institutions underlying the international human rights law regime. Because international human rights is in many respects a field defined by law, a law-focused course would be a critical area of study for students pursuing the Human Rights Major or Minor. The course will also provide students interested in the law and in legal education with an introduction to the fundamentals of case reading and legal analysis.

2. Academic merit:

The course will provide a survey of international and regional human rights law, institutions, and regimes, as well as an introduction to specialized topics in human rights law, including corporate social responsibility, women's human rights, truth commissions, humanitarian intervention, international criminal law, and human rights monitoring and compliance. At the conclusion of the course, students should be able to: evaluate the advantages and disadvantages of using different domestic, regional, and international human rights forums; understand the nature of state obligations under international human rights law; describe the way in which international law is incorporated into U.S. law and the pros and cons of relying on international law in a domestic context; think strategically about how to employ international, regional, and domestic institutions and actors in achieving greater protection of human rights.

The W variant of this course will also provide students with detailed instruction on how to write scholarly research papers; present the results of that work to a group in a formal workshop setting; and engage in scholarly discussion and feedback with their peers. Students will be required to produce a 25 page research paper, which will be graded at intervals over the course of the semester (topic, abstract and literature review, two drafts, and a final paper). The instructor will provide extensive feedback at each interval. Students will also present this work to their peers at a simulated scholarly workshop at the conclusion of the semester. As part of this workshop, students will be also be taught how to engage in "peer review" and critique.

3. Overlapping courses: Consultation with Killmister in PHIL and with IR and Comparative subfield faculty in POLS raised no objections.

4. Number of students expected: 19 (W variant), 40+ (non-W variant)

5. Number and size of sections: 1 section

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Professor Molly K. Land

9. Dates approved by
Department Curriculum Committee: 1 October 2014
Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person:
Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

Syllabus

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

INTERNATIONAL HUMAN RIGHTS LAW

University of Connecticut, Fall 2014

Professor Molly K. Land

HRTS 3295-02

T/Th 11:00 a.m. – 12:15 p.m., BUSN 122

Contact Information

Email: molly.land@uconn.edu
Telephone: 860-570-5257 (Law School)
Storrs Office: Dodd Center, Room 113
Office Hours: email for appointment

Course Description

The course will provide a survey of international and regional human rights law, institutions, and regimes, as well as an introduction to specialized topics in human rights law, including corporate social responsibility, women's human rights, truth commissions, humanitarian intervention, international criminal law, monitoring, and compliance. Students will examine the domestic, regional, and international forums that human rights advocates use to increase respect for international human rights and consider the advantages and disadvantages of each.

Course Goals

At the conclusion of the course, students should be able to:

- evaluate the advantages and disadvantages of using different domestic, regional, and international human rights forums;
- understand the nature of state obligations under international human rights law;
- describe the way in which international law is incorporated into U.S. law and the pros and cons of relying on international law in a domestic context;
- think strategically about how to employ international, regional, and domestic institutions and actors in achieving greater protection of human rights.

Required Course Materials

- INTERNATIONAL HUMAN RIGHTS (Philip Alston & Ryan Goodman eds. 2013)

Course Requirements **[NON W-VARIANT]**

- two (2) practicum exercises (20%)
- policy presentation outline (10%)
- in-class policy presentation (25%)
- final exam (35%)
- class participation (10%)

Practicums: There will be two practicum exercises assigned throughout the course, as noted in the syllabus. The first will require you to simulate negotiation of a resolution of the Human Rights Council. The second will require you to simulate a hearing before the Senate Foreign Relations Committee. More information on the practicums will be provided at a later date.

Policy presentation: Each student is responsible for preparing and delivering a policy presentation on one of the topics covered in the course. The purpose of your presentation is to convince a decision-maker to take action on a particular human rights issue. Presentations should be approximately 5-8 minutes in duration. One week before your presentation, you are required to send me a short description of the issue you propose to discuss in your presentation and the decision-maker to whom you would make your presentation. You must get my approval before going forward, and I will let you know as quickly as I can whether your topic is approved. Two days before your presentation, you are required to send me an outline of your presentation. This outline may be in the form of a powerpoint presentation. The outline will be worth 10% of your final grade and the in-class presentation will be worth 25% of your final grade.

Final Exam: Final examination essay questions will be provided at the conclusion of our final class. Typed essay answers must be submitted on **Tuesday, December 9th, at 12:15 p.m.** (the end of the exam period for this class). The final exam should be submitted by email to molly.land@uconn.edu

Class Participation: In terms of participation in class discussion, I am looking for sustained and high-quality contributions over the course of the semester. I will largely rely on volunteers, although to facilitate participation from all, I reserve the right to call on students without notice. If you feel unprepared for a particular class, I would appreciate it if you would send me an e-mail or leave me a note to that effect before class begins.

Course Requirements **W-VARIANT**

- topic proposal (2.5%)
- abstract, literature review, bibliography (2.5%)
- first draft (10%)
- second draft (20%)
- final draft (45%)
- workshop presentation (10%)
- course participation (10%)

Research Paper: Your final research paper (25 pages, not including bibliography) will be due on the last day of class. There will be no extensions. The following are deadlines for key elements of the paper:

- [date]: one paragraph topic proposal
- [date]: abstract, literature review, bibliography
- [date]: first draft of paper due
- [date]: second draft of paper due
- [date]: final draft of paper due

The paper can be on a topic of your choice as long as it relates to the subject-matter of the course. I will also provide a list of suggested topics. Please discuss topics with me in advance if you are unsure of your direction. The paper must be based on independent research. Students will be organized into writing groups to provide each other with support and feedback on their research and writing over the course of the semester.

Paper workshop presentation: We will hold paper workshops during the last three sessions of class at which students will spend 5-8 minutes presenting the paper they are writing for the class. Class discussion will follow each presentation.

Class Participation: In terms of participation in class discussion, I am looking for sustained and high-quality contributions over the course of the semester. I will largely rely on volunteers, although to facilitate participation from all, I reserve the right to call on students without notice. If you feel unprepared for a particular class, I would appreciate it if you would send me an e-mail or leave me a note to that effect before class begins.

Grading

Your final grade will be a weighted average of the grades you receive for each individual assignment. I use wider grading scale bands to facilitate my ability to make more meaningful distinctions in student performance. I will use the following grading scale as a preliminary scale, but I reserve the right to increase the bands if needed. In other words, I may make the scale easier, but I will not make it harder.

Grade	Points
A	90-100
A-	85-89
B+	80-84
B	70-79
B-	65-69
C+	60-64
C	50-59
C-	45-49
D	under 45

Academic Misconduct

All students who enroll in this course are assumed to have read the Academic Misconduct section of the Student Conduct Code regarding plagiarism and cheating, available here: <http://community.uconn.edu/the-student-code-preamble/>. This section defines plagiarism as “failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).” Plagiarism includes verbatim copying or paraphrasing without acknowledgement of another’s work. You must include citations whenever you use the idea or words of another person in your work, whether directly or indirectly. If you borrow phrases and sentences verbatim, you must include

these in quotation marks. Sanctions for plagiarism can include a failing grade for some or all of the course.

Accommodations

If there are any students in this class who have special needs because of learning or other disabilities, please discuss these with me within the first two weeks of class to arrange for an accommodation through the Center for Students With Disabilities.

Deadlines

Unless a student has a medical emergency or a documented personal emergency, failure to meet any deadline will mean a zero (0) for that portion of the course. I reserve the right to award only partial credit for any work turned in after the assigned deadline, unless the delay has been excused.

Readings

You are responsible for all of the material on the syllabus, whether or not it is discussed in class, unless I instruct you otherwise. Reading assignments are subject to change and I may, from time to time, add material that is not on the syllabus.

I. INTRODUCTION

August 16 – Introduction

Alston & Goodman pp. 3-17

August 28 – International Law

Alston & Goodman pp. 61-69, 72-75, 80-81, 113-118, 85-89

September 2 – Antecedents of Human Rights

Alston & Goodman pp. 90-93, 102-105, 120-135

September 4 – Int'l Bill of Human Rights

Alston & Goodman pp. 139-150, 157-165, 686-690

September 9 – Civil and Political Rights

Alston & Goodman pp. 166-173, 179-196

September 11 – Civil and Political Rights

Alston & Goodman pp. 220-238

September 16 – No class

Make up on October 28

September 18 – Civil and Political Rights (Guest Lecturer Anna Cabot)

Alston & Goodman pp. 238-243, 257-276

September 23 – Economic, Social and Cultural Rights

Alston & Goodman pp. 277-299, 310-315

September 25 – Economic, Social and Cultural Rights

Alston & Goodman pp. 315-326, 353-369

September 30 – UN Charter Institutions

Alston & Goodman pp. 691-712

Egypt Practicum

October 2 – UN Charter Institutions

Alston & Goodman pp. 728-745

October 7 – UN Charter Institutions

Alston & Goodman pp. 745-759

October 9 – UN Treaty Institutions

Alston & Goodman pp. 762-782, 790-794, 802-803, 838-843

October 14 – Human Rights Fact-Finding

Alston & Goodman pp. 845-847, 858-865, 873-888

October 16 – European System (taught remotely)

Alston & Goodman pp. 889-901, 920-925, 946-955, 962-975

October 21 – Inter-American System

Alston & Goodman pp. 978-992, 1003-1018

October 23 – African System

Alston & Goodman pp. 1025-1031, 1036-1044, 517-525

October 28 – Domestic Integration

Alston & Goodman pp. 1047-1056, 1058-1068, 1073-1078

October 28 – Gladstein Lecture (make up class for 9/16)

Attend lecture by Samuel Moyn, 4pm, Konover Auditorium, Dodd Center

October 30 – Reservations

Alston & Goodman pp. 1080-1099, 1104-1106

November 4 – Universal Jurisdiction

Alston & Goodman pp. 1122-1124, 1128-1148, 1199-1201

November 6 – Civil Litigation

Alston & Goodman pp. 1151-1173, 1180-1186

November 11 – Law of Armed Conflict

Alston & Goodman pp. 388-393, 404-411, 415-432

November 13 – International Criminal Law

Alston & Goodman pp. 1282-1286, 1330-1350

ICC Practicum

November 18 – Alternative Justice Mechanisms

Alston & Goodman pp. 1370-1390, 1396-1401

November 20 – Truth Commissions

Alston & Goodman pp. 1406-1419, 1426-1441

December 2 – Corporations

Alston & Goodman pp. 1463-1475, 1477-1497

December 4 – Compliance and Effectiveness

Alston & Goodman pp. 1249-1278

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 1 October 2014
2. Department requesting this course: HRTS
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

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

3250. Human Rights and New Technologies

Three credits. Open to sophomores or higher.

The role of new technologies in the fulfillment, protection and enforcement of human rights; technology-related human rights benefits and risks, including privacy, security, and equality; technical and legal innovations for balancing benefits and risks.

3250W. Human Rights and New Technologies

Three credits. Open to sophomores or higher.

The role of new technologies in the fulfillment, protection and enforcement of human rights; technology-related human rights benefits and risks, including privacy, security, and equality; technical and legal innovations for balancing benefits and risks.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number: 3250
3. Course Title: Human Rights and New Technologies
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

The role of new technologies in the fulfillment, protection and enforcement of human rights; technology-related human rights benefits and risks, including privacy, security, and equality; technical and legal innovations for balancing benefits and risks.

Optional Items

6. Pattern of instruction, if not standard: Lecture, discussion, simulation, small group work
7. Prerequisites, if applicable: None
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: Yes
8. Recommended Preparation, if applicable: HRTS 1007

9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": to be offered as either non-W section or as W section; both variations described in attached syllabus
12. University General Education Content Area(s), if any: Content Area 1
 - a. If Content Area 1, specify a CLAS area, A-E: Content Area D
 - b. Justification for inclusion in CLAS area, A-E: Addresses issues of values and principles in the use of new technologies and their impact on human rights. Requires students to develop skills in analyzing and evaluating arguments in defense of various positions at the intersection of technology and human rights law.
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: No

Justification

1. Reasons for adding this course:

This new course would add to the content of the Human Rights course offerings, and in particular the Human Rights Major and Minor, by providing a specialized course focused on the role of new technologies in promoting and protecting international human rights. The course would be one of only a few such courses being offered across the country on the study of technology and law in a global context. A course focused on the impact of new technological developments on human rights would be helpful for anyone pursuing further study or work in the field of human rights, as well as for students considering careers in the areas of international development, social justice, or technological design.

2. Academic merit:

The course will examine the role that new technologies play in the fulfillment, protection and enforcement of international human rights. Although there are considerable benefits that can be realized through the deployment of new technologies toward human rights aims, there are also risks, not only in terms of privacy and security but also in the form of hate speech and discrimination. The course will consider the human rights benefits and risks associated with the use of new technologies and discuss potential technical and legal innovations for balancing these concerns. At the conclusion of the course, students should be able to: discuss some of the ways in which new technologies can enable the fulfillment, protection, and enforcement of international human rights; identify some of the risks and opportunities associated with new technological developments; discuss some of the techniques being employed to minimize human rights risks and maximize human rights opportunities; and identify the mechanisms regulating the development and deployment of new technologies and the impact of these mechanisms on human rights.

The W variant of this course will also provide students with detailed instruction on how to write scholarly research papers; present the results of that work to a group in a formal workshop setting; and engage in scholarly discussion and feedback with their peers. Students will be required to produce a 25 page research paper, which will be graded at intervals over the course of the semester (topic, abstract and literature review, two drafts, and a final paper). The instructor will provide extensive feedback at

each interval. Students will also present this work to their peers at a simulated scholarly workshop at the conclusion of the semester. As part of this workshop, students will be also be taught how to engage in "peer review" and critique.

3. Overlapping courses: This course differs in its sustained focus on human rights from COMM courses on new media and society.

4. Number of students expected: 19 (W variant), 40+ (non-W variant)

5. Number and size of sections: 1 section

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Professor Molly K. Land

9. Dates approved by

Department Curriculum Committee: 1 October 2014

Department Faculty:

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

Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

Syllabus

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

HUMAN RIGHTS AND NEW TECHNOLOGIES

University of Connecticut, Fall 2014

Professor Molly K. Land

HRTS 3295-001

T/Th 2:00 p.m. – 3:15 p.m., LH 202

Contact Information

Email: molly.land@uconn.edu
Telephone: 860-570-5257 (Law School)
Office: Dodd Center, Room 113
Office Hours: email for appointment

Course Description

This course will examine the role that new technologies are playing in the fulfillment, protection and enforcement of international human rights. New technologies provide a vehicle for the enjoyment of certain rights, conduits for the exchange of information needed for the fulfillment of rights, and platforms for collecting information and engaging in advocacy around state accountability. Although there are considerable benefits that can be realized through the deployment of new technologies toward human rights aims, however, there are also risks, not only in terms of privacy and security but also in the form of hate speech and discrimination. The course will consider some of the technical and legal innovations that can minimize the risks and maximize the opportunities provided by new technologies. Finally, the course will also consider the market, legal, social, and technological mechanisms for regulating new technologies and the relationship between these mechanisms and human rights.

Course Goals

At the conclusion of the course, students should be able to:

- discuss some of the ways in which new technologies can enable the fulfillment, protection, and enforcement of international human rights;
- identify some of the risks and opportunities associated with new technologies;
- discuss some of the techniques being employed to minimize human rights risks and maximize human rights opportunities; and
- identify the mechanisms regulating the development and deployment of new technologies and the impact of these mechanisms on human rights.

Required Course Materials

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (Rikke Frank Jørgensen ed. 2006)
- BITS AND ATOMS: INFORMATION AND COMMUNICATION TECHNOLOGY IN AREAS OF LIMITED STATEHOOD (Steven Livingston & Gregor Walter-Drop eds. 2014)

All other readings are available either on HuskyCT (via “Library Resource Tool”) or through hyperlinks provided in this syllabus.

Course Requirements [NON W-VARIANT]

- three (3) short reading response papers (25%)
- case study proposal (10%)
- in-class case study presentation (20%)
- case study written report (35%)
- class participation (10%)

Reading response papers: Each student will prepare short written responses to the readings assigned to three (3) different class sessions. Responses should be between 500 and 700 words and must be submitted to me **no later than 10:00 a.m. of the day before the class in which we will cover that material**. Responses can take a variety of approaches: A response might agree or disagree with particular aspects of the readings, discuss the questions or tensions the readings raise, or compare and contrast the issues in the readings with other materials in the class. Your response should also include at least two questions for the class for the next day's discussion, which I will then circulate to the class. Assignments will be graded based on the quality of your analysis and the insight, creativity, and accuracy of the response and the related questions for discussion.

Case study: Each student will undertake a critical analysis of a topic at the intersection of human rights and new technologies. Topics might include a particular technology (e.g., a device, platform, or approach), an issue or policy problem (e.g., humanitarian response, malnutrition, sexual violence, atrocity prevention, economic development, education, voting, etc.), or an organization or institution engaged in technology for human rights/development work (e.g., the United Nations, Amnesty International, Benetech, Google). If you focus on a technology, explain what it does, what its potential is (why might we want to adopt it), what its biggest shortcomings might be (why might we be wary of adopting it), and how the technology might be improved in the future. If you are focusing on an issue or policy problem, explain what it is, what potential solutions might exist, what the principal benefits and shortcomings of these solutions might be, and what you think is the best way to move forward. If you chose an organization, explain what it does, why it succeeds or fails (i.e., what are its critics saying), and how it might improve its practice or policy in the future.

Students will be responsible for preparing a written proposal (10%), an oral presentation (20%) and a final written case study (35%). Case studies will require independent research. The written proposal is due at **12:00 p.m. (noon) on October 10**. The written proposal must contain a statement of your thesis and a brief summary of the literature about your topic. I will provide you with comments and allow you to make one revision, and I will grade the revised proposal. The written presentation of your case study will be approximately 5-8 minutes long and will take place in class. You should allow for 2-3 minutes of questions following your presentation. The written report should be between 2500 and 3000 words (approximately 10-12 double spaced pages). It should include a bibliography of works consulted that will not count toward your word limit. You may use whatever citation format you prefer as long as you use it consistently throughout. The final written case study will be due on **Tuesday, December 9th, at 3:15 p.m.**

(the end of the exam period for this class). You should submit the case study by email to molly.land@uconn.edu.

Class Participation: In terms of participation in class discussion, I am looking for sustained and high-quality contributions over the course of the semester. I will largely rely on volunteers, although to facilitate participation from all, I reserve the right to call on students without notice. If you feel unprepared for a particular class, I would appreciate it if you would send me an e-mail or leave me a note to that effect before class begins.

Course Requirements **W-VARIANT**

- topic proposal (2.5%)
- abstract, literature review, bibliography (2.5%)
- first draft (10%)
- second draft (20%)
- final draft (45%)
- workshop presentation (10%)
- course participation (10%)

Research Paper: Your final research paper (25 pages, not including bibliography) will be due on the last day of class. There will be no extensions. The following are deadlines for key elements of the paper:

- [date]: one paragraph topic proposal
- [date]: abstract, literature review, bibliography
- [date]: first draft of paper due
- [date]: second draft of paper due
- [date]: final draft of paper due

The paper can be on a topic of your choice as long as it relates to the subject-matter of the course. I will also provide a list of suggested topics. Please discuss topics with me in advance if you are unsure of your direction. The paper must be based on independent research. Students will be organized into writing groups to provide each other with support and feedback on their research and writing over the course of the semester.

Paper workshop presentation: We will hold paper workshops during the last three sessions of class at which students will spend 5-8 minutes presenting the paper they are writing for the class. Class discussion will follow each presentation.

Class Participation: In terms of participation in class discussion, I am looking for sustained and high-quality contributions over the course of the semester. I will largely rely on volunteers, although to facilitate participation from all, I reserve the right to call on students without notice. If you feel unprepared for a particular class, I would appreciate it if you would send me an e-mail or leave me a note to that effect before class begins.

Grading

Your final grade will be a weighted average of the grades you receive for each individual assignment. I use wider grading scale bands to facilitate my ability to make meaningful distinctions between student performance. I will use the following grading scale as a preliminary scale, but I reserve the right to increase the bands if needed. In other words, I may make the scale easier, but I will not make it harder.

Grade	Points
A	90-100
A-	85-89
B+	80-84
B	70-79
B-	65-69
C+	60-64
C	50-59
C-	45-49
D	under 45

Academic Misconduct

All students who enroll in this course are assumed to have read the Academic Misconduct section of the Student Conduct Code regarding plagiarism and cheating, available here: <http://community.uconn.edu/the-student-code-preamble/>. This section defines plagiarism as “failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).” Plagiarism includes verbatim copying or paraphrasing without acknowledgement of another’s work. You must include citations whenever you use the idea or words of another person in your work, whether directly or indirectly. If you borrow phrases and sentences verbatim, you must include these in quotation marks. Sanctions for plagiarism can include a failing grade for some or all of the course.

Accommodations

If there are any students in this class who have special needs because of learning or other disabilities, please discuss these with me within the first two weeks of class to arrange for an accommodation through the Center for Students With Disabilities.

Deadlines

Unless a student has a medical emergency or a documented personal emergency, failure to meet any deadline will mean a zero (0) for that portion of the course. I reserve the right to award only partial credit for any work turned in after the assigned deadline, unless the delay has been excused.

Readings

You are responsible for all of the material on the syllabus, whether or not it is discussed in class, unless I instruct you otherwise. Reading assignments are subject to change and I may, from time to time, add material that is not on the syllabus.

I. INTRODUCTION AND FRAMING

August 16 – Introduction

August 28 – International Human Rights Law

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (pp. 1-49)
- UNITED NATIONS DEVELOPMENT PROGRAMME, HUMAN DEVELOPMENT REPORT 2000, *available at* http://hdr.undp.org/sites/default/files/reports/261/hdr_2000_en.pdf (pp. 19-26)

September 2 – Theoretical Framing

- MOLLY LAND ET AL., #ICT4HR: INFORMATION AND COMMUNICATION TECHNOLOGIES FOR HUMAN RIGHTS (2012), *available at* <http://www.scribd.com/doc/116392110/ICT4HR> (pp. 1-27)
- Thérèse Murphy, *Repetition, Revolution, and Resonance: An Introduction to NEW TECHNOLOGIES AND HUMAN RIGHTS*, in *NEW TECHNOLOGIES AND HUMAN RIGHTS* (Thérèse Murphy ed. 2009) (pp. 1-18) (Husky CT)

September 4 – Social Production and the Internet

- YOCHAI BENKLER, THE WEALTH OF NETWORKS, *available at* <http://benkler.org/> (pp. 53-56, 59-63, 68-81, 233-261)

September 9 – Social Media

- Clay Shirky, *The Political Power of Social Media*, FOREIGN AFFAIRS (2011), *available at* <http://www.foreignaffairs.com/articles/67038/clay-shirky/the-political-power-of-social-media>
- EVGENY MOROZOV, THE NET DELUSION: THE DARK SIDE OF INTERNET FREEDOM (2011) (pp. 1-14) (Husky CT)

September 11 – Big Data & Mobile Phones

- BITS AND ATOMS (pp. 79-97)
- Emmanuel Letouzé et al., *Big Data for Conflict Prevention: New Oil and Old Fires*, in *NEW TECHNOLOGIES AND THE PREVENTION OF VIOLENCE AND CONFLICT* (F. Mancini ed. 2013), *available at* <http://www.undp.org/content/dam/undp/library/crisis%20prevention/20130410NewTechnologyandPreventionofViolenceandConflictv2.pdf> (pp. 4-27)

September 16 & 18 – No Class

To make up the class time we will miss this week, each student should read the materials listed below and then watch the panel, “Exploring the Right to Be Forgotten,” hosted by the American Society of International Law. The video will be live streamed on <http://www.asil.org/live> on September 16, from 12:00 p.m. to 1:00 p.m. After the event, the stream will be archived at <http://www.asil.org/resources/asil-event-videos> and on ASIL’s YouTube channel. You can watch it on your own, at whatever time is most convenient for you. I will then schedule a time for us to meet as a group to discuss the panel and the implications of the CJEU’s decision in the Google Spain case. Please watch the video and do the readings before October 9.

Readings:

- Jeffrey Rosen, *The Right to Be Forgotten*, 64 STAN. L. REV. ONLINE 88 (2012), *available at* <http://www.stanfordlawreview.org/online/privacy-paradox/right-to-be-forgotten>
- Court of Justice of the European Union, Press Release No. 70/14, Judgment in Case C-131/12, Google Spain SL, Google Inc. v Agencia Espanola de Proteccion de Datos, Mario Costeja Gonzalez, *available at* <http://curia.europa.eu/jcms/upload/docs/application/pdf/2014-05/cp140070en.pdf>
- Jeffrey Rosen, *The Web Means the End of Forgetting*, NEW YORK TIMES, July 21, 2010, *available at* <http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=all>
- Juliette Garside, *The Right to Be Forgotten Is a False Right, Spanish Editor Tells Panel*, THE GUARDIAN, Sept. 9, 2014, *available at* <http://www.theguardian.com/technology/2014/sep/09/right-to-be-forgotten-spanish-hearing-google>

II. TECHNOLOGY AND RIGHTS

September 23 – Freedoms of Opinion and Expression

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (pp. 53-89)
- Report of the Special Rapporteur on key trends and challenges to the right of all individuals to seek, receive, and impart information and ideas of all kinds through the Internet, U.N. Doc. A/HRC/17/27 (2011), *available at* http://www.un.org/en/ga/search/view_doc.asp?symbol=A/HRC/17/27 (¶¶ 19-66)
- He Qinglian, *The Hijacked Potential of China's Internet*, in CHINA RIGHTS FORUM (2006) (pp. 31-47), *available at* www.hrichina.org/sites/default/files/PDFs/CRF.2.2006/CRF-2006-2_MediaControlChina.pdf

September 25 – Freedoms of Opinion and Expression

- Brian Leiter, *Cleaning Cyber-Cesspools: Google and Free Speech*, in THE OFFENSIVE INTERNET: PRIVACY, SPEECH, AND REPUTATION (Saul Levmore & Martha C. Nussbaum eds. 2010) (pp. 155-173) (Husky CT)
- REBECCA MACKINNON, CONSENT OF THE NETWORKED: THE WORLDWIDE STRUGGLE FOR INTERNET FREEDOM (2012) (pp. 99-111, 115-130) (Husky CT)
- Danielle Keats Citron, *Cyber Civil Rights*, 89 BOSTON U.L.R. 61 (2009), *available at* http://digitalcommons.law.umaryland.edu/fac_pubs/613/ (pp. 61-68, 81-84)
- Hayes Brown, *The Social Media Strategy Behind the Brutal Beheading of an American Journalist*, THINK PROGRESS, Aug. 20, 2014, *available at* <http://thinkprogress.org/world/2014/08/20/3473447/isis-foley-syria/>

September 30 – Freedom of Association

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (pp. 151-183)
- Association for Progressive Communication, *The Rights to Freedom of Peaceful Assembly and Association and the Internet: Submission to the United Nations Special Rapporteur on the Rights to Freedom of Peaceful Assembly and Association*, *available at* <http://www.apc.org/en/system/files/APC%20-%20Freedom%20of%20peaceful%20assembly%20and%20association.pdf>

- Katherine Strandburg, *Freedom of Association in a Networked World: First Amendment Regulation of Relational Surveillance*, 49 B.C.L.R. 741 (2008), available at https://www.bc.edu/content/dam/files/schools/law/bclawreview/pdf/49_3/03_strandburg_web.pdf (pp. 741-759)

October 2 – Right to Privacy

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (pp. 121-147)
- Report of the Special Rapporteur to the Human Rights Council on the implications of States' surveillance of communications on the exercise of the human rights to privacy and freedom of opinion and expression, U.N. Doc. A/HRC/23/40 (2013), available at <http://daccess-ods.un.org/TMP/6246235.37063599.html> (¶¶ 33-77)

October 7 – Right to Privacy

- Evgeny Morozov, *Bugger Off: Spying Online is Perilous and Unnecessary*, BOSTON REVIEW (2011), available at <http://bostonreview.net/evgeny-morozov-internet-spying-privacy>
- EVGENY MOROZOV, TO SAVE EVERYTHING, CLICK HERE: THE FOLLY OF TECHNOLOGICAL SOLUTIONISM (2013) (pp. 63-99) (Husky CT)
- Laura K. Donohue, *Technological Leap, Statutory Gap, and Constitutional Abyss: Remote Biometric Identification Comes of Age*, 97 MINN. L. REV. 407 (2012) (pp. 408-420, 556-559) (Husky CT)

October 9 – Right to Science and Technology

- William A. Schabas, *Study of the Right to Enjoy the Benefits of Scientific and Technological Progress and Its Applications*, in HUMAN RIGHTS IN EDUCATION, SCIENCE AND CULTURE: LEGAL DEVELOPMENTS AND CHALLENGES (Yvonne Donders & Vladimir Volodin eds., 2007) (pp. 273-307) (Husky CT)
- Lea Shaver, *The Right to Science and Culture*, WISCONSIN L.R. 121 (2010) (pp. 131-143, 154-156), available at http://www.aaas.org/sites/default/files/Shaver_ScienceandCulture.pdf

October 14 – Author's Rights

- Committee on Economic, Social and Cultural Rights, General Comment 17: The right of everyone to benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he or she is the author, U.N. Doc. E/C.12/GC/17 (2006), available at <http://www1.umn.edu/humanrts/gencomm/escgencom17.html>
- Dan Hunter & Greg Lastowka, *Amateur-to-Amateur*, 46 WILLIAM & MARY L.R. (2004), available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=601808 (pp. 1-8, 16-18, 28-31, 67-76)

October 16 – Rights to Health, Food & Education

- Robert C. Bird & Daniel R. Cahoy, *Human Rights, Technology, and Food: Coordinating Access and Innovation for 2050 and Beyond*, available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2420216 (pp. 1-2, 9-17, 25-29)
- Dalindyabo Shabalala, *Knowledge and Education: Pro-Access Implications of New Technologies*, in INTELLECTUAL PROPERTY AND HUMAN DEVELOPMENT: CURRENT TRENDS

AND FUTURE SCENARIOS 250 (Tzen Wong & Graham Dutfield eds.) (Husky CT) (pp. 250-261)

- Nathan Cortez, *The Mobile Health Revolution?*, in 47 U.C. DAVIS L.R. 1173 (2013), available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2284448 (pp. 1175-1179, 1181-1190)

October 21 – Equality and Nondiscrimination

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (pp. 221-234)
- Karen Eltis, *Genetic Determinism and Discrimination: A Call to Re-Orient Prevailing Human Rights Discourse to Better Comport With the Public Implications of Individual Genetic Testing*, 35 J.L. MED. & ETHICS 282 (2007), available at <http://comenius.susqu.edu/biol/201/01/geneticdeterminismanddiscriminationacalltoorientprevailinghumanrightsdiscoursetobettercomportwiththepublicimplicationsofindividualgeneticetesting.pdf> (pp. 282-284, 288-289)
- Robert McMillian, *What Everyone Gets Wrong in the Debate Over Net Neutrality*, WIRED, June 23, 2014, available at http://www.wired.com/2014/06/net_neutrality_missing/
- Daniel Castro, *Digital Quality of Life: Accessibility for People with Disabilities*, available at <http://ssrn.com/abstract=1284647>

October 23 – Humanitarian Law

- Harold K. Koh, “The Obama Administration and International Law,” Address at the Annual Meeting of the American Society of International Law, March 25, 2010, available at <http://www.state.gov/s/l/releases/remarks/139119.htm> (material under heading “Use of Force” only)
- AMNESTY INTERNATIONAL, UNITED STATES OF AMERICA: TARGETED KILLING POLICIES VIOLATE THE RIGHT TO LIFE (2012), available at <http://www.amnesty.org/en/library/asset/AMR51/047/2012/en/67eef03c-acef-4720-a356-8ef78d9be4c4/amr510472012en.pdf>
- Patrick Meier, *WHO Using UAVs to Transport Medical Supplies*, iREVOLUTION, Aug. 27, 2014, available at <http://irevolution.net/2014/08/27/who-using-uavs/>
- Helena Puig Larrauri, *Drones, Ethics and Conflict*, LET THEM TALK: PEACE, TECHNOLOGY, POETRY, Sept. 6, 2014, available at <http://letthemtalk.org/2014/09/06/drones-ethics-conflict/>

October 28 – Political Participation

- BITS AND ATOMS (pp. 47-60)
- Graham Smith, *E-democracy: The Promise of Information and Communication Technology*, in DEMOCRATIC INNOVATIONS: DESIGNING INSTITUTIONS FOR CITIZEN PARTICIPATION (Husky CT) (pp. 142-161)
- Beth Simone Noveck, *Wiki-Government*, 7 DEMOCRACY: A JOURNAL OF IDEAS 31 (2008), available at <http://www.democracyjournal.org/7/6570.php?page=all>

October 30 – Development

- HUMAN RIGHTS IN THE GLOBAL INFORMATION SOCIETY (pp. 281-302)
- BITS AND ATOMS (pp. 115-129, 144-156)

III. TECHNOLOGY AND ENFORCEMENT

November 4 – Humanitarian and Crisis Response

- BITS AND ATOMS (pp. 98-114, 130-143)
- UN OFFICE FOR THE COORDINATION OF HUMANITARIAN AFFAIRS, HUMANITARIANISM IN THE NETWORK AGE (2013), *available at* <https://docs.unocha.org/sites/dms/Documents/WEB%20Humanitarianism%20in%20the%20Network%20Age%20vF%20single.pdf> (pp. 25-31)
- Patrick Meier, *Humanitarian Crisis Computing* (2013), *available at* <http://irevolution.net/2013/10/15/humanitarian-crisis-computing-101/>
- Nathaniel Raymond, *Crisis Mapping Needs an Ethical Compass*, GLOBAL BRIEF (2012), *available at* <http://globalbrief.ca/blog/2012/02/06/crisis-mapping-needs-an-ethical-compass/>

November 6 – Human Rights Fact-Finding

- Jessica Heinzelman & Patrick Meier, *Crowdsourcing for Human Rights Monitoring: Challenges and Opportunities for Information Collection and Verification*, in HUMAN RIGHTS AND INFORMATION COMMUNICATION TECHNOLOGIES: TRENDS AND CONSEQUENCES OF USE (John Lannon & Edward F. Halpin eds. 2013) (Husky CT) (pp. 123-137)
- SAMEER PADANIA ET AL., CAMERAS EVERYWHERE: CURRENT CHALLENGES AND OPPORTUNITIES AT THE INTERSECTION OF HUMAN RIGHTS, VIDEO AND TECHNOLOGY (2011), *available at* https://www.mediafire.com/folder/clu36oiklbb0i/Cameras_Everywhere_Report (pp. 19-24)
- Molly Land, *Participatory Fact-Finding: Developing New Directions for Human Rights Investigations Through New Technologies*, in HUMAN RIGHTS FACT FINDING IN THE 21ST CENTURY (Philip Alston & Sarah Knuckey eds. 2015) (Husky CT under “Materials”)

November 11 – Mobilization

- Malcom Gladwell, *Small Change: Why the Revolution Will Not Be Tweeted*, NEW YORKER (2010), *available at* <http://www.newyorker.com/magazine/2010/10/04/small-change-3>
- Joshua Goldstein & Juliana Rotich, *Digitally Networked Technology in Kenya’s 2007–2008 Post-Election Crisis* (2008), *available at* http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Goldstein&Rotich_Digitally_Networked_Technology_Kenyas_Crisis.pdf (pp. 4-5)
- Jillian York, *The False Poles of Digital and Traditional Activism*, *available at* <http://jilliancork.com/2010/09/27/the-false-poles-of-digital-and-traditional-activism/>
- JO BECKER, *CAMPAIGNING FOR JUSTICE: HUMAN RIGHTS ADVOCACY IN PRACTICE* (2013) (Husky CT) (pp. 177-196)
- Merlyna Lim, *Many Clicks but Little Sticks: Social Media Activism in Indonesia*, 43 J. CONTEMPORARY ASIA 636 (2013), *available at* <http://www.tandfonline.com/doi/abs/10.1080/00472336.2013.769386#.VBm8nZRdV8E> (pp. 636-638, 640-643, 645-650, 652-654)

November 13 – Mobilization

- BITS AND ATOMS (pp. 17-29)
- PHILIP N. HOWARD & MUZAMMIL M. HUSSAIN, *DEMOCRACY’S FOURTH WAVE? DIGITAL MEDIA AND THE ARAB SPRING* (2013) (Husky CT) (pp. 47-67)

- PHILIP N. HOWARD, DIGITAL ORIGINS OF DICTATORSHIP AND DEMOCRACY: INFORMATION TECHNOLOGY AND POLITICAL ISLAM (2011) (Husky CT) (pp. 3-12)

November 18 – Early Warning & Justice

- Caroline Hargreaves & Sanjana Hattotuwa, ICTs For the Prevention of Mass Atrocity Crimes (2010), *available at* <http://ict4peace.org/wp-content/uploads/2010/11/ICTs-for-the-Prevention-of-Mass-Atrocity-Crimes1.pdf>
- Nathaniel Raymond et al., *While We Watched: Assessing the Impact of the Satellite Sentinel Project*, GEORGETOWN J. INT’L AFFAIRS (2013), *available at* <http://journal.georgetown.edu/while-we-watched-assessing-the-impact-of-the-satellite-sentinel-project-by-nathaniel-a-raymond-et-al/>
- Eric Wiebelhaus-Brahm, *Truth-Seeking at a Distance: Engaging Diaspora Populations in Transitional Justice Processes*, in HUMAN RIGHTS AND INFORMATION COMMUNICATION TECHNOLOGIES: TRENDS AND CONSEQUENCES OF USE (John Lannon & Edward F. Halpin eds. 2013) (Husky CT) (pp. 72-85)

November 20 – Case Study Presentations

December 2 – Case Study Presentations

December 4 – Case Study Presentations

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 1 october 2014
2. Department requesting this course: HRTS
3. Semester and year in which course will be first offered: spring 2015

Final Catalog Listing

3420. Being International: Geopolitics and Human Rights

Three credits. Prerequisite: none

Human rights theories and debates and their historical, institutional and geopolitical contexts.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number: 3420
3. Course Title: Being International: Geopolitics and Human Rights
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Human rights theories and debates and their historical, institutional and geopolitical contexts.

Optional Items

6. Pattern of instruction, if not standard: standard
7. Prerequisites, if applicable: none
 - a. Consent of Instructor, if applicable: n.a.
 - b. Open to sophomores/juniors or higher: yes
8. Recommended Preparation, if applicable: HRTS 1007
9. Exclusions, if applicable: none
10. Repetition for credit, if applicable: no
11. Skill codes "W", "Q" or "C": none
12. University General Education Content Area(s), if any: no
 - 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: no

Justification

1. Reasons for adding this course: This course is one of two planned core courses for the London Human Rights semester-long study abroad program. It has also been

approved by the HRTS Undergraduate Curriculum Committee for inclusion on the list of core courses for the HRTS major and minor, which should facilitate completion of the major or minor by the students in the London Human Rights program.

2. Academic merit: This course offers a rigorous overview of fundamental concepts, controversies, international treaties and institutions, and history of human rights. Thus, its inclusion in the HRTS core fits well with the HRTS undergraduate curriculum committee's proposal to restructure the major and minor to strengthen and unify the content of what our students are taught about human rights studies fundamentals.

3. Overlapping courses: None. Colleagues in Political Science (Arat, Hertel, Richards, Singer) report that this course would not fit into any of the existing POLS subfields.

4. Number of students expected: 20

5. Number and size of sections: 1

6. Effects on other departments: None, as the course is now foreseen to be taught only in London.

7. Effects on regional campuses: None

8. Staffing: Dr. Kalliopi Kyriakopoulou (cv included with supporting material)

9. Dates approved by

Department Curriculum Committee: 4 September 2014

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

Syllabus

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

Dr Kalliopi Kyriakopoulou

Postal Address: 66A Minster Road
London
NW2 3RG, U.K.

Telephone: +44(0)207 435 6787
+44(0)778 9006208
email: k_kyriakopoulou@hotmail.com

• **Current positions**

- 2007- present *Assistant Professor*
International Study Centre
Queen's University (Canada) in UK
- 2007- present *Visiting Lecturer*
School of Law, Lille Catholic University, France
Lille Catholic University, France
- 2009 – present *Lecturer*
University of Connecticut (London Study Abroad
Programme)

• **Teaching experience**

- 2003-2008: *Seminar Tutor*
Chaucer College Canterbury
- 2006-2007: *Teaching Assistant*
Brussels School of International Studies,
University of Kent at Brussels
- 2005-2007: *Sessional Teacher*
Department of Politics and IR, University of Kent
- 2001-2003: *Part-time teacher*
Department of Politics and IR, University of Kent
- 2000-2001: *Seminar Tutor*
Chaucer College Canterbury

• **Particulars of teaching posts**

- Level taught: Undergraduate & Postgraduate
- Duties: Design & delivery of courses on Politics & International Relations; Preparation & delivery of lectures and seminars; Supervision of independent studies/research projects; setting exams; marking undergraduate and postgraduate coursework and exam scripts; setting coursework; providing student reports; student

supervision & mentoring; liaising with personal tutors; attending staff & examiners' meetings; regular office hours; administration

Courses taught: European Politics; Contemporary European Issues; The Making of Europe; European Integration; Western Politics: The crisis of the European Union; Political Strategy & Communication; Contemporary International Relations Theories; Introduction to International Politics; Introduction to Government; International History & International Relations; British Politics & Government; Politics, Democracy & the State; The Theory of the State; Politics and the Internet; New Media, Politics and Society; Political Behaviour: Strategy, Campaign and Communication; The Making of Global Citizenship; Geopolitics and Human Rights

- **Further teaching and academic experience**

2002-2007: *Co-ordinator and leader* of yearly revision workshops on Politics and IR for 1st and 2nd year students
Unit for the Enhancement of Learning and Teaching, University of Kent

2005-2006: *Library assistant*
The Kings School, Canterbury

2002-2004: *Educational Supporter and Tutor* for students with dyslexia
Disability Support Unit, University of Kent

- **Further work experience**

2006- 2007: *Private tutor of Modern Greek* to GCSE candidates
Kings School, Canterbury, Kent

1995-1998: *Private tutor of Classics* to High School students
Self-employed, Athens, Greece

1996-1997: *Assistant Editor*
Slogan S.A. Publications & Advertising, Athens, Greece

1994-1996: *Personal assistant* to the General Director
Publications I.G.Dragounis & Partners, Athens, Greece

- **Education**

2000-2005: *PhD in Politics and Government*
Department of Politics and IR, University of Kent
- Thesis title: 'Relationality and the Re-entry of the Real: Community in Cyberspace?'

1999-2000: *MA with Merit in European Politics and Democracy Studies*
Department of Politics and IR, University of Kent
- Dissertation title: 'The Philosophy of Democratisation in Post-Communist countries'

1990-1997: *Ptychion with Merit in Philosophy* (Grade: 7.03/10)
Department of Philosophy, National and Kapodistrian University of Athens, Greece

- Admission to University after successful participation in the Pan-Hellenic examination for admission to the Greek higher educational institutions

- **Scholarships**

- 2002-2003: *Teaching Scholarship*
Department of Politics and IR, University of Kent
- 1999-2002: *Scholarship for postgraduate studies in UK*
Bakalas Brothers Foundation, Athens, Greece

- **Educational and Professional Training and Development**

- 2008- 2009: *Postgraduate Certificate in Higher Education Programme*
Unit for the Enhancement of Learning and Teaching,
University of Kent
- 2003: *Associate Teacher Accreditation twelve-month Programme*
Unit for the Enhancement of Learning and Teaching,
University of Kent
- 1998-1999: *Adult educational nine-month Programme on 'Political and Continental Philosophy'*
Hellenic American Educational Foundation, Athens, Greece
- 1998-1999: *Postgraduate Programme on 'Philosophy, Literature and the Politics'*
Department of Philosophy, National and Kapodistrian University of Athens, Greece

- **Professional Affiliations**

- Fellow of the Higher Educational Academy (Ref.: 32816)

- **Academic Memberships**

- Political Studies Association
- British Studies Association
- Association of Internet Researchers

- **Publications**

- K. Kyriakopoulou, 'Authoritarian states and Internet social media: Instruments of democratization or instruments of control?', *Human Affairs*, 21, 1, 18-26, March 2011.
- T. K. Saalfeld and K. Kyriakopoulou, 'Presence and Behaviour: Black and Minority Ethnic MPs in the United Kingdom – An Exploratory Study'. Karen Bird, Thomas Saalfeld, Andreas M Würst (eds), *The Political Representation of Immigrants and Minorities*. London: Routledge, September 2010.
- K. Kyriakopoulou & C. Kanellopoulou. *21 Heroes of the Greek Revolution of 1821: Their Personalities and Action*. Athens: EMPEIRIA Publications, 1998 (in Greek).

- **Work in Progress**

- 'New forms of mobilization and resistance: Lessons of 'electronic' democratization.'
- 'Exploring 'digital diplomacy': Cyber espionage vs. Civil Rights in established democracies'.
- 'Europe in crisis: Social capital in Europe under crisis. The Greek Case' (with Dr Eugene Michail)
- T. K. Saalfeld and K. Kyriakopoulou, 'Presence and Behaviour (re)visited: Black and Minority Ethnic MPs in the United Kingdom'

- **Languages**

English (fluent); German (very good); Greek (native)

- **Other Interests**

Academic: Political Dynamics of Social Media; Privacy and Security in the Electronic Age; Methodological Issues in Social Sciences; Research Ethics in the Internet Studies; Campaigning and Propaganda in the Electronic Age; Constructivism and Poststructuralism in International Relations; Behaviour and online presentation of ethnic minority MPs in Europe; Issues of Democratisation in contemporary world

Social: Ballroom dancing, German Literature, Chinese Language and Culture, Fringe Theatre

- **References available upon request**

University of Connecticut in London

Autumn Term 2014

HRTS 3293 'Being International: Geopolitics and Human Rights'



Course Instructor: Dr Kalliopi Kyriakopoulou

Contact details

Email: k_kyriakopoulou@hotmail.com

Class Time: Monday 14.00 – 17.00

N.B. There may be changes in the schedule

Class Location: Anglo, Office

Course Description

The aim of this course is to explore and critically evaluate the complexity of Human Rights, their relation with International Politics, as well as their significance both domestically and internationally. Because this course aims at understanding how Human Rights are addressed and practiced in different parts of the world, it uses geopolitical theories and debates as conceptual tools.

It starts with questioning the notion of Human Rights, its historic and philosophical origins; It considers past and contemporary geopolitical divisions and makes an attempt to understand how these divisions have constructed an understanding about varieties between rights across different regions and communities; It examines, first, the role of the state in protecting the rights its citizens, and second, the role of the international community to secure the rights of the citizens of the world; It then embarks on an evaluation of the universality debate. What is the relation between political systems and Human Rights? How can violations of Human Rights be explained and why do they occur? Those questions will be examined by assessing particular regimes and communities as case studies.

Learning Outcomes

By the end of the course the students will:

- Be able to discuss and explain various debates and theories on Human Rights and their significance domestically and internationally
- Have acquired a knowledge of the origins and complexity of Human Rights practices
- Have gained an understanding of how different states, regions and political systems promote Human Rights practices
- Assess critically the role of Geopolitics on Human Rights debates
- Have gained the ability to discuss, theorise and comment upon news regarding human rights violations across the world
- Gather information and apply theoretical perspectives on case studies related to different Human Rights politics and practices

Method of Instruction

The course is organised as a combination of lecture and seminar work. Systematic attendance and participation in the class are crucial to success. Students will need to come to the lectures and seminars well informed by the assigned readings and prepared with questions and comments. The lecture aims at introducing the students to the history and origins of the Human Rights as well as the main debates and theories on Geopolitics. The seminar that follows the lecture aims at triggering critical observations among the students, who are called to employ taught theories in order to explain, justify and assess Human Rights practices. Field studies are also an integral part of the course; therefore attendance and participation are compulsory.

Assessment

This course assessment has five components:

1. The Essays should demonstrate the synthetic and analytical skills of the students, their familiarity with the relevant literature, clarity of expression as well as their ability to address and evaluate various positions, to debate, and to develop argumentation. It is a very serious academic offence to submit written work in which text and ideas have been taken from the work of someone else – whether from another student or from a book or article or online source - without acknowledging the source. This is regarded as plagiarism. The students should be very careful and always properly acknowledge the source they take information from. Further discussion will take place in class during the seminars.
2. Class Participation will be evaluated on the basis of performance in class. The course is organised as a combination of lecture and seminar work, 3 hours per week classroom contact time. As such, attendance and participation in the class are crucial to success. Students should attend classes well prepared with questions, comments, and observations based on the assigned reading material.
3. The Presentations –individual or joint ones- will be assessed on the basis of preparation and organisation, quality of delivery, quality of analysis and ability to synthesise different theories and to trigger discussion around the selected topic. The presentation –where applicable- should be approx. 20min long and questions and discussion will follow. A 3-page paper with a summary of the main points/arguments (bullet points) and the bibliography used should be distributed in class.
4. The Field Studies Review requires the student to choose a field study and critically assess its relevance to the taught theories. To this end the student needs to employ discussed theories and concepts in order –based on the field study experience- to challenge and examine the notions of geopolitics and human rights.

Method of Assessment

The grade for this course will be determined on the basis of:

- | | | |
|---------------------------------|-----|-------------|
| • A Field Study Review | 15% | due Week 4 |
| • Participation in class | 20% | |
| • An Individual Presentation I | 25% | due Week 9 |
| • An Individual Presentation II | 25% | due Week 12 |
| • An Essay/Article Review | 15% | due Week 13 |

N.B. Participation:

Participation will be assessed through:

- Attendance at classes and field studies
- Contribution to class discussions and debates
- Contribution to class debates that follow presentations

The participation mark will be determined on the basis of your attendance and active participation in class. What you need to do in order to:

- a. Raise your participation mark
- b. Assist the extension of our academic public sphere
- c. Grasp and make use of the great opportunity to be in a small class
 - Demonstrate that you have read the assigned material
 - Be ready to share your comments
 - Raise questions in class and trigger discussions
 - Do not hesitate to disagree but remember that you need to justify your disagreement!
 - Respond to questions even when you think that your answer might be wrong! Challenge the class discussion by raising points that are related to your various academic backgrounds
 - Do not hesitate to bring in our attention an interesting article you have read, something you saw on the news, or observations that may be related to our course)
 - Comment on the answers provided by other students, extending by this way our academic dialogue
 - Be attentive during the delivery of presentations by other students, take notes, be ready to make comments and raise questions. Your participation during the presentation sessions is a crucial part of your final participation mark

Information regarding the grading scale can be found in the attached paper 'UConn in London Marking Guidelines' (see attached paper).

Information regarding the assessment of presentations can be found in the attached paper 'UConn in London Assessment of Presentations', (see attached paper).

The essay(s) must be typewritten, properly referenced and include a full bibliography. The students should write to a prescribed word limit (see above) plus or minus ten per cent.

The instructor in class will assign individual and/or group presentations. A list with essay and presentation topics will be distributed by the instructor in class on the first day of teaching.

Referencing Guidelines:

It is crucial that students reference the sources of all information used in coursework. There are several conventions regarding the formatting of reference lists (bibliographies/works cited). It is suggested that students adhere to the prescribed format of the University of Connecticut.

Note: in contrast to books and journals, information published on the web is not necessarily reviewed or monitored by respected specialists. It is therefore particularly important that students 'decipher' the short form of any web address and state the full name of the organisation/person maintaining the referenced web site. For example: do not just quote a site as <http://www.history.ac.uk/cmh/londonjournal/> but find out and state in your reference that this web site is maintained by 'The London Journal.' The need to give your readers complete information about the source of your information requires that you take this extra step.

Coursework submission forms:

Please note that in relation to ALL coursework a Coursework Submission Form (Form CW2), obtainable from the UConn in London office OR downloadable electronically must EITHER be forwarded by attachment with the relevant piece of coursework OR attached to a hard copy of the coursework and handed in at the UConn London office. Coursework may be submitted electronically to the Course Instructor for perusal and comments before editing and final submission. Students submitting draft assignments will be required to e-sign an acknowledgement of a waiver in the following form:

'I ----- fully understand that in submitting a draft version of this assignment, there is no corollary implication or commitment on the part of any faculty member or administrator to any particular grade related to said submission or to a final version of the relevant assignment. I fully realise that this is only a discussion exercise, and I respect the judgement of the evaluator.

e-signature:

Date:

All coursework will be assessed by the Course Instructor according to University of Connecticut guidelines. A copy of these is included below. A letter grade and written feedback will be provided within one week of the deadline for submitting each item

N.B. Late submission of coursework can only be sanctioned by the Director of Uconn in London, Dr Jill Fenton, and there are very specific conditions under which a late submission can be granted:

Serious illness or injury: it is only possible to sanction a late submission when a student has been certificated by a doctor for a period of time (normally in excess of a

week). On receipt of such certification the Director of UConn in London will discuss with the student what should be done, and can sanction a maximum late submission period. It is a requirement that the Director of UConn in London inspects the doctor's letter of certification/certificate. In all other cases where illness has been minor and has not required seeing a doctor to be signed off sick, a late submission cannot be sanctioned.

Serious personal/family trauma: this would be a significant event that would require the student to be away from the UConn in London programme for a substantial period of time. As before, late submission of coursework can only be sanctioned upon receipt of documentary evidence to explain or support this serious event, with an indication of the time-period within which the student is likely to be significantly impaired by the event.

Ongoing conditions or trauma: in such instances students are strongly advised to talk in confidence to the Director of UConn in London who would decide if it would be appropriate to organise a schedule of late submissions.

In all other circumstances, such as computer failure and having a cold for a few days, late submission of coursework will NOT be accepted and will be subject to a penalty of 5% deducted from the grade awarded for each day accruing from the coursework deadline.

UConn Grading Guidelines

These are set out below and are strictly adhered to by UConn in London faculty.

Student Academic Misconduct

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

Students' responsibilities with respect to academic integrity are described in *Responsibilities of Community Life: The Student Code (The Student Code)*.

Students are required to submit all assessed coursework with a form CW2 (available in the UConn London office) on which they will sign an acknowledgment that they have read and understood the above statement.

Proposed field studies

Watching a film at or from the Institute of Contemporary Arts in London

(The ICA runs very interesting films-showings—usually followed by open debates- on Human Rights across the world)

Attendance of LSE Lecture

(the LSE Centre for the Study of Human Rights organises open lectures and debates on several topics related to Human Rights violations)

Guest Lecture

(Representatives of the London office of the European Commission offer lectures on Human Rights protection in the European Union as well as on the conditions of entrance for the EU applicant states)

General Bibliography

Sabine C. Carey, Mark Gibney, Steven C. Poe. *The Politics of Human Rights*. London: Cambridge University Press, 2010.

Michael Freeman. *Human Rights* (2nd edition). London: Polity, 2011.

Michael Goodhart. *Human Rights. Politics and Practice*. Oxford: Oxford University Press, 2009.

Michael Goodhart and Anja Mihr. *Human Rights in the 21st Century*. London: Palgrave, 2011.

Derrick M. Nault and Swaun L. England. *Globalisation and Human Rights in the Developing World*. London: Palgrave, 2011.

Daniel E. Lee and Elizabeth J. Lee. *Human Rights and the Ethics of Globalisation*. London: Cambridge University Press, 2010.

Very useful online sources

Students are strongly encouraged to use the following sources both for the seminar sessions and for their individual research and coursework.

Amnesty International available at: www.amnesty.org

Human Rights Watch available at: www.hrw.org,

United Nations available at: <http://www.un.org/rights/index.html>),

Concise Guide to Human Rights on the Internet available at:

<http://www.derechos.org/human-rights/manual.htm>

The Human Rights Library of the University of Minnesota available at:

<http://www1.umn.edu/humanrts/>

The Universal Human Rights Index of United Nations Documents available at:

<http://www.universalhumanrightsindex.org/>.

The American Society of International Law Guide known as the ASIL Guide to Electronic Resources for International Law where you can find a comprehensive list of country reports for human rights available at:

<http://www.asil.org/humrts1.cfm>

Useful Academic Journals

Human Rights Quarterly

International Journal of Human Rights

Journal of Human Rights

Harvard Human Rights Journal

International Journal of Human Rights

Netherlands Quarterly of Human Rights

Northwestern University Journal of International Human Rights

Ethics and International Affairs

International Affairs

Additional texts for discussion will be provided by the instructor in the seminars.

The students are encouraged not to limit their reading to the above works. They should take the opportunity to search offline and online sources for further material. Keeping in touch with the latest developments in politics is strongly recommended. Newspapers that are also available online, and weeklies such as *The Economist* provide more in-depth coverage of the issues.

Please note: Students should note that the reading lists included in the outline are not exhaustive. The reading lists are intended to give a grasp of the major issues but there are always other sources that they can be usefully consulted. When the essays are marked, credit will be given to those students who demonstrate they are carried out research to find and use their own sources. Students should also note that the various issues covered in this course are interlinked and that credit will be given to students who demonstrate the capacity for appropriate synthesis. Students are strongly recommended to take a holistic approach and not treat the topics covered simply as self-contained units.

List of Films related to the course (some of those films are to be shown in Human Rights Watch Film Festival)

N.B. Parts of Films can be shown in class during seminar discussion

<i>Love Crimes of Kabul</i>	(on Women in Afganistan by Tanaz Eshaghian)
<i>Saving Face</i>	(on Women in Pakistan by Sharmaneen Obaid Chinoy)
<i>The Price of Sex</i>	(on Eastern Europe and Human Trafficking by Mimi Chakarova)
<i>Where do we Go Now?</i>	(on the conflict between Christian and Muslim communities by Nadine Labaki)
<i>Brother Number One</i>	(on the violation of Human Rights in Cambodia by Annie Goldson)
<i>5 Broken Cameras</i>	(on the conflict between Israeli and Palestinian communities by Emad Burnat and Guy Davidi)
<i>Colour of the Ocean</i>	(on the life of Refugees by Maggie Peren)
<i>Special Flight</i>	(on the life of asylum seekers)
<i>Love, Sex and Marriage in Kabul</i>	(on Women in Afghanistan)
<i>Mardi Gras: Made in China</i>	(on working conditions in a Chinese factory by David Redmon)
<i>In This World</i>	(on the life of asylum seekers by Michael Winterbottom)
<i>Hotel Rwanda</i>	(on the Rwandan genocide by Tery George)
<i>Burma VJ</i>	(by Anders Ostergaard)
<i>Sheherazade's Diary</i>	(by Zeina Daccache)
<i>Barbara</i>	(by Christian Petzold)
<i>Tall as the Baobah Tree</i>	(by Jeremy Teicher)
<i>In the Shadow of the Sun</i>	(Harvey Freeland)
<i>Waltz with Bashir</i>	(Ari Folman)

Thematic Outline (Weekly topics and discussions)

WEEK 1

15th September 2014

A. Mini Tutorial on Research Methods, Writing and Presentation Skills

B. Introduction to the course: Why do we study Human Rights and Geopolitics?

Key topics

The significance of Human Rights both domestically and internationally

The significance of Geopolitics in understanding and explaining Human Rights practices

Key questions

- How do you understand Geopolitics?
- How do you understand Human Rights?
- Why are these two concepts interrelated?

Reading and Discussion:

- KONY 2012 Film and Campaign by Invisible Children
 - <http://www.youtube.com/watch?v=oh3BbLk5UIQ>
 - Carey, Sabine C., Mark Gibney and Steven C. Poe, *The Politics of Human Rights*, Cambridge: Cambridge University Press, 2010, pp. 8-39
-

WEEK 2

22nd September 2014

Historic and philosophical origins of Human Rights

Key topics

From natural rights to the rights of person and rights of the communities

The concept of 'International Human Rights'

The wars of 20th century as turning points in systematising human rights debates

The need to take states' behaviour into account

Key questions

- What is the 'natural rights' thinking?
- US Declaration, French Declaration, Anti-Slavery Movement and Women' movement: To what extent did the above historic moments construct a particular understanding of human rights
- War and inter-war period: What are the main developments in relation to the construction of the 'human rights agenda'?

Reading and Discussion:

- The 30 Articles of the Universal Declaration of Human Rights
<http://www.youtube.com/watch?v=hyVJHpiHO8I>
 - History of the Civil Rights Movement:
<http://www.youtube.com/watch?v=URxwe6LPvkM>
 - Clapham Andrew, *Human Rights: A very short Introduction*, Oxford: Oxford University Press, 2007, pp.23-56
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WEEK 3

29th September 2014

Field Study: Visiting the Holocaust Collection at the Jewish Museum in London

WEEK 4

6th October 2014

Part I: Shifts in International Politics: Human Rights from a political perspective

Key topics

States' identities and behaviour in the post-war era

Geopolitical divisions and their meaning in justifying differences between people and identities

Cold War as symbol of division and divided understandings

East vs. South / Global North vs. Global South / Developed vs. Developing World:

Constructed differences and constructed understandings?

The orthodox and revisionist understandings: Latin America and the Cold War.

Key questions

- How can the geopolitical constructions across the world affect our understanding about human rights?
- To what extent can the state identity mark the citizens' identity?

Parti II: The role of Identity in Human Rights debates: Clash of Civilisations and Orientalism

Key topics

Influential theories and their role in understanding and explaining the differences between cultures and identities

Geopolitical/Religious/Cultural divisions as marking points of peoples' identities and rights

Key questions

- How can the Clash of Civilisations argument justify differences related to rights and responsibilities?
- To what extent can the theory of Orientalism help us understand the non-Western perspectives?

Reading and Discussion:

- Avineri, Shlomo, 'The Strange Triumph of Liberal Democracy', *Foreign Affairs*, Jan-Feb 2012
 - Huntington, Samuel P. 'The Clash of Civilisations?', *Foreign Affairs*, Summer 1993
-

WEEK 5

13th October 2014

Part I: The role of the State in protecting Human Rights

Key topics

Statehood and Sovereignty

Democratic theory and the responsibility towards people

Authoritarian regimes and violations of human rights

The hegemonic discourse

Key questions

- What is the relation between democratic regimes and human rights?
- How can the sovereign state protect and defend the rights of the people?

Part II: From a world of states to globalisation: The universality debate

Key topics

The distinction between ethics and morality

Domestic ethics and international ethics

The development of the normative theory

Communitarian vs. Cosmopolitan perspectives

The Asian Values Debate

Key questions

- What are the main elements of the communitarian and cosmopolitan theories?
- Do you think that the argument about 'universal human rights' is a viable one?
- What are the main arguments against the universality debate?

Reading and Discussion:

- Franck, Thomas, 'Are Human Rights Universal?', *Foreign Affairs*, Jan-Feb 2001, pp. 191-211
 - Cassesse, Antonio, 'Are Human Rights Really Universal?', in Obrad Savic (ed.), *The Politics of Human Rights*, pp. 149-165
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WEEK 6

20th October 2014

Film and Discussion

Film: In the Shadow of the Sun

Key topics

Prejudice, Fear and Rejection by the Community

WEEK 7

27th October 2014

Mid-Term Week: No Class

WEEK 8

3rd November 2014

Part I: The role of the international community in protecting Human Rights

Key topics

Human rights in domestic and international conflicts

Challenging sovereignty and protecting the rights of the people

Democratic Peace Theory and the responsibility to protect

Key questions

- What have recent interventions suggest about their effectiveness to protect human rights?
- What is the responsibility of the international community towards both the sporadic and systematic violations of human rights?

Part II: Violations of Human Rights across the world

Key topics

Measurement of what constitutes violation

Causes of human rights violations

Constructing norms and pushing for improvement: socialisation

The role of civil society in the 'socialisation process'

Key questions

- Which states are more likely to repress their citizens and violate human rights?
- Do those states have common characteristics (political/economic/cultural etc) that we can identify?
- How can states be encouraged to protect the rights of their citizens?

Reading and Discussion:

- Morgan, Sarah and Andrew Apostolou, 'Why Obama Should Highlight Iran's Human Rights Abuses', *Foreign Affairs*, Nov 2011
 - Landman, Todd, 'Measuring Human Rights: Principle, Practice and Policy' *Human Rights Quarterly*, 26, 4, (2004), pp. 906-931
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WEEK 9

10th November 2014

Studying Human Rights: Presenting Case Studies I

Key topic

Choose a case study that addresses repression or violation of human rights. Identify and explain the reason behind it (e.g. oppressive regime, economic reasons, cultural causes etc.), as well as the meaning of this case study domestically and internationally. Design a campaign in order to promote the human rights and restore justice.

Key questions

- How would you choose to organise a campaign for raising awareness regarding your chosen case study?
 - Which tools and strategies would you choose in order to promote and mobilise your campaign for the promotion of human rights?
-

WEEK 10

17th November 2014

Class Case Study I: The State, the international community and Human Rights. The case of China

Key topics

Bilateral and multilateral diplomacy during the last years

'Dictator's dilemma' and chances for improvement

From Great Leap Forward to the Olympic games

Key questions

- What have the last 20 years taught us about the best way to influence the promotion of human rights in China?

Reading and Discussion:

- Cohen Roberta, 'Calling on China: The China-Darfur Connection', *Washington Post*, 5 August 2004
- Ma, Jian, 'China's barbaric one child policy', *The Guardian*, <http://www.theguardian.com/books/2013/may/06/chinas-barbaric-one-child-policy>
- Interview with David Cameron: Human Rights Dialogue Works with China, <http://www.youtube.com/watch?v=-x2RNpfGZMs>

WEEK 11

24th November 2014

Class Case Study II: Gender, the international community and Human Rights. Women's Rights.

Key topics

From the suffragettes' movement to the 21st century

Women's position across the world

The need for a Women's Convention

Key questions

- Which communities can you identify as most 'vulnerable' nowadays?
- Do you think that the Women's agenda is 'complete' in the Western World?
- What do the recently recognised voting rights of the women in Saudi Arabia suggest for the future of women's rights?

Reading and Discussion:

- *Human Rights Dialogue: Violence Against Women*, Series 2, Number 10 (Fall 2003) available at http://www.carnegiecouncil.org/media/1061_hrd2-10.pdf
- **Film:** Tall as the Baobah Tree

WEEK 12**1st December 2014****Studying Human Rights: Presenting Case Studies II***Key topic*

Choose a case study that addresses repression or violation of human rights. Identify and explain the reason behind it (e.g. oppressive regime, economic reasons, cultural causes etc.), as well as the meaning of this case study domestically and internationally. Design a campaign in order to promote the human rights and restore justice.

Key questions

- How would you choose to organise a campaign for raising awareness regarding your chosen case study?
 - Which tools and strategies would you choose in order to promote and mobilise your campaign for the promotion of human rights?
-

WEEK 13**8th December 2014****Round-table discussion and overall assessment***Key topics*

Global social movements and promotion of Human Rights

Concluding remarks and lessons for the future

N.B. An additional Field Study and Guest Speeches relevant to the above topics are not included in this outline yet.

Reading material available online: (to be used as part of the required weekly readings and as supplementary reading material for further research)

On the Universality Debate of Human Rights:

Antonio Cassese, 'Are Human Rights Truly Universal?', in *The Politics of Human Rights*, Obrad Savic, ed., pp. 149-165, also found online at <http://www.usm.maine.edu/~bcj/issues/three/cassese.html>

On non-Western conceptions:

Bangkok Declaration', otherwise known as 'FINAL DECLARATION OF THE REGIONAL MEETING FOR ASIA OF THE WORLD CONFERENCE ON HUMAN RIGHTS', <http://law.hku.hk/lawgovtsociety/Bangkok%20Declaration.htm>

Critiques of the non-Western conceptions:

Amartya Sen, 'Human Rights and Asian Values' *The New Republic*, July 14-July 21, 1997 at <http://www.mtholyoke.edu/acad/intrel/sen.htm>

On Universalism of Human Rights:

Charles Taylor, 'Conditions of an Unforced Consensus on Human Rights', in Joanne Bauer and Daniel Bell, eds., *The East Asian Challenge for Human Rights*, Cambridge: Cambridge University Press, 1999, also found online at <http://www.usm.maine.edu/~bcj/issues/three/taylor.html>.

On Human Rights Violations:

Human Rights Watch, 'Statistical Analysis of Violations', Chapter 15 of *Under Orders: War Crimes in Kosovo* New York: Human Rights Watch, October 2001, <http://www.hrw.org/legacy/reports/2001/kosovo/undword2a.html>

*Patrick Ball, Herbert S. Spierer, and Louise Spierer, 'Making the Case: Investigating Large Scale Human Rights Violations Using Information Systems and Data Analysis', Washington: AAAS, 2000, at <http://shr.aaas.org/mtc/>

Political terror scale by Mark Gibney can be found at: (for 1980-2005) <http://www.unca.edu/politicalscience/DOCS/Gibney/Political%20Terror%20Scale%201980-2005.pdf>.

On the Responsibility to Protect:

The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty. International Development Research Centre, 2001. At <http://www.iciss.ca/report-en.asp>

Clough, Michael (2005), "Darfur: Whose Responsibility to Protect?" Human Rights Watch, Washington, at http://www.responsibilitytoprotect.org/files/HRW_Darfur-WhoseResponsibilitytoProtect.pdf

Roberta Cohen, 'Calling on China: The China-Darfur Connection', *Washington Post*, 5 August 2004, at http://www.brookings.edu/opinions/2004/0805africa_cohen.aspx

On Human Rights Measurements

<http://ciri.binghamton.edu/>

Various Articles / Reading Material for weekly discussions

Charles R. Beitz, 'Human Rights as a Common Concern', *American Political Science Review*, 95, no. 2 (2001): 269-282.

http://isites.harvard.edu/fs/docs/icb.topic97122.files/Charles_R._Beitz.pdf

Jerome J. Shestack, 'The Philosophical Foundations of Human Rights', *Human Rights Quarterly* Vol. 20, no. 2 (May 1998): 200-234.

<http://www.ukrainianstudies.uottawa.ca/pdf/Shestack%201998.pdf>

Mary Ann Glendon, 'The Forgotten Crucible: The Latin American Influence on the Universal Human Rights Idea' *Harvard Human Rights Journal* Vol. 16, (Spring 2003): 27-40.

http://www.aidh.org/60ddh/Images/Anniv_Decla_Latine.pdf

Jack Donnelly, 'Human Rights: Both Universal and Relative (A Reply to Michael Goodhart)', *Human Rights Quarterly* 30, no. 1 (2008): 194-204

<http://www.uottawa.ca/academic/grad-etudesup/ukr/pdf/Donnelly%202008.pdf>

Thomas Franck, 'Are Human Rights Universal?' *Foreign Affairs* Vol. 80, no.1, (Jan-Feb 2001): 191-211.

TO BE SENT (In file)

Antonio Cassese, 'Are Human Rights Truly Universal?', in *The Politics of Human Rights*, Obrad Savic, ed., pp. 149-165, also found online at

<http://www.usm.maine.edu/~bcj/issues/three/cassese.html>.

Amartya Sen, 'Human Rights and Asian Values' *The New Republic*, July 14-July 21, 1997 at <http://www.mtholyoke.edu/acad/intrel/sen.htm>

Charles Taylor, 'Conditions of an Unforced Consensus on Human Rights', in Joanne Bauer and Daniel Bell, eds., *The East Asian Challenge for Human Rights*, Cambridge: Cambridge University Press, 1999, also found online at

<http://www.usm.maine.edu/~bcj/issues/three/taylor.html>.

Todd Landman, 'Measuring Human Rights: Principle, Practice, and Policy', *Human Rights Quarterly* 26, 4 (2004): 906-931.

<http://www.uottawa.ca/academic/grad-etudesup/ukr/pdf/Landman%202006.pdf>

Christian Davenport and David A. Armstrong II, 'Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996', *American Journal of Political Science*, 48, no. 3 (Jul 2004): 538-554.

<http://pics3441.upmf->

[grenoble.fr/articles/huma/Democracy%20and%20the%20Violation%20of%20Human%20Rights.pdf](http://pics3441.upmf-grenoble.fr/articles/huma/Democracy%20and%20the%20Violation%20of%20Human%20Rights.pdf)

Joseph K. Young, 'State Capacity, Democracy, and the Violation of Personal Integrity Rights', *Journal of Human Rights* 8, no. 4 (2009): 283-300.

http://nw08.american.edu/~jyoung/documents/young_jhr_2009.pdf

Christian Davenport and David A. Armstrong II, 'Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996', *American Journal of Political Science*, 48, no. 3 (Jul 2004): 538-554.

<http://pics3441.upmf-grenoble.fr/articles/huma/Democracy%20and%20the%20Violation%20of%20Human%20Rights.pdf>

Steven C. Poe, C. Neal Tate, and Linda Camp Keith, 'Repression of the Human Right to Personal Integrity Revisited: A Global Cross-National Study Covering the Years 1976-1993', *International Studies Quarterly* 43, no. 2 (1999): 291-315.

<http://www.utdallas.edu/~lck016000/ISQ1999.pdf>

Neil J. Mitchell and James M. McCormick, 'Economic and Political Explanations of Human Rights Violations', *World Politics*, 40, no. 4 (1988): 476-498.

<http://gwbweb.wustl.edu/sites/DevPractice/Labor%20Rights%20Reports/Economic%20and%20political%20explanation%20of%20human%20rights%20violations.pdf>

Human Rights Watch, 'Statistical Analysis of Violations', Chapter 15 of *Under Orders: War Crimes in Kosovo* New York: Human Rights Watch, October 2001,

<http://www.hrw.org/legacy/reports/2001/kosovo/undword2a.html>.

Patrick Ball, Herbert S. Spierer, and Louise Spierer, 'Making the Case: Investigating Large Scale Human Rights Violations Using Information Systems and Data Analysis', Washington: AAAS, 2000, at <http://shr.aaas.org/mtc/>.

Steven C. Poe and C. Neal Tate, 'Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis', *American Political Science Review*, 88, no. 4 (1994): 853-872.

<http://www.politicalscience.uncc.edu/godwink/POLS2220-Spring08/readings/Poe%20and%20Tate%201994.pdf>

David L. Cingranelli, and David L. Richards, 'Measuring the Level, Pattern, and Sequence of Government Respect for Physical Integrity Rights', *International Studies Quarterly* 43, no. 2 (1999): 407-417.

<http://www.stats.ox.ac.uk/~sniijders/CingranelliRichards1999.pdf>

Political terror scale by Mark Gibney can be found at: (for 1980-2005)

<http://www.unca.edu/politicalscience/DOCS/Gibney/Political%20Terror%20Scale%201980-2005.pdf>.

Linda Camp Keith, 'The United Nations International Covenant on Civil and Political Rights: Does it Make a Difference in Human Rights Behavior?' *Journal of Peace Research* 36, 1 (1999): 95-118.

<http://www.utdallas.edu/~linda.keith/JPRICCP1999.pdf>

Will H. Moore, 'Synthesis v. Purity and Large-N Studies: How Might we Assess the Gap between Promise and Performance?' *Human Rights and Human Welfare*, 6 (2006): 89-97, at <http://www.du.edu/gsis/hrhw/volumes/2006/moore-2006.pdf>

M. Finnemore and K. Sikkink, 'International Norm Dynamics and Political Change', *International Organization*, 52, no. 4 (1998): 887-917.

<http://www.olivialau.org/ir/archive/fin5.pdf>

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CAUTION: Laptop Use in the Classroom

During class time, students are free to write their lecture notes on their laptops. However, any student found to be accessing the internet - including Facebook, Twitter, emails, You Tube, and any other forms of electronic communication as well as photographs – will receive a five per cent (5%) penalty from their Participation grade.



UNIVERSITY OF CONNECTICUT IN LONDON
Marking Guidelines

University of Connecticut Grading Scheme

You may wish to assign number grades and/or letter grades to individual assignments. Either or both are fine. Please provide an overall letter grade for each student at the end of the course, along with a full numerical breakdown of the marks assigned.

The grade boundaries used at UConn in London are as follows:

- A+** 97-100
 - A** 93-96
 - A-** 90-92
 - B+** 87-89
 - B** 83-86
 - B-** 80-82
 - C+** 77-79
 - C** 73-76
 - C-** 70-72
 - D+** 67-69
 - D** 63-66
 - D-** 60-62
 - F** Below 60
-

University of Connecticut guidelines on levels of attainment

A grade of "A" in a course indicates exceptional mastery of the course's objectives in both knowledge and skills. While a grade of "A" may not symbolize perfection, it does indicate that the student has demonstrated consistently high standards of commitment, clarity, and application. Typically, the "A" grade further signifies a student's creativity, insight, and breadth of comprehension. The A grade denotes exceptional performance, and should be reserved for those whose work is in fact exceptional.

A grade of "B" in a course indicates solid mastery of the course's objectives in both

knowledge and skills. Further, the "B" grade indicates a student's facility with analyzing course material and his clarity in expressing that facility although he may not demonstrate the depth and breadth of comprehension that merits the "A" grade, regardless of the amount of time spent on a specific assignment. The B suggests a strong understanding of the course material and the ability to do the work of the course, including writing, to a high standard.

A grade of "C" in a course indicates competent mastery of the course's objectives in both knowledge and skills. A student who earns a "C" should feel reasonably confident about his ability to move on to the next course in a sequence within a discipline or about his facility with the course's objectives. For some students, a grade of "C" may represent significant intellectual growth; for others, only modest growth. In any case, the C suggests an acceptable level of understanding and analysis of the course material.

A grade of "D" in a course indicates less-than-competent mastery of the course's objectives in knowledge and skills. Usually the student has made some effort to engage the work of the course but has made little progress and demonstrated little real understanding of the skills and information the course seeks to elucidate. It should be remembered that students who receive a grade of D do receive credit for the course and may move on to other courses in the discipline. If performance does not warrant this, the student should receive a grade of F.

A grade of "F" in a course indicates insufficient mastery of the course's objectives in knowledge and skills. The grade of "F" is not meant to discourage students about their academic work, but rather to afford them an accurate appraisal of their performance. Students would not be well served to receive a "passing" grade only to discover later that they lack the information and/or skills necessary to proceed to the next level of a discipline. The F suggests that a student would need to repeat the class in order to be prepared to move on.

Because the grades described above still include a range of performance levels and because grades need to be seen, in part, as gauges to future achievement, teachers use the plus (+) and minus (-) to further refine their grades, indicating how close a student's performance comes to the adjacent levels.

In cases of partial work, credit must be lost for work not completed. A few assignments, even if completed to a very high standard, do not suggest full mastery of the course material as they do not cover all of the course material. The student's work, not his/her perceived potential or inherent ability, must be the basis for the grade.

Essay marking: general guidelines for students

Essays will be marked with respect to the complexity of the ideas pursued, the detail and sophistication of the engagement with the sources used and the skill with which the essay is actually written.

A-range papers will offer a sophisticated argument that goes well beyond standard generalizations. This argument will not only be supported by the sources but will actually illuminate key ideas, debates, and a full range of relevant detail. These papers will begin with a clearly, even eloquently presented thesis and proceed, in elegant and grammatically sound prose, to develop this argument. Transitions will be carefully marked through strong topic sentences for each paragraph and the conclusion will be engaging, not simply a repetition of the thesis, but a demonstration and measured assessment of its implications. Sometimes a paper will make it into the lower end of the A-range if there are some rough edges but the argument is unusually sophisticated or adventuresome.

B-range papers will offer an interesting and clear thesis in clear, grammatical prose. They will demonstrate argumentative control, developing the thesis with well-chosen evidence from the sources. Papers which are extremely well-written and clearly argued but which offer tame or predictable arguments will fall in this range, as will papers which are more intellectually adventurous but lose argumentative control.

C-range papers will offer a weak or uncertain thesis. They may be very general, showing little direct engagement with the ideas and information presented by its sources. Or they may be of the “laundry list” kind, asserting several points and demonstrating that these are true without ever establishing any substantial connection between them. Papers with a reasonable thesis, but which completely lose argumentative control, will be in this range.

D-range papers will be vague and scattered, without a distinct argument or thesis. The prose will be convoluted and characterised by spelling and grammatical errors, which significantly obscure meaning. These papers will not demonstrate a clear understanding of the requirements of the assignment.

Class participation: general guidelines for assessment

Grade	Discussion	Reading
A+	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
A to A-	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings.
B range	Good: frequent contributor; has basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings, but tends not to analyze them.
C range	Rather Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D/F	Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material.



ASSESSMENT OF PRESENTATION

Student Name: _____ **Course Instructor:** Poppy Kyriakopoulou

Course Title: _____ **Date of delivery:** _____

Title of presentation: _____

Assessment criteria

- Content
- Quality of delivery
- Structure
- Length
- Demonstration of knowledge and research
- Relevance to course content
- Originality (content and presentation)
- Quality of accompanying paper

Comments

Numerical grade: _____

Letter grade: _____

Assessor's signature: _____

Date: _____

Approved by Director

Director's signature: _____

Date: _____

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 9/29/14
2. Department requesting this course: Human Rights
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!

(Example. Replace with your copy when completing this proposal):

HRTS 3xxx Human Rights & Visual Culture
Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): **HRTS**
2. [Course Number](#): **3xxx (course number pending C&C approval)**
3. Course Title: **Human Rights and Visual Culture**
4. [Number of Credits](#): **3**
5. [Course Description](#) (second paragraph of catalog entry):

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

Optional Items

6. [Pattern of instruction](#), if not standard: **standard**
7. [Prerequisites](#), if applicable: **none**
 - a. [Consent of Instructor](#), if applicable: **no**
 - b. [Open to sophomores/juniors or higher](#): **yes**
8. [Recommended Preparation](#), if applicable: **none**
9. [Exclusions](#), if applicable: **none**
10. [Repetition for credit](#), if applicable: **no**
11. [Skill codes](#) "W", "Q" or "C":
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](#): Upon approved by the Senate CC&C, students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Justification

[Reasons for adding this course](#): No course exists at UConn that problematizes the role and structure of the visual dynamics of the diverse visual media that underwrite human rights and humanitarian claims. The content of this course and the analytical methods of investigating visual culture that it offers fill a crucial gap in the HRTS curriculum.

2. [Academic merit](#): This course will familiarize students with how visual culture has shaped a politics of human rights and humanitarianism from the late 19thc to the present. Focusing on key historical moments and humanitarian crises, it examines how changing forms of representation, ranging from engravings to documentary photography, television, video, digital and social media, have defined the ways in which human rights claims have been visualized and communicated. Particular attention is given to analyzing the visual structure and aesthetic effectiveness of visual images, and the communication systems such as iPhone, Twitter and Instagram that foster collective political action.

3. [Overlapping courses](#): The closest course to the one proposed might be English 3631, Literature, Culture and Humanitarianism in its concern with the power of imagery in human suffering. However, the predominantly visual content and visual culture methods of study that this course provides differentiate it from anything currently offered in the HRTS curriculum or at UConn more generally.

4. Number of students expected: 20-25

5. Number and size of sections: No sections will be offered.

6. [Effects on other departments](#): The Department of Art and Art History has enthusiastically approved this course for inclusion in their undergraduate catalogue. The course will be cross-listed as ARTH 3xxx.

7. Effects on regional campuses: None

8. [Staffing](#): Michael Orwicz, Associate Professor

9. [Dates approved](#) by

Department Curriculum Committee: 1 October 2014

Department Faculty:

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

Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

Syllabus

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

HRTS 3XXX : HUMAN RIGHTS AND VISUAL CULTURE.

Fall Semester 2015

Professor M. Orwicz

Office: Art Building, 216

Office Hours: Tuesdays 3:30pm – 4:45pm – email beforehand for an appointment

e: Michael.Orwicz@Uconn.edu

Course Description:

This course explores how visual culture shapes and articulates a politics of human rights and humanitarianism. Focusing on particular historical moments and humanitarian issues, we examine how different forms of representation –ranging from engravings and illustrations in the 18th and 19th centuries, to documentary photography, photo-journalism, television, and digital media— have defined the terms in which human rights claims were, and continue to be, made. We will look, for instance, at how print culture ignited empathy toward human suffering during the Enlightenment; how mid-19th century visual narratives helped launch the notion of “human rights in war”; how photography spurred the growth of the Congo Reform Movement (1901) and prompted awareness of --and ultimately political/judicial sanctions against-- post-World War II genocides around the world. We will also look at recent trends in activist documentary, and how the internet, the iPhone, Twitter and Instagram have enabled new forms of activism on a global scale. We will, moreover, be concerned with the aesthetic dimension of human rights images, in both how contemporary artists probe the limits of representation and question the media’s spectacularization of suffering, and how “the aesthetic” can itself foster a space for collective will and collective political action.

The questions that concern us are complex -- all the more so as we’ll take a critical perspective to this material. We will be asking, for example, how visual images work to legitimize changing definitions of who is the subject of human rights, and to formulate new understandings of the spectator, the citizen, and the scope for meaningful action. How effective are representations of suffering, and what ethical/moral issues do they raise? Does taking a picture and circulating it through newspapers or the internet actually help people in pain? If so, how? If not, why? What role do images play in remembering victims, and in recalling the circumstances of human rights abuses? And how do artists, museums, governments and private citizens engage in the mission of memorialization?

Required Texts

Susan Sliwinski, *Human Rights in Camera*, University of Chicago, 2011.

Lynn Hunt, *Inventing of Human Rights: A History*, W.W. Norton, 2007.

Reading required for each week’s class meetings are posted on HuskyCT.

Course Requirements:

Attendance. You are expected to attend class meetings. As your success of this course depends largely on your active participation in class discussions and in presentations that you will be required to lead in class

, regular class attendance will be a decisive factor in your final grade.

- **Excused absences.** In case you are ill, please do not come to class. Go to the infirmary or a doctor for treatment, and send me an email as soon as you can. The same applies for a personal emergency or unavoidable circumstances that prevent you attending class. Once you provide appropriate documentation of your illness/emergency, I'll do what I can to help you catch-up on anything you might have missed.

Readings. You are responsible for all the material on the syllabus, whether or not it is discussed in class. Reading assignments are subject to change as I may add material that is not listed on the syllabus. You are expected to read assigned essays before coming to class.

Reading effectively. This does not mean simply highlighting passages or trolling for factoids. Effective reading requires an active approach. Begin by scanning an article to get an overall idea of what the author is *arguing* (introduction), the points she is going to make (headings/sub-headings), and the material she refers to in order to support them. Then, take lots of notes: outline the author's argument, track how she develops her material in each section and paragraph, and how it supports (or fails to) her overall thesis. Passively highlighting bits of text does not prompt your thinking about, questioning and understanding an author's *reasoned explanation* of historical or art historical issues.

Class Participation. While I will lecture occasionally, this course aims to promote discussion as its principal learning strategy. I am therefore expecting sustained and high-quality contributions from each of you over the course of the semester. To accomplish this, you must come to class well-prepared and ready to participate. This is essential to "building a learning community" -- that is, to creating a space for dialogue with your peers; a space for thinking and sharing ideas, for constructive criticism and intellectual exchange.

Assignments.

Discussion Questions. Students are expected to write **two** discussion questions for each class. These must be more than one sentence questions asking the obvious. They should provide some context for the question and demonstrate critical thinking about how the essay you read led you to formulating the issue. Questions must be handed in at the beginning of class, and will be graded based on the quality of your analysis and insight and the clarity of your expression. You may be called upon to discuss your question in class.

Leading Discussions: Each student will be paired with another to lead a class discussion, ie. present points and questions that will engage a dialogue/debate in class. You will need to email or post an outline of your discussion points the night before class.

Exams: Midterm and final exams will consist of take-home essays. Questions will cover issues developed in class, and will be drawn from your readings, lectures and class discussions.

Research Paper: A 10-15page research paper on an issue that addresses the relationship between visual representation and human rights/humanitarianism, will be due at the last class meeting. Your paper may expand upon an issue covered in class or investigate material that we haven't covered, and must demonstrate a critical understanding of the role that visual culture plays in articulating human rights issues and agendas. You should choose a paper topic by the

4th week of class, submit a research proposal and bibliography to me by the 6th, and turn in an outline of your paper for my approval by the 10th week. A full description of the paper assignment and format, as well as a list of suggested topics will be distributed during the third week of class. The attached grading criteria for your research papers outlines my expectations.

Grading: The grading criteria used in this course follows University guidelines (see <http://www.catalog.uconn.edu/acad.htm#Grad>). Your course grade will be calculated as follows:

- Attendance, Participation and Leading Discussion = 20%
- Research Paper = 30%
- Mid-Term Essay Exam = 25%
- Final Essay Exam = 25%

Your final grade will be a weighted average of the grades you receive for each assignment.

Grade	Points
A	90-100
A-	85-89
B+	80-84
B	70-79
B-	65-69
C+	60-64
C	50-59
C-	45-49
D	under 45

Academic Integrity & Academic Misconduct: In an age when public figures routinely mislead, deceive, conceal, and cheat as a matter of course, the idea of **ethical academic behavior** might seem utterly pointless. However, at the University of Connecticut, “failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g. plagiarism)” is a violation of ethical academic behavior. Plagiarism includes copying or paraphrasing without acknowledgment of another’s work. Sanctions for plagiarism can include a failing grade for the course. For the Student Conduct Code regarding plagiarism and cheating go to: <http://community.uconn.edu/the-student-code-preamble/>.

Accommodations: If there is any student in this class who has special needs because of learning disabilities, please see me within the first two weeks of class to arrange accommodation through the Center for Students With Disabilities. Information regarding the accommodation process is available at www.csd.uconn.edu.

SCHEDULE OF LECTURES

Week I: Introduction: Visualizing Human Rights.

Aug. 26: What are human rights? What is “visual culture”?

What is the scope of this course; its goals, organization and procedures?

Week II: Humanitarianism and Human Rights: Charting Critical Distinctions.

Sept. 2: Core Concepts.

Reading: Brown and Wilson, “Introduction,” *Humanitarianism and Suffering: the Mobilization of Empathy*, 2009, pp.1-21.

Sept. 4: From the rights of man to human rights: a discussion of principles.

Reading: Brian Orend, “Basic Vocabulary and Core Concepts,” *Human Rights: Concepts and Contexts*, 2002, pp.15-34.

Sharon Sliwinski, “The Spectator of Human Rights,” *Human Rights in Camera*, pp.17-33.

The Declaration of the Rights of Man and Citizen (1789) and the Universal Declaration of Human Rights (1948).

Week III: Distance, Empathy and the Politics of Pity: Aesthetics and Atrocity.

Sept. 9 – 11: The role the spectator and the spectacle of suffering.

Reading: Luc Boltanski, “Preface,” and “The Politics of Pity,” *Distant Suffering: Morality, Media and Politics*, 1999, pp.xiii-xvi; 3-54.

Lynn Hunt, “Torrents of Emotion: Reading Novels and Imagining Equality,” and “Bone of their Bone: Abolishing Torture,” *Inventing Human Rights*, pp.31-112.

Sept. 11: The aesthetics of atrocity: Goya’s *Disasters of War* (1808-1814), & Syria today.

**Meet at the Benton Museum of Art.

Reading: Sharon Sliwinski, Chapter 2, “Humanity from The Ruins: 1755,” *Human Rights in Camera*, 2011, pp.35-56.

Margaret Sullivan, Public Editor, NY Times, “The Delicate Handling of Images of War,” *New York Times*, editorial, 9/14/2013. (images posted on Husky CT.)

Week IV: From Print Culture to the Photograph: the Camera as Witness:

Sept. 16-18: Visual constructions of atrocity, humanitarian ideals and the photograph.

Reading: Christina Twomey, “Framing Atrocity: Photography and Humanitarianism,” *History of Photography*, 36:3, pp.255-264.

Reading: Sharon Sliwinski, “Kodak on the Congo, 1904,” in *Human Rights in Camera*, pp. 57-81.

Christina Twomey, “Severed Hands: Authenticating Atrocity in the Congo, 1903-13,” in Batchen, Geoffrey, et.al., *Picturing Atrocity: Photography in Crisis*, 2012, pp.39-50.

Week V: Documenting Atrocity: Photography and the Act of Bearing Witness.

Sept. 23-25: Photography at the intersection of history and memory.

Reading: Sue Tait, "Bearing Witness, Journalism and Moral Responsibility," *Media Culture Society*, 33:8, 2011, pp.1220-1235.

Barbie Zelizer, "Covering Atrocity in Image," *Remembering to Forget: Holocaust Memory Through the Camera's Eye*, 1998, pp.86-140.

Marianne Hirsch, "Surviving Images: Holocaust Photographs and the Work of Post-Memory," *The Yale Journal of Criticism*, 14:1, 2001, pp.5-37.

Week VI: "Proof So Overwhelming that Not One Word Will be Denied."

Sept. 30-Oct.2: What is documentary?

Reading: Lawrence Douglas, "Film as Witness: Screening Nazi Concentration Camps before the Nurember Tribunal," *Yale Law Review*, 105.2, 1995, 449-481.

Susan Sliwinski, "Rolleiflex Witness, 1945," *Human Rights in Camera*, 83-110.

** Before class: watch a segment of "Nazi Concentration Camps" (documentary shown at the Nuremberg Trials, 1945).

http://www.ushmm.org/online/film/display/detail.php?file_num=226

** In class: Alain Resnais' film, *Night and Fog (Nuit et brouillard)*, France, 1955.

Week VII: Imaging Famine.

Oct. 7-9: The trope of the suffering child. http://syrianrefugees.eu/?page_id=163

Reading: Susan Moeller, "Covering Famine: The Famine Formula," *Compassion Fatigue*, Routledge, 1999, pp.97-155.

Online: David Campbell, "*The Iconography of Famine*,"

http://www.david-campbell.org/wp-content/documents/Iconography_of_Famine.pdf

See also David Campbell's Imaging Famine Research project:

<http://www.david-campbell.org/photography/imaging-famine/>

Week VIII: Ethics and the Problem of Representing Human Suffering.

Oct. 14-16: The ethical problems of visualizing suffering.

Reading: Arthur Kleinman & Joan Kleinman, "The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times," *Daedalus*, 125:1, 1996, pp.1-23.

Carolyn Dean, "Empathy, Pornography and Suffering," *differences: Journal of Feminist Cultural Studies*, 14:1, 2003, pp.88-124.

HAND OUT MID-TERM ESSAY QUESTIONS**Week IX: Media on a Global Scale: Exposure in an Era of Violence.**

Oct. 21: More ethical problems of visualizing suffering.

Reading: Thomas Keenan, "Mobilizing Shame," *The South Atlantic Quarterly*, 103:2/3, 2004, pp.436-449.

Henry Giroux, "Beyond the Spectacle of Terrorism: Rethinking Politics in the Society of the Image," *Situations*, 2:1, 2007, pp.17-51.

Oct. 23: Witness: video technology and citizen advocacy.

Online: <http://witness.org/our-work/>

Week X: Photography / Not Photography: the Limits of Representation.

Oct. 28-30: Rwanda: representing the unrepresentable: Alfredo Jaar and Jonathan Torgovnik.

Online: <http://www.alfredojaar.net> // <http://www.torgovnik.com>

Reading: Frank Möller, "The Looking/Not Looking Dilemma," *Review of International Studies*, 29, 35:4, 2009, pp.781-794.

Frank Möller, "Rwanda Revisualized: Genocide, Photography and the Era of Witness," *Alternatives*, 35, 2010, pp.113-124 & 128-131.

José Luis Falconi, "Two Double Negatives," in Robin Kelsey & Blake Stimson, *The Meaning of Photography*, 2008, pp.130-147.

Week XI: The Post-Humanitarianism: The End of a Politics of Pity?

Nov. 4-6: Commodifying Humanitarianism: Click&Pledge and Instagram: new forms of citizen-activism.

Online: Amnesty International's media and blog campaigns.

Reading: Lilli Chouliaraki, "Post-Humanitarianism: Humanitarian Communication Beyond a Politics of Pity," *International Journal of Cultural Studies*, 13:2, 2010, pp.107-126.

Nov. 6: Celebrity humanitarianism and the contemporary culture of authenticity.

Online: Madonna, Pussy Riot & Amnesty's Bringing Human Rights Home concert.

Reading: Lili Chouliaraki, "The Theatricality of Humanitarianism: A Critique of Celebrity Advocacy," *Communication and Critical/Cultural Studies*, 9:1, 2012, pp.1-21.

Week XII: Holocaust Memory and Memorialization.

Nov. 11: Holocaust Architecture & Holocaust Tourism.

Reading: Yasmin Ibrahim, "Holocaust as the Visual Subject: The Problematics of Memory Making through Visual Culture," *Nebula*, 6.4, 2009, pp.94-113

James Young, "The Rhetoric of Ruins: The Memorial Camps at Majdanek and Auschwitz," *The Texture of Memory: Holocaust Memorials and Meaning*, 1993, pp.119-154.

Nov. 13: Memory transposed.

Reading: Edward Linenthal, "The Boundaries of Memory: The United States Holocaust Museum," *American Quarterly*, 46:3, 1994, pp.406-433.

Nathan Abrams & David Oettinger, "'Taming Memory': Themeing America's East Coast Holocaust Memorials," *49th Parallel*, 6, 2000-2001.

Week XIII: The Politics of Remembering in Latin America: Acknowledging Atrocity.

Nov. 18-20: Aesthetics and memory: Yuyanapaq, Peru; Museo de la Memoria y los Derechos Humanos, Chile.

Reading: Andrés Estefane, "Materiality and Politics in Chile's Museum of Memory and Human Rights," *thresholds* 41, 2013, pp.158-171.

Deborah Poole & Isaias Rojas Pérez, "Memories of Reconciliation: Photography and Memory in Postwar Peru," *E-Misférica*, 7.2, After Truth, 2010. <http://hemisphericinstitute.org/hemi/en/e-misferica-72/poolerojas>

Andrea Giunta, "The Politics of Representation. Art & Human Rights," *E-Misférica* 7.2, After Truth, 2010.

<http://hemisphericinstitute.org/hemi/en/e-misferica-72/giunta>

Week XIV: THANKSGIVING BREAK

Week XV: Visual Culture and Symbolic Reparations: Reconstructing Society and Reestablishing Rights.

Dec. 2-4: Colombia: perpetrators, victims and human rights.

Reading: Nicole Summers, "Colombia's Victims' Law: Transitional Justice in a Time of Violent Conflict," *Harvard Human Rights Journal*, 25.1, 2012, 219-235.

Maria Victoria Uribe, "Reflections on Aesthetics and Violence in Colombia," *The Salon*, 5, 2012, 104-109.

Dec. 9-15 **Final Exam Week** (date and time to be announced by Registrar)

Grading Criteria for Research Papers

Here are the criteria that I will be using to grade your paper. As you edit your paper, you will want to keep these in mind. These categories are not all weighted evenly; thesis and structure are more important than proofreading, for example, but poor proofreading can torpedo an otherwise excellent summary.

Grade range	A	B	C	D-F
Thesis	Clear, specific, original, insightful; all author's points in	Coherent, adequate, modest scope; most author's points in	Vague, general, weak logic; few of author's points in	Absent, wrong, misguided; only one or two points found
Evidence	Ample, well-integrated, thoughtfully interpreted; demonstrates close reading by insightful analysis of details from article	Relevant, uneven, correct but imprecise; demonstrates a general familiarity with the overall scope of the article	Thin, careless or random, not entirely related to article's thesis; only cites author in vague or general terms	Little or none, misused, misinterpreted, not cited, irrelevant
Structure	Well-organized, direction clear, concepts clearly stated, paragraphs and transitions tight, development of ideas	Coherent but repetitious or imbalanced, some paragraphs may lack focus; weak transitions, central concepts not clear	Serious gaps, monotonous, meandering, no central concepts identified, poor transitions	Formless, random, illogical, transitions few or absent
Style	Concise, elegant, active, professional; excellent grammar/syntax	Competent, appropriate; a few errors in syntax/grammar acceptable; word choice adequate	Sloppy, vague, inappropriate, errors in syntax or grammar; poor word choice	Incomplete or incoherent, ill-formed sentences/ paragraphs; incorrect word choice
Sources/ Examples	Challenging, well-chosen, well-handled, numerous, cited appropriately	Sufficient, cited appropriately in proper quotations or paraphrase	Poorly chosen, scant, lifted or not differentiated from your own voice	Inappropriate, doubtful, absent, lifted or copied directly
Proofreading	No typos or spelling mistakes	Occasional typos or spelling mistakes	Blind reliance on spell-checker (which will not catch things like angles vs. angels)	Shows no evidence of spell-checking or proofreading
Assignment	Goes beyond requirements of assignment	Complies with assignment	Fails to meet most or all aspects of assignment	Bears little resemblance to assignment

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: 2 October 2014
2. Department initiating this proposal: HRTS
3. 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/Copies

ARTH 3xxx Human Rights & Visual Culture

Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

Proposed Catalog Copy/Copies

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

ARTH/HRTS 3xxx Human Rights & Visual Culture

Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19c birth of photography to 21c social media.

Justification

1. Reasons for adding this course if it is new: No course exists at UConn that problematizes the role and structure of the visual dynamics of the diverse visual media that underwrite human rights and humanitarian claims. The content of this course and the analytical methods of investigating visual culture that it offers fill a crucial gap in the HRTS curriculum.
2. Reasons for cross listing this course: The course's defining content, concepts and theories touch as much on human rights as on visual culture.
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: The Department of Art and Art History has enthusiastically approved this course for inclusion in their undergraduate catalogue. The course will be cross-listed as ARTH 3xxx.

5. Effects on regional campuses: None

6. Staffing: Michael Orwicz, Associate Professor

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. ARTH, HRTS

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: HRTS Undergrad Curriculum Comm approval, 1 October 2014; School of Fine Arts Courses and Curriculum Committee approval, ? October 2014

Department or Program Faculty:

Department or Program Head:

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:
Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 1 October 2014
2. Department or Program: Human Rights
3. Title of Major: HRTS
4. 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.)
5. Nature of change: Add a third, new category of core courses, to the existing two categories, with the aim of ensuring that all Human Rights majors take at least two courses that give extensive attention to fundamental concepts, institutions and history of human rights. Also, add: three new HRTS courses to the core course list; two new courses and two existing courses to the electives list; two newly approved W variants and one existing W variant course to the list of approved Ws.

Existing Catalog Description of Major

Human Rights

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of group A and B; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions, Laws, Movements

POLS/HRTS 3212; SOCI/HRTS 3831, 3835, 3837; HIST/HRTS 3202; POLS/ HRTS 3428, 3430

B. History, Culture, Theory

HIST/HRTS 3201; POLS/HRTS 3042; HIST/HRTS 3207; HRTS 3149, DRAM/HRTS 3139; ENG/HRTS 3631; PHIL/HRTS 2170W, 3219

Elective Courses

ANTH/HRTS 3028; ANTH/HRTS 3153W; ANTH/WGSS 3350; ECON 2126, 2127W, 3473W; ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3570; any HRTS course numbered 2000 or above; PHIL 2215, 3218, 3220; POLS/HRTS 3256, 3418, 3807; LLAS/HRTS 3221/HIST 3575; SOCI/AASI 3221/HRTS 3571; SOCI/ AASI 3222/HRTS 3573; SOCI 3421/HRTS 3421; SOCI 3421W; SOCI 3429/HRTS 3429; SOCI 3429W; SOCI 3503; SOCI/HRTS/AFRA 3505; SOCI 3503W; SOCI 3801/HRTS 3801; SOCI 3801W; SOCI/HRTS/AFRA 3825;WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: ANTH/HRTS 3028W, 3153W; ECON 2127W, 3473W; PHIL/HRTS 2170W; HRTS 4996W; POLS 3418W; POLS/HRTS 3256W; SOCI 3421W, 3429W, 3503W, and 3801W.

A minor in Human Rights is described in the "Minors" section.

Proposed Catalog Description of Major

Human Rights

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence - including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories,

theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to maintain and complete an additional major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major. For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

Recommended: HRTS 1007

Requirements for the Major in Human Rights: Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and HRTS 4291 or 4996W.

Core Courses

A. Institutions and Laws

HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831

B. History, Philosophy, and Theory

HIST/HRTS 3201, 3207; POLS/HRTS 3042; ENG/HRTS 3631; PHIL/HRTS 3220

C. Applications and Methods

DRAM/HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835(W), 3837

Elective Courses

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3???; ECON 2126, 2127(W), 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W, 3570; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W, 3219; PHIL 2215, 3218; POLS/HRTS 3418(W); POLS 3255, 3807; POLS/CHEG/HRTS 3209; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W), 3429(W), 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS/HRTS 2263

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: ANTH/HRTS 3028W, 3150W, 3153W; ECON 2127W, 3473W; PHIL/HRTS 2170W; HRTS 3149W, 4996W; POLS 3418W; POLS/HRTS 3256W; SOCI 3421W, 3429W, 3503W, 3801W, and 3835W.

A minor in Human Rights is described in the "Minors" section.

Justification

1. Reasons for changing the major: The move from two to three categories of

- core courses provides greater assurance that every Human Rights major will take at least two courses which focus on the fundamental concepts, major international treaties and institutions, and the history of human rights. Courses that have been taught as variable and special topics offerings are now being added to the CLAS curriculum and the HRTS major. Addition of HRTS 3420 and POLS 3255 will facilitate completion of the HRTS major by students who study abroad through the London Human Rights and Cape Town Semester programs.
2. Effects on students: Each of the three new core categories contains fewer courses than the old two core categories; however, any added scheduling difficulties for HRTS majors will be offset by the regularity with which each core course is taught and the addition of three new courses to the core.
 3. Effects on other departments: Little or no added enrolment pressure on other department's courses is anticipated. The addition of HRTS 3149W to the list of approved W courses will diminish the pressure that enrolment of HRTS majors places on other departments' W offerings.
 4. Effects on regional campuses: None; only 1007 is regularly taught at regional campuses.
 5. Dates approved by
Department Curriculum Committee: 4 September 2014
Department Faculty:
 6. Name, Phone Number, and e-mail address of principal contact person: Samuel Martínez, 6-4515, samuel.martinez@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.

Human Rights Major Plan of Study

Date: _____ Name: _____ Peoplesoft# _____

Anticipated Graduation Date (mo./year): _____ Catalog Year: _____

Students are strongly encouraged to take HRTS 1007: Introduction to Human Rights in their first two years.

Major Requirements: All students must complete a total of 36 credit hours of coursework distributed as follow:

- **Core Courses.** 9 Credits. Students must take at least one course from each division. Circle Courses Taken
 - A. Institutions and Laws
HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831
 - B. History, Philosophy, and Theory
HIST/HRTS 3201, 3207; POLS/HRTS 3042; ENG/HRTS 3631; PHIL/HRTS 3220
 - C. Applications and Methods
DRAM/HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835(W), 3837
- **Elective Courses.** 12 Credits, either additional core courses or from the electives list. Circle Courses Taken
 ANTH/HRTS 3028(W); ANTH/HRTS 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3???;
 ECON 2126; ECON2127(W); ECON 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531;
 HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W; HIST 3570; any HRTS course numbered
 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W; PHIL/HRTS 3219; PHIL 2215; PHIL
 3218; POLS/CHEG/HRTS 3209; POLS 3255; POLS/HRTS 3418(W); POLS 3807; SOCI/AASI
 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W); SOCI/HRTS 3429(W);
 SOCI/HRTS 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505; SOCI/HRTS/AFRA 3825; WGSS/HRTS
 2263
- **Capstone Course.** 3 Credits. Circle Course Taken
 - o HRTS 4291: Service Learning/Internship; HRTS 4996(W): Senior Thesis
- **Related Courses.** 12 Credits. Students must take 12 Credit Hours of Related Courses as approved by the Director of the Human Rights Major.

<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- **Writing Requirement.** Circle Course Taken.
 ANTH/HRTS 3028W; ANTH 3150W; ANTH/HRTS 3153W; ECON 2127W; ECON 3473W; PHIL/HRTS
 2170W; HRTS 3149W HRTS 4996W; POLS 3418W; POLS/HRTS 3256W; SOCI 3421W; SOCI 3429W;
 SOCI 3503W; SOCI 3801W; SOCI 3835W
- **Second Major Requirement.** Students are required to complete a second major.

<i>Second Major</i>	<i>Adviser</i>
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I approve the above program for the B.A. Major in Human Rights (signed):

_____	_____
Human Rights Major Advisor	Student

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 1 October 2014
2. Department or Program: Human Rights
3. Title of Minor: HRTS
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: Divide the existing core courses into two categories, with the aim of ensuring that all Human Rights minors take at least one course that gives extensive attention to fundamental concepts, institutions and history of human rights. Also, add: three new HRTS courses to the core course list; two new courses and two existing courses to the electives list.

Existing Catalog Description of Minor

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least six credits from Group A (Core Courses); no more than six credits from Group B (Electives); and three credits from Group C (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A. Core Courses.

HRTS 3149, HRTS/ENGL 3631; HRTS/POLS 3042, 3212, 3428; HIST/HRTS 3201, 3202; SOCI/HRTS 3831, 3837

Group B. Electives.

AFRA/HIST/HRTS 3563; AFRA/HRTS/SOCI 3505, 3825; ANTH/WGSS 3350; ANTH/HRTS 3028, 3153W; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; DRAM/HRTS 3139; ECON 2126, 2127, 3473; ENGL 3629; ENGL/HRTS 3619, 3631; HIST/HRTS 3207; HIST/WGSS 3562; HIST 3570; HIST 3575/HRTS 3221/LLAS 3221; any HRTS course numbered 2000 or above; HRTS/POLS 3256, 3418, 3430, 3807; HRTS/SOCI 3421, 3429, 3801; HRTS/WGSS 2263; PHIL 2215, 3218, 3220; PHIL/HRTS 2170W, 3219; SOCI 3503

Group C. Internship:

HRTS 4291

The minor is offered by the College of Liberal Arts and Sciences. For more

information, contact Samuel Martínez in the Anthropology Department.

Proposed Catalog Description of Minor

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A.

Institutions and Laws

HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831

History, Philosophy, and Theory

HIST/HRTS 3201, 3207; POLS/HRTS 3042; ENG/HRTS 3631; PHIL/HRTS 3220

Group B. Applications and Methods

DRAM/HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835, 3837

Group C. Electives

ANTH/HRTS 3028(W), 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3???; ECON 2126, 2127(W), 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W, 3570; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W, 3219; PHIL 2215, 3218; POLS/HRTS 3418(W); POLS 3255, 3807; POLS/CHEG/HRTS 3209; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W), 3429(W), 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505, 3825; WGSS/HRTS 2263

Group D. Internship

HRTS 4291

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Samuel Martínez in the Anthropology Department.

Justification

1. Reasons for changing the minor: The move from one, broadly encompassing list of core courses to two, more narrowly defined lists is meant to provide greater assurance that every Human Rights minor will take at least one course which focuses on the fundamental concepts, major international treaties and institutions, and history of human rights. Courses that have been taught as variable and special topics offerings are now being added to the CLAS curriculum and the HRTS major. Addition of HRTS 3420 and POLS 3255 will facilitate completion of the HRTS minor by students who study abroad through the

London Human Rights and Cape Town Semester programs.

2. Effects on students: Each of the two new core course lists contains fewer courses than the old core did; however, any added scheduling difficulties for HRTS minors will be offset by the regularity with which each core course is taught and the addition of three new courses to the core.

3. Effects on other departments: Little or no added enrolment pressure on other department's courses is anticipated.

4. Effects on regional campuses: None; only 1007 is regularly taught at regional campuses.

5. Dates approved by

Department Curriculum Committee: 4 September 2014

Department Faculty:

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

Samuel Martínez, 6-4515, samuel.martinez@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>

PLAN OF STUDY: Human Rights Minor

Name of Student: _____

The Human Rights Minor:

Fifteen (15) credits at the 2000 or 3000 level are required. Students take three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); six credits of either additional core courses or electives (Group C); and three credits of Internship (Group D). More than six credits may not be taken in one department.

Cross-listed courses appear under both the primary department and HRTS, but they may only count once toward the minor requirement.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Group A – Core Courses (3 credits):

Institutions and Laws
HIST/HRTS 3202; HRTS 3200(W), 3420; POLS/HRTS 3212; SOCI/HRTS 3831
History, Philosophy, and Theory
HIST/HRTS 3201, 3207; POLS/HRTS 3042; ENG/HRTS 3631; PHIL/HRTS 3220

Group B - Applications and Methods (3 credits):

DRAM/HRTS 3139; HRTS 3149(W), 3250(W); POLS/HRTS 3256(W), 3428, 3430; SOCI/HRTS 3835(W), 3837

Group C – Electives (6 credits, either additional core courses or from the list below):

ANTH/HRTS 3028(W); ANTH/HRTS 3153W; ANTH 3150(W); ANTH/WGSS 3350; ARTH/HRTS 3???; ECON 2126; ECON 2127(W); ECON 3473(W); ENGL/HRTS 3619; ENGL 3629; HIST/AASI 3531; HIST/WGSS 3562; HIST/HRTS/AFRA 3563; HIST 3100W; HIST 3570; any HRTS course numbered 2000 or above; LLAS/HRTS 3221/HIST 3575; PHIL/HRTS 2170W; PHIL/HRTS 3219; PHIL 2215; PHIL 3218; POLS/CHEG/HRTS 3209; POLS 3255; POLS/HRTS 3418(W); POLS 3807; SOCI/AASI 3221/HRTS 3571; SOCI/AASI 3222/HRTS 3573; SOCI/HRTS 3421(W); SOCI/HRTS 3429(W); SOCI/HRTS 3801(W); SOCI 3503(W); SOCI/HRTS/AFRA 3505; SOCI/HRTS/AFRA 3825; WGSS/HRTS 2263

Group D – Internship (3 credits):

HRTS: 4291

Consult your advisor while completing this plan. **An approved final plan of study must be filed with the registrar during the first four weeks of classes of the semester in which a student expects to graduate.**

SID#: _____

Expected date of graduation: _____

This plan is for the requirements of the _____ catalogue.

Student Signature

Date

I approve the above program for the Minor in Human Rights.

(signed) _____
Human Rights Advisor

Date

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 10-1-2014
2. Department requesting this course: Political Science
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!

POLS/WGSS 3247. Gender and War

Three credits. Prerequisite: Open to Juniors and higher

Gender aspects of war. Masculinities and militaries; gender-based war violence; laws of war and post-war conditions for male and female soldiers and civilians.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: Pols
2. Course Number: 3247
3. Course Title: Gender and War
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Gender aspects of war. Masculinities and militaries; gender-based war violence; laws of war and post-war conditions for male and female soldiers and civilians.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: Open to Juniors or Higher
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Open to Juniors or Higher.
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": Not now
12. University General Education Content Area(s), if any: No
 - 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: No

Justification

1. Reasons for adding this course: This course expands our instruction in international relations and also draws significant enrollment from students from Women's, Gender, and Sexuality Studies.
2. Academic merit: This course asks students to engage intellectually with gender issues and with war in its myriad forms and locations and learn to identify points where gender and war intersect in contemporary war contexts. The course features a range of writings from war studies, feminist analysis, and war representations in literature and the arts as well as lectures, discussions, group work to study specific wars, short papers, and individual presentations on facets of the gender/war nexus raised by the class readings and by the news media.
3. Overlapping courses: None in our department
4. Number of students expected: 36
5. Number and size of sections: 1 section per year
6. Effects on other departments: WGSS
7. Effects on regional campuses: None
8. Staffing: Dr. Christine Sylvester
9. Dates approved by
 Department Curriculum Committee: 09-20-2014
 Department Faculty: 10-1-2014
10. Name, Phone Number, and e-mail address of principal contact person:

Meina Cai
860-486-3352
meina.cai@uconn.edu

Syllabus

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

GENDER AND WAR

Professor Christine Sylvester
Fall, 2014

Office: Oak Building, 4th Floor, Room 430
Office hours: TTh 12:45-1:45, 3:30-4:00
christine.sylvester@unconn.edu

Studies of war in the field of International Relations have traditionally paid scant or spotty attention to gender issues within and surrounding war, preferring to study war by focusing on causes, types, weapons systems and changing strategies. That tradition is changing as the social sciences begin to show more interest in people and war –the ones who create, fight, resist, observe and are empowered or victimized by armed conflict. There is also interest today in the ways the arts represent war experiences, and, importantly, in how war represents, shapes and is shaped by gender concerns. This course centers on gender aspects of wars that have occurred mostly but not exclusively since the end of the Cold War in 1990. It focuses on wars taking place right now in Iraq, Syria, Ukraine, Gaza, and Nigeria, and briefly considers gender aspects of wars in Sudan, Rwanda and terror wars. It also foregrounds themes of gender and war, including masculinity and militaries; gender-based war violence; war experiences of soldiers, women, children, and cultural artifacts; gender in laws of war; and post-war conditions for women (other themes appear on the syllabus).

During the semester, the class will welcome two guest speakers. Alex Kreidenweis is a PhD student in Political Science and will speak on issues of masculinity and war. UConn honor student Abdullah Hasan took this class last year and will talk about his summer assisting the American Civil Liberties Union prepare lawsuits against unlawful Muslim surveillance, NSA warrantless mass surveillance programs, and the CIA/DOJ program of targeted killing. Students will also have an opportunity to consider the gender content of World War I recruiting posters that are on exhibit this semester only at the Benton Gallery.

Student Work in the Course

This is a hands-on course. Students will engage in a group activity on a specific war and will also be assigned oral “interventions” to prepare throughout the course. It should go without saying that students are also expected to contribute to overall class discussions. Written work consists of four short analytical papers and an in-class final exam on Thursday December 4.

Formal Group Activity: Throughout the entire course, each student will work with four others in a group. In the first half of the course, each group will become expert on one of the wars currently taking place and make a group presentation on that war and also its gender components in one class session (minimum presentation time is 60 minutes). During the second half of the course, each group will listen –as a group --to the novel *World War Z* and use it as a basis for thinking about future directions and outcomes of the war they have been studying. Each group will present their arguments on this

toward the end of the course in 30 minute increments. At the end of the semester, each group member will evaluate his or her work in the group and that of other group members in terms of participation, research, knowledge of the war, and performance in the group presentation. 25%

Short student interventions: Throughout the course I will ask students to prepare ten-minute oral remarks to the class on an assigned topic. 10%

Papers: There are 4 short analytical papers of 5 pages each on the topics listed below, to be handed in (do not email it to me) on the day we discuss the topic, as listed. These are not opinion papers, but rather exercises in argument and evidence analysis. 40% (10% each).

1. Compare and contrast the overall approaches to war presented in the readings for the day (Sheehan and Sylvester). Due September 2.
2. Benton World War I poster exhibition: how are gendered civilians recruited for war? Due September 16
3. *Mother Courage and Her Children*. In what ways do we learn about war and gender from *Mother Courage*? Due October 2.
4. Thinking about masculinity, emotion, and women in combat. Due October 23.

In-Class Final: Comprehensive. Students will analyze a hypothetical conflict drawing on information from the readings, class discussions, group presentations, interventions, and papers. I will give you the scenario online the day before the exam. No notes allowed at the exam. 25%

Additional Considerations

1. If you bring your laptop, phone, or ipad to class, you must confine your use to note-taking or looking up course related material that you then share with the class. **Other uses are strictly disallowed in class per university policy.** You can be asked to leave the class if you breach this requirement.
2. You must attend each class and show that you are keeping up on all the readings through your classroom participation. As well, you must participate in your group: even one person's absence or inattentive attitude will disproportionately impact the group effort.
3. Pay attention to issues of plagiarism. These days plagiarism is rampant in the form of lifting material from the web, as well as from books or articles.
4. Wikipedia and similar popular online sources of information are unreliable and cannot be accepted as scholarly resources for your presentations or papers.

Required Texts for the Course: Paperbacks at UConn bookstore or Amazon.com (cheap used copies in both). We will read (or listen to) these books in their entirety:

Bertold Brecht, *Mother Courage and Her Children*. Any edition of this play.

Max Brooks, *World War Z*, the **audio version**.

Carol Cohn, ed. *Women and Wars* (Polity, 2013).

Christine Sylvester, *War As Experience: Contributions from International Relations and Feminist Analysis* (Routledge, 2013)

Recommended texts:

Max Brooks, *World War Z* (Broadway, 2006).

James Der Derian, *Virtuous War*, 2nd ed. (London: Routledge, 2001).

Jean Bethke Elshtain, *Women and War*, 2nd ed (New York: Basic Books, 1995).

Kevin Powers, *The Yellow Birds: A Novel* (Boston: Little, Brown, 2012).

Academic journals on the subjects of gender and war (FYI)

- *Cambridge Review of International Relations
- *Critical Studies on Terrorism
- *Hypatia: A Journal of Feminist Philosophy
- *International Feminist Journal of Politics
- *International Studies Perspectives
- *International Studies Review
- *Journal of Human Rights
- *Journal of Middle East Women's Studies
- *Millennium: Journal of International Studies
- *Politics and Gender
- *Review of International Studies
- *Third World Quarterly
- *Women's Studies International Forum

COURSE OUTLINE

Part I: What is gender and war about? Assembling a tool kit of concepts and approaches

August 26: War: what is it and where is it occurring? Gender: what is it and who/what has it? Introduction to the course

August 28: No class.

In lieu of class, complete the following two readings and write the first required paper comparing and contrasting Sheehan's and Sylvester's approaches to comprehending war.

Michael Sheehan, "The Changing Character of War," in Baylis, Smith, Owens, eds. *The Globalization of World Politics* (Oxford U Press, 2014): 215-

228. Online library reserve or a slightly earlier version is accessible on Scribd.com:

<http://www.scribd.com/80192632/Michael-Sheehan-Chapter-12-The-changing-character-of-war>.

Sylvester, "Introduction: War Questions for Feminism and International Relations, pp. 1-14; and "War as Physical Experience," pp. 65-86 (skim 80-83), Chapter 3 in *War as Experience*.

Sept 2: Paper due in class.

Student interventions: A sample of perspectives –2 students share their essay ideas. Discussion and elaboration of these approaches to war and gender. Formation of groups to start project on war.

Part II: Wars of the Past and Present: types, causes, strategies, theories

Sept 4: Thinking about war as the war stories we hear and tell

Readings:

James Der Derian, *Virtuous War*, 2nd ed. (Routledge, 2001), Prologue and Chapter 1: xxiv-21. Online library reserve.

Jean Bethke Elshtain, *Women and War* (Basic Books, 1987), Introduction and Chapter 1: 3-43. Online library reserve

Student interventions: 2 students summarize the readings.

Your war stories (3 students)

Sept 9: Thinking about gender in war as the gender stories we hear and tell

Carol Cohn, "Women and Wars: Toward a Conceptual Framework," Chapter 1, *Women and Wars*, pp.1-35.

Sylvester, "Feminist (IR) Takes on War," Chapter 2, *War as Experience*, pp. 38-62.

Student interventions: 2 students summarize the readings.

Sept 11: The state as warrior/war narrator

Sylvester, "IR Takes on War," Chapter 1 in *War as Experience*, pp. 17-37.

Andrew Bacevich, *Washington Rules* (Metropolitan, 2010), Chapter 4 ("Reconstituting the Trinity"): 146-181. Online library reserve.

Student intervention: Where is gender in the state as warrior/narrator approach and how is it seen? 1 student

Sept 16: Living through/with war as civilian women

Cynthia Enloe, *Nimo's War, Emma's War* (University of California, 2010), Chapter two (Nimo): 20-62. Online library reserve.

Anonymous, *A Woman in Berlin: A Diary* (Picador, 2000), April 27, 1945-May 1): 44-90. Online library reserve.

Student intervention: Does Anonymous see herself as a war victim? 1 student

Sept 18: Living through/with war as soldier men: two war novels

Kevin Powers, *The Yellow Birds* (2012), Chapter One ("September, 2004: Al Tafar, Nineveh Province, Iraq"), pp. 3-25. Online library reserve.

Ben Fountain, *Billy Lynn's Long Halftime Walk* (2012), "We're All Americans Here," pp. 108-138. Online library reserve.

Student interventions (2) from papers due today: recruiting civilians for war: World War I.

Student intervention (1): what do we learn about war experience from these "fictions" that we might not learn from academic texts or the media?

Sept 23: War stories from children

Dave Eggers, *What is the What? The Autobiography of Valentino Achak Deng* (2006), Chapter XIV: 186-212. Online library reserve.

Dyan Mazurana, "Women, Girls, and Non-State Armed Opposition Groups," Chapter 7 in Cohn, *Women and Wars*, pp. 146-168.

Student intervention: Who is Achak Deng? 1 student

Sept 25: Stories of genocide: When the world looks the other way

Samantha Power, "Bystanders to Genocide," *The Atlantic*, 288, 2, Sept 2001: 88-108. Library catalogue online.

Gil Courtemanche, *A Sunday at the Pool in Kigali* (2003), Chapter 3... On the way home...pp. 37-Online library reserve list.

Student intervention: On the trade-off Methode faces. 1 student

Sept 30: Stories of terrorism as stories of war?

Sylvester, "Terrorwars: Boston, Iraq," *Critical Studies on Terrorism*, 7, 1, 2014, pp. 1-13. Online library reserve.

Anat Berko and Edna Erez, "Gender, Palestinian Women, and Terrorism: Women's Liberation or Oppression?" *Studies in Conflict and Terrorism*, 30:6, 493-519. Online library catalogue.

Student interventions:

1. Your experiences of the Boston marathon bombing and lockdown. 2 students
2. Women involved in terrorism are failed women? 1 student

Oct 2: Mother Courage and Her Children. Paper due: What do we learn about war and gender from Mother Courage?

Bertold Brecht, *Mother Courage and Her Children*. Entire play.

Student interventions:

- Who was Bertold Brecht? 1 student
Sharing ideas on what we learn from the play.

Oct 7: Group 1 presents on the Iraq war

Oct 9: Group 2 presents on the Syria war

Oct 14: Group 3 presents on the Gaza war

Oct 16: Group 4 presents on the Nigerian war

Oct 21: Group 5 presents on the war for Ukraine

Part II I: Selected Topics on Gender and War for Further Investigation

Oct 23: What is a Just War?

Jean Bethke Elshtain, *Just War Against Terror* (New York: Basic Books, 2003). Chapter 3 (“What is a Just War?”) and 4 (“Is the War Against Terrorism Just?”) pp. 46-70 total. Online library reserve.

Anthony Burke, “Just War or Ethical Peace” Moral Discourses of Strategic Violence after 9/11,” *International Affairs*, 80, 2, 2004, pp. 329-353. Online library catalogue.

Student intervention: Opposing views on this proposition: The war against terrorism is just. Bring in issues of gender. 2 students

Oct 28: Thinking about laws of war and how they can be broken: Abdullah Hasan

Judith Butler, “Indefinite Detention,” Chapter 3 in her *Prekarious Life: The Powers of Mourning and Violence* (2004), pp. 50-100. Online library reserve list.

Thomas Smith, “The New Law of War: Legitimizing Hi-Tech and Infrastructural Violence,” *International Studies Quarterly*, 46, 3, 2002, pp. 355-374. Library catalogue online.

Student interventions: summaries of readings. 2 students

Oct 30: Masculinity, emotion, and women in combat. Alex Kreidenweiss. Paper due.

Jennifer Mathers, "Women and State Military Forces," Chapter 6 in Cohn, *Women and Wars*, pp. 124-145.

Sylvester, "War as Emotional Experience," Chapter 4 in *War as Experience*, pp. 87-110.

Nov 4: Cultural artifacts and architectures in war: The Lady of Warka and others

Sylvester, *Art/Museum: International Relations Where We Least Expect It* (2009). Part of chapter 3 ("The International Relations of Saving Art") only pp. 75-83. Online library reserve.

Sylvester, "Power, Security, and Antiquities," Chapter 12 in Jenny Edkins and Adrian Kear, eds. *International Politics and Performance* (2014), pp. 203-220. Online library reserve.

Student interventions: what would you save from war? All

Nov 6: DDR and its aftermath

Dyan Mazurana and Linda E. Cole, "Women, Girls, and Disarmament, Demobilization and Reintegration (DDR)," Chapter 9 in Cohn, *Women and Wars*, pp. 194-214.

Ruth Jacobson, "Women "After" Wars," Chapter 10 in Cohn, ed. *Women and Wars*, pp. 215-241.

Student intervention: What is UN Security Council Resolution 1325? 1 student

Nov 11 Elusive Peace: Why the Treatment of Women Really Does Matter

Valerie Hudson, Bonnie Ballif-Spanvil, Mary Caprioli, and Chad Emmett, "The Heart of the Matter: The Security of Women and the Security of States, Chapter 4 in *Sex and World Peace* (Columbia University Press, 2012), pp. 95-118. Online library reserve list.

Malathi de Alwis, Julie Mertus, and Tazreena Sajjad, "Women and Peace Processes," Chapter 8 in Cohn, *Women and Wars*, pp. 169-193.

Student intervention: Are women the heart of the matter of war and peace? 1 student.

Part III: War in the Future: Taking Zombies Seriously in Thinking About War

This part of the course relies on the novel *World War Z* and a few additional readings as listed. Each group must meet to listen to the audio version as a group –no exceptions to this. Then they must formulate ways of thinking about the war they have studied in the first half of the class in light of the readings for their class presentation in *World War Z*. You may be creative in this section but do not get into a wild science fiction mode. This is a serious exercise.

Nov 13: *World War Z*, Introduction, Warnings.

Daniel Drezner, *Theories of International Politics and Zombies* (Princeton Univ Press, 2011), “The Zombie Literature,” 11-20. Online library reserve.

Nov 18 *World War Z*, Blame, The Great Panic

Groups: Gaza and Nigeria

Reading: Wenona Giles, “Women Forced to Flee: Refugees and Internally Displaced Persons,” Chapter 4 Cohn, *Women and Wars*, pp. 80-101.

Nov 20, *World War Z*, Turning the Tide, Home Front USA

Groups: Iraq and Ukraine

Reading: Pamela Delargy, “Sexual Violence and Women’s Health in War” Chapter 3 in Cohn, *Women and Wars*, pp. 54-79.

Dec 2 *World War Z*: Around the World and Above, Total War, Good-Byes

Group: Syria

Reading: Sylvester, Concluding, Collaging, and Looking Ahead, Chapter 5, *War as Experience*, pp. 111-126.

Students will evaluate the class and each other’s performance in the groups.

Dec 4: FINAL EXAM: In-class essay.

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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: 10-1-2014
2. Department initiating this proposal: Political Science
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

Proposed Catalog Copy/Copies

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

POLS/WGSS 3247. Gender and War

Three credits. Prerequisite: Open to Juniors and higher

Gender aspects of war. Masculinities and militaries; gender-based war violence; laws of war and post-war conditions for male and female soldiers and civilians.

Justification

1. Reasons for adding this course if it is new: This course expands our instruction in international relations.
2. Reasons for cross listing this course: The gender aspects of wars draw significant enrollment from students from Women's, Gender, and Sexuality Studies.
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: WGSS
5. Effects on regional campuses: None
6. Staffing: Dr. Christine Sylvester

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.

Women's, Gender, and Sexuality Studies (WGSS)

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: 9-30-2014

Department or Program Faculty: 09-30-2014

Department or Program Head: 09-30-2014

(Duplicate above, as needed)

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

Meina Cai

860-486-3352

meina.cai@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: October 2, 2014
2. Department: Anthropology
3. 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

3450. Anthropological Perspectives on Art

(285) Three credits.

Approaches to cultural creativity and aesthetics in the graphic and plastic arts of pre-state societies. Examples from North America, Oceania, and Africa.

Justification

1. [Reasons for dropping this course](#): anth 3450W as a CA1 course was approved for GEOC and it would replace 3450 which is not a gen. ed course.
2. Other departments consulted: none
3. [Effects on other departments](#): none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: December 9, 2013
Department Faculty: December 9, 2013
6. Name, Phone Number, and e-mail address of principal contact person:
Françoise Dussart, x64517, francoise.dussart@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: September 4, 2014
2. Department requesting this course: Political Science
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

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

POLS 3209. Sustainable Energy in the 21st Century
Three credits. Open to juniors and higher

Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of energy policies around the world

Items Included in Catalog Listing

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): POLS
2. [Course Number](#): 3209
3. Course Title: Sustainable Energy in the 21st Century
4. [Number of Credits](#): 3
5. [Course Description](#) (second paragraph of catalog entry):

Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of energy policies around the world

Optional Items

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

Justification

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

Energy is truly an interdisciplinary and interconnected topic that requires a holistic approach. At UConn, there are a number of courses that focus on some aspects of energy but there is no course that brings together the political, socioeconomic, environmental, and engineering aspects of developing sustainable energy systems. This course provides a much-needed comprehensive understanding of energy sources and their policy implications.

2. [Academic merit](#):

This course will help students list and explain the main sources of energy and their primary applications in the US and the world; evaluate and compare the true costs of different energy sources on the economy, environment, politics and society as well as relations among countries; describe the principles of sustainability and compare the sustainability of different energy sources; understand the basics of the science and engineering behind different energy technologies; describe the challenges and problems associated with the use of various energy sources; understand the connection between energy, social justice, human rights, environment and public health, and compare different national approaches to energy policy and evaluate the sources of differences and similarities among them.

3. [Overlapping courses](#):

The instructor is also offering another political science course on the politics of oil (Pols 3208). That course almost exclusively covers the history of oil development and the political, geostrategic, environmental and socioeconomic consequences of oil dependency. This new course would include oil but would also cover alternative energy sources such as renewables, nuclear energy and other fossil fuels like coal and natural gas. It would also cover technical and engineering aspects of alternative energy systems. Overall, there is very little overlap between the two classes.

4. Number of students expected: 55+

5. Number and size of sections: 1 section

6. [Effects on other departments](#): This course will be cross-listed with ENGR and HRTS. A professor from CHEG will be co-teaching the course with the political science professor. Therefore, the proposal has been approved by ENGR and HRTS. In addition, all the relevant departments in the CLAS have been consulted.

7. Effects on regional campuses: none

8. [Staffing](#): Prof. Oksan Bayulgen

9. [Dates approved](#) by

Department Curriculum Committee: 09-20-2014

Department Faculty: 10-1-2014

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

Meina Cai
860-486-3352
meina.cai@uconn.edu

Syllabus

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

SUSTAINABLE ENERGY IN THE 21st CENTURY
POLS 3209/HRTS 3209/ ENGR 3209
Spring 2016

Instructors:

Prof. Oksan Bayulgen (Political Science) Oksan.bayulgen@uconn.edu

Prof. Richard Parnas (Chemical Engineering) Rparnas@ims.uconn.edu

Course Description:

States are increasingly under pressure to reform their energy policies given the concerns with global climate change, declining sources of affordable fossil fuels and the geopolitics of supply security. While the need for clean energy seems obvious, the transition to a low-carbon, sustainable economy in many countries around the world has been neither inevitable nor smooth. Needless to say, there are many technological and economic challenges: which energy sources provide the most viable and affordable replacement for fossil fuels? What are the potential and pitfalls of different energy technologies? To what extent can alternative energy sources be integrated into our existing technical and economic systems? How sustainable are they? What would be the cost and benefits to the citizens and the economy in general of reliance on alternative energy sources?

In addition to the technical and economic challenges, there are also many sociopolitical factors that explain why some countries are successful at promoting clean energy alternatives while others continue to perpetuate the dominance of fossil fuels in their economies. This raises questions such as: how are governments responding to opposing pressures to reform their energy policies? Who are the key players in energy debates and who are excluded? What are the human rights concerns associated with access to sustainable energy sources? How are energy issues framed by different interest groups? What are the public perceptions of energy choices and what do governments do to secure public legitimacy for long-term energy reforms? What is the appropriate role of government in supporting the development of alternative energy sources? How are political decisions on energy reform made? Which political institutions make the adoption of energy reforms more likely?

This course provides an interdisciplinary approach to understanding current energy issues. It covers the science, engineering and economics behind alternative energy sources as well as the current energy policies and the politics behind these policies on a cross-national basis. By the end of this course, students will have a fuller understanding of energy dynamics around the world. They will learn how to realistically evaluate the merits of alternative energy resources that can help create a more sustainable future.

Course Objectives:

Upon completion of the course, the students should be able to:

- 1) List and explain the main sources of energy and their primary applications in the US and the world
- 2) Evaluate and compare the true costs of different energy sources on the economy, environment, politics and society as well as relations among countries
- 3) Describe the principles of sustainability and compare the sustainability of different energy sources
- 4) Understand the basics of the science and engineering behind different energy technologies
- 5) Describe the challenges and problems associated with the use of various energy sources
- 6) Understand the connection between energy, social justice, human rights, environment and public health
- 7) Compare different national approaches to energy policy and evaluate the sources of differences and similarities among them

Course Requirements:

- A. **2 Midterm Exams: (100 pts each)** The exams will consist of short answer questions. We will provide a review sheet for the exams and distribute them a week before the exams. The questions on the exams will come from the review sheet.
- B. **Poster Project: (100 pts)** You will be put into groups of 3 or 4 in the beginning of the semester and asked to choose a topic for research from a list of topics that we will provide. Your group research will be presented as a poster at the end of the semester. The poster session will be open to the whole UConn community to view. We will have guest judges to evaluate the merits of your project and presentation. You will also be asked to provide a short memo on your project to be handed to us before your poster presentation. Detailed instructions for the memo and poster presentation will be provided in the beginning of the semester.
- C. **Final Exam: (100 pts)** The exam, which will be cumulative, will consist of a set of short answer questions. We will provide a review sheet for the exam and distribute it during the last week of the semester. The date of the final TBA.

Required Readings:

All required readings (listed below) are available on the huskyct under *course readings*. For some of the readings, the links are provided below.

Some Suggested Readings:

- David J. C. MacKay, *Sustainable Energy without the Hot Air* (UIT Cambridge 2008)
- Jefferson W. Tester et al, *Sustainable Energy: Choosing Among Options* (MIT Press 2012)
- Robert L. Evans, *Fueling Our Future: An Introduction to Sustainable Energy* (Cambridge University Press 2007)
- Godfrey Boyle, Bob Everett and Janet Ramage (eds) *Energy Systems and Sustainability: Power for a Sustainable Future* (Oxford University Press 2004).
- Godfrey Boyle, *Renewable Energy: Power for a Sustainable Future* (Oxford University Press 2012)
- David Elliott, *Sustainable Energy: Opportunities and Limitations* (Palgrave Macmillan 2010)
- Robert U. Ayres and Edward H. Ayres, *Crossing the Energy Divide: Moving from Fossil Fuels to a Clean Energy Future* (Wharton School Publishing 2009)
- David G. Victor, *Global Warming Gridlock* (Cambridge University Press 2011).
- Mark Jaccard, *Sustainable Fossil Fuels* (Cambridge University Press 2005).
- Vaclav Smil, *Energy Transitions: History, Requirements, Prospects* (Santa Barbara: Praeger 2010).
- Michael T. Klare, *Rising Powers, Shrinking Planet: The New Geopolitics of Energy* (New York: Metropolitan Books 2008).
- Kurt M Campbell and Jonathon Price (eds.) *The Global Politics of Energy* (Washington, DC: The Aspen Institute 2008).

Other important information:

- We will provide you with a review sheet before the exams to help you prepare for them. We will also dedicate some class time to your questions before the midterms. You can also use the HuskyCT to exchange questions/ answers with your classmates.
- If you miss an exam because of an emergency (documentation required), you can be given a make-up exam. However, you need to notify us of your reason for the absence in advance. If you miss the make-up exam that is scheduled for everyone, you will not be given another opportunity. There will be no exceptions to this policy.
- Students are required to be available for the final exam. Students must visit the Dean of Students Office if they cannot make their exam. The DOS will give the student his or her instructions thereafter. Please note: vacations, previously purchased tickets or reservations, weddings (unless part of the

wedding party), and other large or small scale social events, are not viable excuses for missing a final exam. Please contact the Dean of Students office with any questions.

- Academic dishonesty will not be tolerated. For information regarding the university policy, see Section VI of “The Student Conduct Code” available at <http://www.dosa.uconn.edu> by clicking on “Judicial Affairs”, then clicking on “Part VI: Academic Integrity in Undergraduate Education and Research”. Also see the link to “Judicial Process FAQ” which is available from <http://www.dosa.uconn.edu> after clicking on the “Judicial Affairs” link. Also, for useful information on plagiarism and the proper use of sources and citations, see “Writing Sources: A Guide for Harvard Students” at: <http://www.fas.harvard.edu/~expos/sources/>
- Our class is available through the HuskyCT. On our class website, you can find the calendar for important dates, the syllabus, lecture outlines (under course materials), grades, links to additional resources, a discussion board and class email list. We will use the HuskyCT to communicate with you: to distribute useful information, test preparation hints and other material. It will also allow you to ask us questions and to learn from other students’ questions.

Schedule of Topics and Readings for the Course

PART I: FOSSIL FUEL DEPENDENCE

Week 1:

Introduction

Energy Profile of the U.S. and the World

*Distribution of reserves (conventional vs. unconventional),
energy production and consumption patterns, key energy actors*

Readings:

US Department of Energy, *Energy Literacy: Essential Principles and
Fundamental Concepts for Energy Education* (2012)

IEA, *World Energy Outlook Executive Summary* 2013

IEA, *Key World Energy Statistics* 2013

Week 2:

Fossil Fuel Addiction (I): Economic Consequences

*Supply security concerns, economic costs to consumers and
governments, resource curse, the Dutch disease, energy poverty*

Readings:

Levi, Michael A. "Energy Security" *Council On Foreign Relations
Working Paper* (June 2010)

McNally, R. and Levi, M., "A Crude Predicament: The Era of Volatile Oil
Prices," *Foreign Affairs* (July/August 2011)

Yergin, Daniel, "There will be Oil" *The Wall Street Journal* (September
17, 2011)

Frankel, Jeffrey, "The Natural Resource Curse: A Survey" *Harvard
Kennedy School Faculty Research Working Paper Series*
(February 2010)

Week 3:

Fossil Fuel Addiction (II): Environmental Consequences

*Oil spills and accidents, energy-related air/water pollution,
greenhouse emissions, public health issues*

Readings:

"How has Fracking Changed Our Future?" *National Geographic* (Feb
19 2013)

<http://energyblog.nationalgeographic.com/2013/02/19/the-big-energy-question-how-has-fracking-changed-our-future/>

"Tar Sands Fever!" *WorldWatch Institute* (January 8, 2014)

<http://www.worldwatch.org/node/5287>

"The Lasting Impact of Deepwater Horizon: Five Reasons We Can't Forget About the BP Oil Spill" *Center for American Progress* (19 April 2012)

<http://www.americanprogress.org/issues/green/news/2012/04/19/11409/the-lasting-impact-of-deepwater-horizon/>

"Arctic Oil Spill is Certain if Drilling Goes Ahead, Says Top Scientist" *The Guardian* (19 September 2013)

<http://www.theguardian.com/world/2013/nov/19/arctic-oil-drilling-russia>

Week 4:

Fossil Fuel Addiction (III): Political, Human Rights and National Security Consequences

Oil conflicts/wars, resource nationalism, oil weapon, pipeline politics, oil-related human rights violations, oil curse and democracy deficit

Readings:

Shrader-Frechette, Kristen "Human Rights and Duties to Alleviate Environmental Injustice." *Journal of Human Rights* 6, 1 (2007): 107-130

Colgon, Jeff D. "Fueling the Fire: Pathways from Oil to War" *International Security* 38:2 (2013): 147-180

Ross, Michael L. "Blood Barrels: Why Oil Wealth Fuels Conflict," *Foreign Affairs* (May/June 2008)

Kelley, Michael "Look at the Conflicts That Were and Will be Caused By Oil" *Business Insider* (Jun 28 2012)

<http://www.businessinsider.com/how-oil-has-driven-global-conflict-for-the-past-100-years-presentation-2012-6?op=1>

Week 5:

Review Session/Group Time

MIDTERM 1

PART II: SUSTAINABILITY OF ALTERNATIVE ENERGY SOURCES

Week 6:

Non-Fossil, Non-Renewable Energy Source: Nuclear

Readings:

<http://www.eia.gov/nuclear/>. Explore this web site and follow the links to gain an understanding of the nuclear fuel cycle, and relative benefits and problems of nuclear generated electric power compared to fossil fuel generated electric power.

Renewable Energy: Hydropower

Readings:

<http://www.canyonhydro.com/guide/index.html>.

Look through all the slides in this guide to building your own small hydropower system. Identify the critical concepts and the practical considerations.

Week 7:

Renewable Energy: Solar, Geothermal

Readings:

http://en.wikipedia.org/wiki/Solar_energy. Explore this web site and follow the more detailed links to photovoltaics and to concentrated solar power to gain an understanding of the major technologies and relative benefits compared to other forms of energy production.

Renewable Energy: Wind

Readings:

http://en.wikipedia.org/wiki/Wind_turbine. Explore this web site and follow the more detailed link to wind turbine design to learn the key design requirements. Focus especially on the materials and production of the blades using composite materials.

Week 8:

Renewable Energy: Biomass

Readings:

<http://www.afdc.energy.gov/>. Explore this web site and follow the more detailed links to gain an understanding of relative benefits and deficiencies of the different types of fuels compared to standard petroleum fuels such as gasoline and diesel.

Parnas, R.S, M. Pomykala, I. Noshadi, Ch.12. Processing Issues in Biofuels Production, in *New and Future Developments in Catalysis. Catalytic Biomass Conversion*, S.L. Suib, Ed., Elsevier, Amsterdam, 2013.

Week 9:

Spring Break – No classes

Week 10:

Electricity- Generation, Transmission and Use

Energy Efficiency and Conservation

Readings:

“Energy Delivery and Storage Basics” NREL-National Renewable Energy Laboratory,
http://www.nrel.gov/learning/delivery_storage.html (read all the sublinks)

“Advanced Vehicles and Fuels Basics” NREL-National Renewable Energy Laboratory,
http://www.nrel.gov/learning/advanced_vehicles_fuels.html
(read all the sublinks)

http://en.wikipedia.org/wiki/Smart_grid. Explore this web site and the links to more detailed descriptions of smart meters and phasor measurement unit to develop an understanding of the evolution of our electrical system in the 21st century.

Week 11:

Review Session/Group Time

MIDTERM 2

PART III: ENERGY POLICIES AND CHALLENGES

Week 12:

Government Policy Tools for Sustainability

Readings:

REN21, Renewable Energy Policy Network for the 21st Century,
Renewables 2013 Global Status Report, Chapter 4: Policy Landscape (2013), pp. 65-79

Renewable Energy: Markets and Prospects By Region, Information Paper *International Energy Agency* (November 2011)

“Decoupling natural resource use and Environmental Impacts From Economic Growth” *UNEP report* (2011)
http://www.uncsd2012.org/content/documents/Decoupling_Report_English.pdf

Week 13:

Comparative Energy Policies: Economic, Technological and Political Challenges

Readings:

Duffield, John S. and Charles R. Hankla, “The Efficiency of Institutions: Political Determinants of Oil Consumption in Democracies,” *Comparative Politics* 43:2 (2011), pp. 187-205.

- Laird, Frank N., and Christoph Stefes, "The Diverging Paths of German and United States Policies for Renewable Energy: Sources of Difference," *Energy Policy* 37 (2009): 2619-29
- Busby, J., "Chapter II: Overcoming Political Barriers to Reform in Energy Policy," in Sharon Burke and Christine Parthemore (eds). *A Strategy for American Power: Energy, Climate and National Security* (Center for a New American Security 2008), pp. 35-67
- Matthews, C. , "Chapter III: Energy, Climate Change and Public Opinion," in *A Strategy for American Power...*, pp.67-77
- Furman, J. et al, "Chapter V: Overcoming the Economic Barriers to Climate Change and Economic Security," *A Strategy for American Power...*, pp. 97-118

Week 14:

State of Connecticut and UCONN Energy Policies

Readings:

State Of Connecticut, Department of Energy and Environmental Protection website

http://www.ct.gov/deep/cwp/view.asp?a=4405&Q=481600&depNav_GID=2121

UCONN Office of Environmental Policy website

<http://ecohusky.uconn.edu/>

Week 15:

**POSTER SESSION (Location TBA- open to public)
Conclusions**

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: Sept 29, 2014
2. Department initiating this proposal: Political Science
3. Effective Date (semester, year): Spring 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy/Copies

Proposed Catalog Copy/Copies

POLS 3209/ HRTS 3209/ ENGR 3209. Sustainable Energy in the 21st Century
Three credits. Open to juniors and higher

Political, socioeconomic, environmental, science and engineering challenges of energy sources; comparison of feasibility and sustainability of energy policies around the world

Justification

1. [Reasons for adding this course if it is new:](#)

Energy is truly an interdisciplinary and interconnected topic that requires a holistic approach. At UConn, there are a number of courses that focus on some aspects of energy but there is no course that brings together the political, socioeconomic, environmental, and engineering aspects of developing sustainable energy systems. This course provides a much-needed comprehensive understanding of energy sources and their policy implications.

2. Reasons for cross listing this course:

A wider range of students with very different backgrounds and skills can benefit from the interdisciplinary nature of this course.

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](#):

Some elements of this course are being taught in other courses offered by a number of CLAS and ENGR departments. Therefore, all the relevant departments have been consulted.

5. Effects on regional campuses: none

6. [Staffing](#): Prof. Oksan Bayulgen and Prof. Richard Parnas

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.

POLS, HRTS, ENGR

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:

Department or Program Faculty:

Department or Program Head:

(Duplicate above, as needed)

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

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: 11/7/14
2. Department requesting this course: Anthropology
3. Nature of Proposed Change: access
4. 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

3451. Native American Arts

(252) (Also offered as [ARTH 3715](#).) Three credits. Prerequisite: Open to juniors or higher.

A topical survey of the arts of Native American culture in the United States and Canada.

Proposed Catalog Copy

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

3451. Native American Arts

(252) (Also offered as [ARTH 3715](#).) Three credits. Prerequisite: Open to sophomores or higher.

A topical survey of the arts of Native American culture in the United States and Canada.

Justification

1. Reasons for changing this course: This change was requested by Fine Arts: "This change brings Art History courses in line with the pattern of Humanities offerings in CLAS since the introduction of the 4 tiered numbering system by permitting sophomores to take 3000-level courses rather than restricting such courses to juniors and higher. Until now Art History faculty often have waived the "juniors and above" requirement, but this blanket

change responds to considerable student interest by permitting sophomores to move ahead more rapidly by taking non-W classes immediately.”

2. Effect on Department’s curriculum: none
3. Other departments consulted: Art and Art History
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing: no change

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E:
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: 11/2/14
Department Faculty: 11/2/14
2. Name, Phone Number, and e-mail address of principal contact person:
Francoise Dussart francoise.dussart@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: 6 October 2014
2. Department requesting this course: Human Development and Family Studies
3. Semester and year in which course will be first offered: Spring 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!

3311W. Parenting and Parenthood

Four credits. Prerequisite: HDFS 2100 or PSYC 2400; and HDFS 1070 or 2200; open to juniors or higher.

Parent behavior and the dynamics of parenthood; interpersonal, familial, and societal roles of parents and variables influencing these roles across the lifespan.

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HDFS
2. Course Number: 3311
3. Course Title: Parenting and Parenthood
4. Number of Credits: 4
5. Course Description (second paragraph of catalog entry):
Parent behavior and the dynamics of parenthood; interpersonal, familial, and societal roles of parents and variables influencing these roles across the lifespan.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: HDFS 2100 or PSYC 2400; HDFS 1070 or 2200
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: open to juniors or higher
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": W
12. S/U grading: no

Justification

1. Reasons for adding this course: To make writing-intensive courses in HDFS more available to students and particularly so within given content areas.
2. Academic merit: This will be a W version of the existing HDFS 3311, with additional

writing instruction and assignments to help students sharpen their understanding of key issues in parenting, and how they are likely to affect their own lives (and the lives of their children).

3. Overlapping courses and departments consulted: HDFS 3311 (non-W)

4. Number of students expected: 38

5. Number and size of sections: 1

6. Effects on other departments: none (possibly reduce the pressure on their W courses?)

7. Effects on regional campuses: none (all campuses may offer either version of the course)

8. Staffing: existing staffing

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: _____

c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by

Department Curriculum Committee: October 1, 2014

Department Faculty: October 8, 2014

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

Syllabus

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

HDFS 3311W - Parenthood and Parenting
Spring Term 2015

Mon Wed 2:00pm to 3:15pm, Room FSB 202

Prof. Charles M. Super

charles.super@uconn.edu - office hours by appointment

Course description: Parent behavior and the dynamics of parenthood; interpersonal, familial, and societal roles of parents, and variables influencing these roles across the lifespan.

This is a W course, with guidance on expository writing to be included in the lectures and materials provided. Students will write four papers of 5 pages each. The first three papers will be critiqued (some by fellow students, some by the instructor) before a final version is prepared for grading. According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for the writing components.

Grading: You are expected to prepare for, attend, and participate in every meeting of the class; legitimate exceptions are of course allowed. Final grades will be based on the following:

class quizzes (30%) - There will be a brief quiz in *every* class meeting (well, almost) to assess your comprehension of readings that are due that day, and of the previous lecture. Your lowest quiz grade will be dropped, no questions asked. Beyond that, you will need to convince me (e.g. with a doctor's note etc.) why a missing quiz should not be counted as an F. In any case, you will ultimately be responsible for catching up on missed class material.

This is a W course: A total of 15 typed double-spaced pages must be completed with multiple drafts and revisions expected.

Reflection papers (30%) - You will write three papers of five double-spaced pages (~1,250 words) on each of the following topics (following reading/viewing and usually some discussion); you will be provided with specific feedback, and you will revise them once before the final version is submitted .

- (1) Your parenting dispositions (based on Metaphor and Temperament results);
- (2) Models and issues of parenting in the film *Parenthood*;
- (3) Expressions of culture in the documentary *Preschool in Three Cultures*.

Midterm (30%) - You will take a midterm exam scheduled during class; it is open-book, open-notes, no electronics.

Final paper (10%) As a summative exercise, you will write a five-paper paper on how you expect parenthood (or its absence) to fit into your "life-span rainbow" (from the reading).

Required texts: none. However, you will be required to purchase an on-line temperament questionnaire (\$12). **Readings** will be posted on Husky/CT.

Also considered an integral part of this syllabus are four items found on the HDFS 3311 Husky/CT website: (1) A departmental statement on classroom climate; (2) a university statement on academic integrity; (3) information for students who think that they may need accommodations because of a disability; and (4) an introduction to the university Writing Center. There may be adjustments to this syllabus as the term progresses; they will be announced in class.

Course materials provided to you, including presentations, PowerPoints, lectures, tests, outlines, study guides, and similar materials, are copyright-protected by the instructor. You may make copies of course materials solely for your own use. You may NOT copy, reproduce, or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member's express permission. Violation of this prohibition may subject you to discipline under the University of Connecticut Student Code of Conduct and Academic Integrity Policy, as well as prosecution under Federal copyright law.

Class Schedule

Date	Lecture	Activity	Due in Class
Wed Jan 21	Introduction	Introductions	
Mon Jan 26	Why parenthood?	demographics; family change; CBQ	Read: Shorto; Decline of marriage; Bring: Your score and thoughts on: http://www.pewsocialtrends.org/attitudes-about-the-changing-american-family/
Wed Jan 28	Metaphors of parenting	Discuss CBQ results	Read: 02: <i>Metaphors</i>
Mon Feb 2	Temperament	Discuss: your metaphors. Assign ATQ	Read: 03-Carey 1
Wed Feb 4		Discuss: ATQ results Assignment for paper#1	Read: 04a-Carey 2; 04b-Sroufe Bring: Your ATQ results
Mon Feb 9	Behavior management		Read: 05-Behavior Management Flow Chart Draft of Paper#1 – your dispositions
Wed Feb 11	Behavior management	Reviews drafts	Read: 06-Storr <i>et al.</i> ; 07-Williford <i>et al.</i> Draft#1 returned
Mon Feb 16	Gene-environment interaction	Read:	Read: 08-Gershoff; 09-orchid genes; 10-Nature of Nurture
Wed Feb 18	Talk to your child		Read: 11-9-year-old psychopath Final Paper #1
Mon Feb 23	Perspectives, familiar and otherwise		Read: 13a-Farrell, 13b-Rogers (13-optional if you wish)
Wed Feb 25	Prevention		Read: 14-Triple-P, 15-two-year window
Mon Mar 2		<i>Parenthood</i> : part 1	
Wed Mar 4		<i>Parenthood</i> : part 2 Assignment for paper#2	
Mon Mar 9	Discussion and review	Draft reviews; review for exam	Draft of Paper#2: <i>Parenthood</i>
Wed Mar 11		MIDTERM EXAM Drafts returned	
Mar 16-18	☺ SPRING BREAK ☺		
Mon Mar 23	Parental ethnotheories	Your parents' theories	Read: 16-Harkness & Super/SGI Final Paper#2
Wed Mar 25	Preschool and kindergarten	<i>Preschool in 3 cultures</i> Assignment for paper#3	
Mon Mar 30		<i>Babies</i> part 1	Draft of Paper#3- <i>Preschool</i> .
Wed Apr 1		<i>Babies</i> part 2 Review drafts	Read: 21- <i>My home in Africa</i>
Mon Apr 6	Global parenting	Discuss: <i>Babies</i>	Read: 22-toxic stress Final Paper#3
Wed Apr 8	Culture change	<i>Bend it like Beckham</i>	
Mon Apr 13	Culture change	<i>Bend it like Beckham</i>	<i>Raghavan et al</i>
Wed Apr 15	French, African, Chinese – really?		Read: 17&18-Tiger Mom, 19-Olopade, 20-Aamodt&Wang
Mon Apr 20	Fathers and fathering	<i>The other f* word</i> part 1	Read: 23- <i>Why fathers really matter</i> ; 24-Sack, 25-O'Connell
Wed Apr 22		<i>The other f* word</i> part 2	
Mon Apr 27	Parenting and life: the Rainbow	Assignment for paper#4	Read: <i>Life-span, life-space rainbow</i>
Wed Apr 29		Rainbow discussion	Final Paper#4-your rainbow

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: 10/6/2014
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!

3540 W. Child Welfare, Law, and Social Policy
Three credits. Prerequisites: HDFS 2100 or PSYC 2400; and HDFS 2004W or PSYC 2100;
open to juniors or higher; open only to HDFS majors.
Examines the methods through which empirical social science research can influence law
and public policy affecting children and families.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HDFS
2. Course Number: 3540 W
3. Course Title: Child Welfare, Law, and Social Policy
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry):
Examines the methods through which empirical social science research can influence law
and public policy affecting children and families.

Optional Items

6. Pattern of instruction, if not standard: Once per year.
7. Prerequisites, if applicable: HDFS 2100 or PSYC 2400; and
HDFS 2004W or PSYC 2100.
 - a. Consent of Instructor, if applicable: --
 - b. Open to sophomores/juniors or higher: Open to juniors or higher
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable: Open only to HDFS majors
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": W
12. S/U grading: No.

Justification

1. Reasons for adding this course: Departmental request to add regularly offered W courses within content areas (in this instance, the HDFS law/policy required area).
2. Academic merit: HDFS 3540 (the non-W version) has been taught regularly as one of the options in the HDFS law/policy required area. The W version would provide instruction, feedback, and experience in scientific writing (i.e., a literature review) and translational writing (i.e., a policy brief, which communicates scientific findings to a lay or applied audience).
3. Overlapping courses and departments consulted: n/a
4. Number of students expected: 38 or 57.
5. Number and size of sections: 1 class, but with grading assistance by one TA (if 38) or two TAs if 57)
6. Effects on other departments: n/a
7. Effects on regional campuses: The course could be offered as an option for a W in HDFS at regional campuses.
8. Staffing: Professor Britner is willing to teach the course regularly (annually, in most instances, for the near term). TAs would be assigned for grading support based on enrollment.

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: October 1, 2014
Department Faculty: October 8, 2014
2. Name, Phone Number, and e-mail address of principal contact person:

Syllabus

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

CHILD WELFARE, LAW, AND SOCIAL POLICY (HDFS 3540 W)

Fall 2015, Human Development & Family Studies (HDFS), University of Connecticut

- Professor:** [Preston A. Britner, Ph.D.](#)
Professor and Philip E. Austin Endowed Chair in HDFS
- Class:** Tuesdays and Thursdays, 9:30 – 10:45 a.m.,
School of Business, Room 211
- Office Hours:** Tuesdays and Thursdays, 11-12, in my office (Family Studies Building; FSB, Room 340), or by appointment (please email). You may reach me most days during the week in my office – in person, by phone/voicemail (486-3765), or via email (Preston.Britner@UConn.edu). Email (not HuskyCT email) is preferred to voicemail.

Catalog Description of the Course:

Examines the methods through which empirical social science research can influence law and public policy affecting children and families.

Detailed Course Description:

The goal of the class is to acquaint students with: various areas in which public policies and laws affect children and families, and in which family/social science research and practice are germane to legal policy (and case law); the methods through which empirical research findings may influence case law and legislation (*amicus curiae* and policy briefs); intensive, empirical examinations of contemporary social problems that relate to children and families; and, the relationship between the fields of family studies/social science, policy, and law, and how this knowledge can affect study design and dissemination. Key areas of focus will include: primary prevention vs. secondary and tertiary intervention approaches to promoting child/family welfare and mental health; policies and services directed toward individuals with special needs; and, family violence prevention and intervention efforts. Writing of a research literature review and a translational science brief will be taught and evaluated, from draft to finished product.

Policies:

Students are expected to complete readings, attend class regularly, and participate in class discussions. Assignments are due at the start of class and will be lowered one grade (e.g., B+ to B) for each day (or partial day) they are late. Late assignments should be delivered to me in my office. Absence from an exam or an in-class presentation will result in a grade of zero unless: (a) you notify me in advance; and (b) an adequate excuse is provided (e.g., medical excuse from physician). If you are unable to attend class, complete an assignment, etc., please make arrangements with Prof. Britner in advance of the date.

The University of Connecticut standards (see http://www.dos.uconn.edu/student_code.html) of academic climate and integrity will, of course, apply to the students in the course, as will the HDFS climate standards (see <http://familystudies.uconn.edu/undergraduate/climate.html>) -- for the faculty member and the students.

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

Copyright: Course materials provided to you, including presentations, PowerPoint slides, lectures, tests, outlines, study guides, and similar materials, are copyright protected by the faculty member teaching this course. You may make copies of course materials solely for your own use. You may NOT copy, reproduce, or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member's express permission. Violation of this prohibition may subject the student to discipline under the University of Connecticut Student Code of Conduct and Academic Integrity Policy.

W Course

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

For each writing assignment, you will turn in a first version (draft), which will be read, commented on, and graded by your instructor. After receiving comments on your first version, you will write a final version that takes into account the comments you have received. In addition to the revision process, writing will be taught by sharing examples, critiquing papers and briefs, and in-class sessions related to researching, organizing, citing/referencing, and writing the literature reviews and the briefs.

University Writing Center: All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level

concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.

Course Grading/Requirements

25%	Mid-term Exam (short answer format); Oct. 8
10%	Class Participation (including in-class assessments of comprehension of readings)
25%	10-page Research Paper; draft Oct. 1; revised Oct. 15
25%	5-page Policy/Legal Brief; draft Oct. 29; revised Nov. 12
15%	Oral Presentation of Brief; Dec. 1 or 3

Your final letter grade (on the standard UConn scale; e.g., 80.0 - 82.9 = B-; 83.0 - 86.9 = B) will be based on your cumulative point total (0 to 100) accrued from these five scores.

Mid-term Exam

The mid-term exam will include material from lecture/class and readings. It will follow a short answer (essay) format. Exam format and example questions will be provided in order to guide your preparation. There will not be a final exam in the class.

Class Participation

The participation grade will be based on active and thoughtful participation in class discussions and periodic in-class assessments of comprehension of the readings (especially after the mid-term exam).

Research Paper

This is a 10-page literature review paper. It is an APA-style (6th ed.) critical review of the social scientific literature on the topic of your choice (and will provide the empirical background for the brief you will write and the oral brief you will deliver in class). [See the grade sheet (at the end of the syllabus) for details on what is expected.]

Policy/Legal Brief

This is a 5-page, double-spaced, typed document (plus references) that summarizes the issues and a few key points from your research on a legal/policy topic of your choice. The brief will flow from the research paper, but you will write it for the layperson, assuming no previous knowledge of family studies research. However, back up your statements with references to a few key research studies (and include those references in a References section, using APA, 6th ed., style).

Your brief should consist of: a clear statement of the issue; a critical review of the literature (noting strengths and limitations of research methodology); conclusions about what is known from the convergent findings, and what is still not conclusively known; and, recommendations for action. [See the grade sheet (at the end of the syllabus) for details on what is expected.]

You will choose *one of the two* written options; most students opt for the policy brief.

Legal (Amicus Curiae) Brief

Having become “expert” on a social science topic relevant to the law (i.e., in your research paper), you will write a friend-of-the-court (amicus curiae) brief for a judge who is hearing a case. You should present: an introduction to the issue you are addressing (e.g., how should a 5-yr-old’s exposure to domestic violence influence a custody ruling?), and how it is directly relevant to the case at hand; a short summary of the research findings (including “both sides” as applicable); your conclusion as a scientist/researcher about what the research suggests (and any limitations); and, a direct recommendation to the judge about what s(he) should do in this case.

--or--

Policy Briefing Memo

A briefing memo is one of the major forms of communication between legislators/policy makers and their staff or an interested party. The construction of such a document, after reviewing the social science review of a topical area (i.e., in your research paper), will provide you with practice in preparing a succinct summary of information for practitioners and policy makers. The memo should address a specific issue on which an intervention or policy is being considered. Your task is to: summarize the issue; present the relevant perspectives and the associated research support; and, make a recommendation for action.

Oral Presentation of Brief

You will have 5 minutes to present your oral argument/brief (as if the class were the appropriate court or legislative body you seek to address). You will then field questions from the class (for up to 2 minutes). [See the grade sheet (at the end of the syllabus) for details on what is expected.]

Required Readings:

Culp, A. M. (Ed.) (2013). *Child and family advocacy: Bridging the gaps between research, practice, and policy*. New York: Springer. [paperback; ISBN 978-1-4939-1573-6]
 Perrin, R. (2012). *Pocket guide to APA style* (5th ed.). Boston: Wadsworth-Cengage Learning. [You may already have this from HDF5 2004W.]

Several other readings will be available on the class HuskyCT page in a “required readings” folder.

Readings are listed under each class on the Semester Schedule on the day they are "due." Come prepared to discuss the readings and raise any questions or ideas you might have about the readings.

Library Resources

Key journals to consult

- *Behavioral Sciences and the Law*
- *Law and Human Behavior*
- *Law and Psychology Review*
- *Psychological Science in the Public Interest*
- *Psychology, Public Policy, and Law*

Also

- *American Psychologist*
- *Child Abuse & Neglect*
- *Child Development*
- *Developmental Psychology*
- *Family Relations*
- *Journal of Child and Family Studies*
- *Journal of Family Psychology*
- *Journal of Marriage and Family*
- *The Journal of Primary Prevention*
- *Journal of Social Issues*

Other library tools to look for sources:

Use the Library data bases (especially LEXIS NEXIS and PsycINFO, which are both linked off the library's home page, <http://www.lib.uconn.edu/> under databases) to find books, chapters, and journal articles (PsycINFO) and legal materials and policy-relevant news/current events (LEXIS NEXIS).

Other campus resources:

See campus calendars for relevant civic/law/policy events. You are encouraged to participate in these and other relevant activities on the campus. As noted above, the University Writing Center (in Rowe/CUE) is available for assistance with all writing projects.

HDFS 3540 SCHEDULE OF CLASSES (Fall 2015)

Readings: Chapters refer to the Culp (2013) text.
Cases and other required readings will be available on HuskyCT

Optional readings are mentioned in case they may be helpful to you – especially if you are writing your brief on a related topic.

Week 1 (Sept. 1, 3) **Introduction to the course.**

- What do HDFS/social sciences have to contribute to law and policy?
- Law: the tensions of the child-family-state triad, and an idea of the key issues.
- Policy: basics of legislation, and a guide to internet & library resources (so that you can find pending laws and cases, as well as academic sources).
- Writing expectations and preparation.

Reading:
Ch. 1

Week 2 (Sept. 8, 10) **Family law perspectives;
Advocacy and children's mental health promotion.**

- The U.S. legal system
- The rights of children
- Promoting positive outcomes through law and policy
- Researching and structuring your literature review

Reading:
Ch. 2, 3

Week 3 (Sept. 15, 17) **Family law cases;
Researching and drafting your 1st paper.**

Reading: Cases: *Brown v. Board of Educ. of Topeka*; *Wisconsin v. Yoder*; *Prince v. Mass.*

Optional:
Britner, P. A., & Alpert, L. T. (2005). Writing *amicus curiae* and policy briefs: A pedagogical approach to teaching family law and policy. Special issue: Teaching family law and family policy. *Marriage and Family Review*, 38(2), 5-21.

Roesch, R., Golding, S. L., Hans, V. P., & Reppucci, N. D. (1991). Social science and the courts: The role of amicus curiae briefs. *Law and Human Behavior, 15*, 1-11.

Week 4 (Sept. 22, 24)

Child custody issues.

Writing a strong literature review and critique

Reading:

Elrod, L. D., & Dale, M. D. (2008). Paradigm shifts and pendulum swings in child custody: The interests of children in the balance. *Family Law Quarterly, 42*(3), 381-418.

Cases: *Anna J. v. Mark C.*; *In the Matter of Baby M.*

Week 5 (Sept. 29, Oct. 1)

**Child abuse & neglect (and family violence);
Foster care and adoption; homelessness.**

RESEARCH PAPER DRAFT DUE (Oct. 1)

Reading:

Ch. 5, 6, and 12

Case: *Deshaney v. Winnebago Co. DSS.*

Optional:

Alpert, L. T., & Britner, P. A. (2005). Social workers' attitudes toward parents of children in child protective services: Evaluation of a family-focused casework training program. *Journal of Family Social Work, 9*, 33-64.

Britner, P. A., & Mossler, D. (2002). Professionals' decision-making about out-of-home placements following instances of child abuse. *Child Abuse & Neglect: The International Journal, 26*, 317-332.

Britner, P. A., & Reppucci, N. D. (1997). Prevention of child maltreatment: Evaluation of a parent education program for teen mothers. *Journal of Child and Family Studies, 6*, 165-175.

Cicchetti, D., & Carlson, V. (Eds.) (1989). *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect*. New York: Cambridge University Press.

Goldstein, J., Freud, A., & Solnit, A. J. (1979). *Beyond the best interests of the child (2nd ed.)*. New York: The Free Press.

Mnookin, R. H. (1973). Foster care: In whose best interest? *Harvard Educational Review, 43*, 599-638.

Russell, B. S., Trudeau, J., & Britner, P. A. (2008). Intervention type matters in primary prevention of abusive head injury: Event history analysis results. *Child Abuse & Neglect: The International Journal, 32*, 949-957.

Steinhauer, P. D. (1991). *The least detrimental alternative: A systematic guide to case planning and decision making for children in care*. Buffalo, NY: University of Toronto Press.

Week 6 (Oct. 6, 8) **Integrating housing and child welfare systems;
Midterm Exam (Thursday, Oct. 8).**

Reading:

Ch. 17

Farrell, A. F., Luján, M. L., Britner, P. A., Randall, K. G., & Goodrich, S. A. (2012). "I am part of every decision": Client perceptions of engagement within a supportive housing child welfare programme. Special issue: Parental engagement with services when children may be at risk. *Child and Family Social Work, 17*, 254-264.

Optional:

Farrell, A. F., Britner, P. A., Guzzardo, M., & Goodrich, S. (2010). Supportive housing for families in child welfare: Client characteristics and their outcomes at discharge. *Children and Youth Services Review, 32*, 145-154.

Week 7 (Oct. 13, 15) **Children and the courts (focus: children as witnesses).
RESEARCH PAPER DUE (Oct. 15)**

Reading:

Goodman, G. S., Quas, J. A., & Ogle, C. M. (2009). Child maltreatment and memory. *Annual Review of Psychology, 61*, 325-351.

Case: *Coy v. Iowa*

Optional:

Lamb, M. E., Orbach, Y., Hershkowitz, I., Esplin, P. W., & Horowitz, D. (2007). A structured forensic interview protocol improves the quality and informativeness of investigative interviews with children: A review of research using the NICHD Investigative Interview Protocol. *Child Abuse & Neglect, 31*, 1201-1231.

Week 8 (Oct. 20, 22) **Adolescent competence/capacities.
Consent and decision making, reproductive rights.
Format and focus of briefs (translational writing)**

Reading:

Ch. 15

Britner, P. A., LaFleur, S. J., & Whitehead, A. J. (1998). Evaluating juveniles' competence to make abortion decisions: How social science can inform the law. *The University of Chicago Law School Roundtable: A Journal of Interdisciplinary Legal Studies, 5*, 35-62.

Cases: *Carey v. Population Services International*; *Parham v. J.R.*; *Tarasoff v. Regents of the U. of Cal.*

Week 9 (Oct. 27, 29)

Public policy: Issues and obstacles.
BRIEF DRAFT DUE (Oct. 29)

We will spend some time learning the ropes and methods of the policy arena, with a focus on community violence.

Reading:
 Ch. 14

Optional:

- American Psychological Association Division 37 Task Force for Child and Family Advocacy Training (2006). *APA Division 37's guide to advocacy: Legislative support for children, youth, and families*. Washington, DC: Author.
- De Graaf, J., & Batker, D. K. (2011). *What's the economy for, anyway? Why it's time to stop chasing growth and start pursuing happiness*. New York: Bloomsbury.
- Edelman, M. (1981). Who is for the children? *American Psychologist*, *36*, 109-116.
- Greenberger, E. (1983). A researcher in the policy arena: The case of child labor. *American Psychologist*, *34*, 104-111.
- O'Neil, J. M., & Britner, P. A. (2009). Training primary preventionists to make a difference in people's lives. In M. E. Kenny, A. M. Horne, P. Orpinas, & L. E. Reese (Eds.), *Realizing social justice: The challenge of preventive interventions* (pp. 141-162). Washington, DC: American Psychological Association.
- Reppucci, N. D., & Aber, M. (1987). Views of public policy psychologists. *The Clinical Psychologist*, *Spring*, 36-38.
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Week 10 (Nov. 3, 5)

Juvenile justice and violence.

Reading:
 Ch. 11

Cases: *In re Winship*; *In re Gault*; *Kent v. U.S.*; *Fare v. Michael C.*

Optional:

- Crosby, C. A., Britner, P. A., Jodl, K. M., & Portwood, S. G. (1995). The juvenile death penalty and the Eighth Amendment: An empirical investigation of societal consensus and proportionality. *Law and Human Behavior*, *19*, 245-261.
- Tate, D. C., Reppucci, N. D., & Mulvey, E. P. (1995). Violent juvenile delinquents: Treatment effectiveness and implications for future action. *American Psychologist*, *50*, 777-781.
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Week 11 (Nov. 10, 12)

Education; Special education
BRIEF DUE (Nov. 12)

Reading:
 Ch. 9, 16

Week 12 (Nov. 17, 19)

Federal family policy debates (e.g., early education and child care policy; family & medical leave).

Reading:
 Ch. 8

Wisensale, S. K., & Britner, P. A. (2000). Family leave. In L. Balter (Ed.), *Parenthood in America: An encyclopedia (Vol. 1)* (pp. 212-216). Denver: ABC-CLIO.

No Class, November 24 and 26



Happy Thanksgiving!

Week 13 (Dec. 1, 3)

Oral Presentations of Briefs (both days)

Week 14 (Dec. 8, 10)

Welfare and health care reform.

Discussion of the social safety net, and the role of economic policies;
 Semester wrap-up: The future of family policy and law;
 Teaching evaluations (time allowed in class; bring laptop, tablet, or smartphone)

Reading:
 Ch. 4

Optional:

American Psychological Association. (2014). Guidelines for prevention in psychology. *American Psychologist*, 69, 285-296.

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## Research Paper Grade Sheet

Name \_\_\_\_\_

**Research Paper Grade \_\_\_\_\_ out of 25 points**

\_\_\_ A 10-page (approximately), double-spaced paper (plus references)

### **Completeness and timeliness**

The literature review is complete and timely. It contains information that is relevant and/or essential to understanding the topic, current, and sufficiently inclusive to bring the reader to a clear appreciation of central issues.

\_\_\_ Has a clear statement of the issue

\_\_\_ References (probably about 15-25 of them) are strong

\_\_\_ Well-researched: good selection and use of relevant research articles (esp. primary, that is empirical, articles).

### **Integration of theory**

Relevant theories are discussed, integrated, and their bearing on the topic and research is clear.

\_\_\_ Written as a critical review of the literature (noting strengths and limitations of research methodology).

\_\_\_ Logically organized: states a social scientific thesis or question, addresses it support from the relevant research literatures, and comes to a conclusion about what we do and do not know about the topic.

### **Contribution**

The document goes beyond a “simple” review to include critical analysis of the existing literature. The author compiles and combines the information in a novel or unique way, creating a synthesis that qualifies as an original contribution.

\_\_\_ Well-integrated: demonstrates good understanding of the topic, research is CRITIQUED, and ideas from the articles are INTEGRATED rather than summarized, one after the other.

\_\_\_ Provides recommendations for future research and/or implications.

### **Scholarly style**

The document has a scholarly tone and format, adheres to scholarly standards (e.g., appropriate use and number of citations), and consistently and properly employs APA style (or another acceptable format).

\_\_\_ Written in APA (6<sup>th</sup> ed.) style, with in-text citations like (Britner, 1986) or (Ortiz, Martinez, & Varitek, 2004) followed by (Ortiz et al., 2004)

\_\_\_ Objective and scientific: doesn't go beyond the data in statements or conclusions; stays in the 3rd person.

### **Quality of writing**

The product is clear, professional, coherent, and well organized. The document is properly prepared (e.g., typographical errors and errors of style and usage are absent).

\_\_\_ Well-written: spelling, punctuation, sentence structure, style.

**LAW/POLICY BRIEF GRADE SHEET**

**Name:** \_\_\_\_\_

**Written Brief Score:** \_\_\_\_ out of 25 points

**Legal (*Amicus Curiae*)** \_\_\_\_ **or Policy** \_\_\_\_ **Brief**

\_\_\_\_ 5-page, double-spaced, typed document

(plus references \_\_\_\_; possibly appendix with case \_\_\_\_ or bill/policy text \_\_\_\_)

**Quality of Content:**

\_\_\_\_ well-researched: good use of relevant research articles (esp. primary, empirical, articles) – but a focus on just a few key articles for purposes of the brief.

\_\_\_\_ well-integrated: demonstrates good understanding of the topic, research may be **CRITIQUED**, if appropriate; ideas from the articles are **INTEGRATED** rather than summarized, one after the other.

\_\_\_\_ logical argument is made, cohesively

\_\_\_\_ adequately represents your research paper findings (i.e., maintains the scientific integrity of the review) while clearly conveying those highlights to a lay audience

**Organization:**

\_\_\_\_ a clear statement of the issue

\_\_\_\_ a critical review of the literature (noting strengths and limitations of research methodology)

\_\_\_\_ conclusions about what is known from the convergent findings, and what is still not conclusively known

\_\_\_\_ clear **recommendations for action** relevant to the court case, policy, etc.

**Quality of Writing:**

\_\_\_\_ written for the appropriate audience (judge(s), policymakers), assuming no previous knowledge of HDFS research. No jargon.

\_\_\_\_ in APA (6<sup>th</sup> ed.) style, with in-text citations (Britner, 1999).

\_\_\_\_ objective and scientific: doesn't go beyond the data in statements or conclusions.

\_\_\_\_ well-written: spelling, punctuation, sentence structure, style.

**Quality of References:**

\_\_\_\_ statements supported with references to **a few** key research studies, etc.

\_\_\_\_ references are strong (journal articles? government statistics?), relevant

\_\_\_\_ references are reported in a APA style (6<sup>th</sup> ed.) in a References section

### Oral Presentation Grade Sheet

Grade (out of 20 points): \_\_\_\_\_

Name: \_\_\_\_\_

**Organization:**

- \_\_\_ Logically organized?
- \_\_\_ Addressed class as a specific, appropriate policy/law/agency audience
- \_\_\_ Ends with clear recommendation(s)?

**Quality of Content:**

- \_\_\_ Research base is convincing, strong, and valid
- \_\_\_ Logical application of research to argument
- \_\_\_ Sound conclusions (recommendations)

**Preparation:**

- \_\_\_ 5 minutes = 5 minutes
- \_\_\_ handouts \_\_\_ overheads \_\_\_ slides \_\_\_ probing questions \_\_\_ other
- \_\_\_ appears practiced/polished

**Presentation/Facilitation Skills:**

- \_\_\_ Appropriate use of technology, *if* technology is used
- \_\_\_ Speaker is professional
- \_\_\_ Appropriate tone (no jargon, but sufficiently formal)
- \_\_\_ Effective presentation skills
- \_\_\_ Fielded questions appropriately & effectively during 2 minutes of questions

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: August 22, 2014
2. Department or Program: Individualized and Interdisciplinary Studies Program
3. Title of Minor: Criminal Justice Minor
4. **Effective** Date (semester, year): earliest possible  
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Add courses to the list of electives for the minor

### Existing Catalog Description of Minor

#### Criminal Justice

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

**Course Requirements.** A total of 18 credits comprised of 15 credits from the following courses (Groups I and II) and 3 credits of approved internship or field experience in a criminal justice setting (Group III):

I. Three required courses: POLS 3827, SOCI 2301, PSYC 2300

II. Two or more elective courses (six credits) from the following: HDFS 2001, 3103, 3340, 3510, 3520; HRTS/WGSS 2263; PHIL 3226; POLS 2622, 3802, 3817, 3842, 3999 (on a criminal justice topic); PSYC 2100Q, 2301, 2501, 2700; SOCI 3307, 3311, 3315/W, 3425, 3457, 3503, 3999 (on a criminal justice topic).

III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: HDFS 3080; INTD 3590; POLS 3991 (or a combination of two credits of POLS 3991 with an associated one credit of POLS 3999); a combination of two credits of SOCI 3990 with an associated one credit of SOCI 3991; PSYC 3880; a combination of two credits of URBN 3991 with an associated one credit of URBN 3981; or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

Students who are employed full time within a criminal justice setting may have the Group III requirement waived by their Criminal Justice Advisor when employment is documented by their supervisor.

The minor is offered by the College of Liberal Arts and Sciences and coordinated by the Individualized and Interdisciplinary Studies Program, Center for Undergraduate Education. Details of the minor are available at [http://iisp.uconn.edu/cjm\\_home.html](http://iisp.uconn.edu/cjm_home.html). For further information, students may contact the Criminal Justice Advisor in their major field or Dr. Monica van Beusekom, Individualized and Interdisciplinary Studies Program, [iisp@uconn.edu](mailto:iisp@uconn.edu).

**Criminal Justice Advisors:** Sarah.Scheidel@uconn.edu (Psychology); Steven Wisensale, Steven.Wisensale@uconn.edu (Human Development and Family Studies); Bradley Wright, Bradley.Wright@uconn.edu (Sociology); Edith Barrett, Edith.Barrett@uconn.edu (Urban and Community Studies; Greater Hartford Campus); Kimberly Bergendahl, Kimberly.Bergendahl@uconn.edu (Political Science); and Monica van Beusekom, Monica.Vanbeusekom@uconn.edu (Criminal Justice minor coordinator).

## **Proposed Catalog Description of Minor**

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### **Criminal Justice**

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

**Course Requirements.** A total of 18 credits comprised of 15 credits from the following courses (Groups I and II) and 3 credits of approved internship or field experience in a criminal justice setting (Group III):

I. Three required courses: POLS 3827, SOCI 2301, PSYC 2300

II. Two or more elective courses (six credits) from the following: HDFS 2001, 3103, 3340, 3510, 3520; HRTS/WGSS 2263; PHIL 3226; POLS 2622, 3802, 3817, 3842, 3999 (on a criminal justice topic); PSYC 2100Q, 2301, 2501, 2700; SOCI 3307, 3311, 3315/W, 3425, 3457, 3503, 3999 (on a criminal justice topic), SOCI/WGSS 3317/W.

III. Three credits of approved internship or field experience. The academic credits must be one of the following courses (or combinations of courses) and the coursework must be done in a criminal justice setting: HDFS 3080; INTD 3590; POLS 3991 (or a combination of two credits of POLS 3991 with an associated one credit of POLS 3999); a combination of two credits of SOCI 3990 with an associated one credit of SOCI 3991; PSYC 3880; a combination of two credits of URBN 3991 with an associated one credit of URBN 3981; or another 2000-level or higher internship or field work course with field study done in a criminal justice setting approved in advance by the student's Criminal Justice Advisor.

Students who are employed full time within a criminal justice setting may have the Group III requirement waived by their Criminal Justice Advisor when employment is documented by their supervisor.

The minor is offered by the College of Liberal Arts and Sciences and coordinated by the Individualized and Interdisciplinary Studies Program, Center for Undergraduate Education. Details of the minor are available at <http://iisp.uconn.edu/criminal-justice-minor-req/>. For further information, students may contact the Criminal Justice Advisor in their major field or Dr. Monica van Beusekom, Individualized and Interdisciplinary Studies Program, [iisp@uconn.edu](mailto:iisp@uconn.edu).

**Criminal Justice Advisors:** Sarah.Scheidel@uconn.edu (Psychology); Steven Wisensale, Steven.Wisensale@uconn.edu (Human Development and Family Studies); Bradley Wright, Bradley.Wright@uconn.edu. (Sociology); Edith Barrett, Edith.Barrett@uconn.edu (Urban and Community Studies; Greater Hartford Campus); Elizabeth Fehr, Elizabeth.Fehr@uconn.edu (Political Science); and Monica van Beusekom, Monica.vanbeusekom@uconn.edu (Criminal Justice minor coordinator).

### **Justification**

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1. Reasons for changing the minor: SOCI/WGSS 3317/W Women and Crime is a relatively new course with direct relevance to the theme of the minor.
2. Effects on students: The addition of SOCI/WGSS 3317/W Women and Crime will increase the number of electives from which students may select.
3. Effects on other departments: The addition of this course will not have a negative effect on the Sociology Department. In recent years, approximately 20-30 students have graduated with the CJ minor. This course is one of more than 20 electives for the minor. Therefore it need not be scheduled regularly. The CJ Minor coordinator conferred with the instructor, the Director of Undergraduate Studies, and the Associate Head of the Sociology Department who agreed to the addition of this course to the CJ minor electives list.
4. Effects on regional campuses: none
5. **Dates approved by**  
Department Curriculum Committee: CJ Minor Advisory Committee, August 29, 2014

Department Faculty: N/A

6. Name, Phone Number, and e-mail address of principal contact person: Monica van Beusekom, Coordinator, CJ Minor/ 860-486-0324 / monica.vanbeusekom@uconn.edu

### **Plan of Study**

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If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

- A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

- B. At the bottom of the form:

Name of Student: \_\_\_\_\_

I approve the above program for the Minor in <insert name>  
(signed) \_\_\_\_\_ Dept. of <insert name>

## Criminal Justice Minor Final Plan of Study

Student Name \_\_\_\_\_ Student Admin # \_\_\_\_\_ Grad date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_ UConn Email \_\_\_\_\_

Major(s) \_\_\_\_\_ *You must submit copy(copies) of your signed major plan(s) with this plan.*

**NOTE:**

- Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.
- A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute related area courses.

**I. THREE REQUIRED COURSES (NINE CREDITS):**

\_\_\_\_\_ POLS 3827 Politics of Crime and Justice  
\_\_\_\_\_ SOCI 2301 Criminology  
\_\_\_\_\_ PSYC 2300 Abnormal Psychology

**II. TWO or MORE ELECTIVE COURSES (SIX OR MORE CREDITS):**

|                                                                 |                                                                 |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| _____ HDFS 2001 Diversity Issues in HDFS                        | _____ PSYC 2301 The Study of Personality                        |
| _____ HDFS 3103 Adolescent Development                          | _____ PSYC 2501 Cognitive Psychology                            |
| _____ HDFS 3340 Individual and Family Interventions             | _____ PSYC 2700 Social Psychology                               |
| _____ HDFS 3510 Planning & Managing Human Service Prog.         | _____ SOCI 3307 Drugs and Society                               |
| _____ HDFS 3520 Legal Aspects of Family Life                    | _____ SOCI 3311 Deviant Behavior                                |
| _____ PHIL 3226 Philosophy of Law                               | _____ SOCI 3315 Juvenile Delinquency                            |
| _____ POLS 2622 State and Local Government                      | _____ SOCI/WGSS 3317 Women and Crime                            |
| _____ POLS 3802 Constitutional Law                              | _____ SOCI 3425 Social Welfare and Social Work                  |
| _____ POLS 3817 Law and Society                                 | _____ SOCI 3457 Sociology of Mental Illness                     |
| _____ POLS 3842 Public Administration                           | _____ SOCI 3503 Prejudice and Discrimination                    |
| _____ POLS 3999 Independent Study (on a Criminal Justice topic) | _____ SOCI 3999 Independent Study (on a Criminal Justice topic) |
| _____ PSYC 2100Q Research in Psychology                         | _____ WGSS/HRTS 2263 Women and Violence                         |

**III. THREE CREDITS OF APPROVED INTERNSHIP OR FIELD EXPERIENCE IN A CRIMINAL JUSTICE SETTING:**

\_\_\_\_\_ HDFS 3080 Supervised Field Experience  
\_\_\_\_\_ INTD 3590 Urban Field Studies  
\_\_\_\_\_ POLS 3991 Supervised Field Work  
\_\_\_\_\_ POLS 3991 (2cr) Supervised Field Work & POLS 3999 (1 cr) Associated Research Paper  
\_\_\_\_\_ PSYC 3880 Field Experience  
\_\_\_\_\_ SOCI 3990 (2cr) Internship: Field Experience & SOCI 3991\* (1cr) Internship: Research Paper  
\_\_\_\_\_ URBN 3991(2 cr) Internship in Urban Studies: Field Study & URBN 3981 (1 cr) Internship in Urban Studies: Seminar  
\_\_\_\_\_ Another 2000-level or higher internship or field experience course approved in advance by a CJ advisor. Title: \_\_\_\_\_

|                   |       |
|-------------------|-------|
| FIELD WORK AGENCY | _____ |
| JOB TITLE         | _____ |
| SUPERVISOR'S NAME | _____ |
| TELEPHONE NUMBER  | _____ |

NOTE: Students who are employed full time within a criminal justice setting may have the Group III requirement waived by their Criminal Justice advisor when employment is documented by their supervisor.

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

I approve the above program for the Minor in Criminal Justice

MINOR ADVISOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

APPROVED BY COORDINATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

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