

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for meeting of October 28, 2014

1 Preliminaries	2
Cuts and curriculum - Henning	2
2 Approvals by the Chair	2
3 Old Proposals	2
2014-119 Change Environmental Studies Major	2
2014-125 Add HRTS 3420 Being International: Geopolitics and Human Rights	6
2014-126 Add HRTS 3040 Human Rights and Visual Culture	6
2014-127 Crosslist HRTS 3040 and ARTH 3040	7
2014-128 Change Human Rights Major	7
2014-129 Change Human Rights Minor	11
2014-130 Add POLS 3247 Gender and War	13
2014-131 Crosslist POLS and WGSS 3247	13
2014-133 Add POLS 3209 Sustainable Energy in the 21st Century (g)(s)	13
2014-134 Crosslist POLS 3209 with ENGR and HRTS	14
2014-135 Change ANTH 3451 Native American Arts	14
2014-136 Add HDFS 3311W Parenting and Parenthood (g)(s)	15
4 New Proposals	15
2014-139 Add COGS 5150 Cognitive Neuroscience of Language Across the Lifespan	15
2014-140 Add PSYC 5424 Cognitive Neuroscience of Language Across the Lifespan	15
2014-141 Crosslist COGS 5150 and PSYC 5424	16
2014-142 Allow CAMS 1171 and 1172 to satisfy CLAS language requirement	16
2014-143 Add LLAS 3XXX Latino Sociology	16
2014-144 Crosslist LLAS 3XXX and SOCI 3XXX	16
2014-145 Change GSCI 1010 Age of the Dinosaurs (g)(s)	17
2014-146 Change GSCI 1050 Earth and Life through Time with Laboratory (g)(s)	17
2014-147 Change GSCI 1051 Earth and Life through Time (g)(s)	18
2014-148 Change GSCI 1052 Laboratory Earth and Life through Time (g)(s)	19
2014-149 Change GSCI 1053 Discussion Earth and Life through Time (s)	20
2014-150 Change GSCI 1054 Field Trips Earth and Life through Time (s)	20
2014-151 Change GSCI 1070 Global Change and Natural Disasters (g)(s)	21
2014-152 Change SCI 1051 Geoscience Through American Studies (g)(s)	22

5 Appendix of Materials

23

Ⓞ requires GEOC approval; Ⓢ requires Senate approval.

C&C approved copy of Ⓞ and Ⓢ courses must be submitted to GEOC and the Senate through the [Curricular Action Request form](#).

ⓧ means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Cuts and curriculum - Henning

Text under consideration:

Proposed Resolution for Maintaining the Integrity of the College Curriculum

The Committee on Curricula and Courses reminds the College administration and faculty that currently offered courses reflect an understanding that available resources will support their being taught as approved. That includes their levels of staffing, scheduling frequency, class size (including laboratory or discussion sections), General Education requirement or prerequisite suitability, and other important course characteristics. Departures from how a course was originally conceived and then approved may require new committee approval before being offered in a changed format. (If in doubt, check with the committee chair; use the ordinary ?change a course? form.) Alternatively, department or program requests to cancel any course so affected will generally be approved, in order to ensure that the curriculum and quality of teaching in our College is not substantially compromised.

2 Approvals by the Chair

3 Old Proposals

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

3.1 2014-119 Change Environmental Studies Major

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.

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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.

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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

3.2 2014-125 Add HRTS 3420 Being International: Geopolitics and Human Rights

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

2014-125 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 3040 Human Rights and Visual Culture

Full Materials

Proposed Catalog Copy:

HRTS 3040 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 3040 and ARTH 3040

Full Materials

Proposed Catalog Copy:

ARTH 3040 Human Rights & Visual Culture

(Also offered as HRTS 3040) 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 3040 Human Rights & Visual Culture

(Also offered as ARTH 3040) 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.

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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.

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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 3040; 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

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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; ENGHRTS 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 3040; 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 Martinez in the Anthropology Department.

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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 3040; 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

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Human Rights

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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, 38373042; ENG/HRTS 3631; PHIL/HRTS 3220

Group B. ~~Electives~~Applications and Methods

~~AFRA~~DRAM/HIST/HRTS 3563; AFRA/HRTSHRTS 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; AASIAN~~ANTH 3150(W); ANTH/HIST 3531; AASI~~3221~~WGSS 3350; ARTH/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; DRAM/HRTS 3139; 3040; ECON 2126, 2127(W), 3473; ENGL 3629; ENGL(W); ENGL/HRTS 3619, 3631; ; ENGL 3629; HIST/HRTS 3207AASI 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; WGSS2263; PHIL 2215, 3218, 3220; PHIL/HRTS 2170W, 3219; SOCI 35032263](#)

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.

2014-133 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

Three 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.

4 New Proposals

2014-139 Add COGS 5150 Cognitive Neuroscience of Language Across the Lifespan

[Full Materials](#)

Proposed Catalog Copy:

COGS 5150. Cognitive Neuroscience of Language Across the Lifespan

3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

2014-140 Add PSYC 5424 Cognitive Neuroscience of Language Across the Lifespan

[Full Materials](#)

Proposed Catalog Copy:

PSYC 5424. Cognitive Neuroscience of Language Across the Lifespan

3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

2014-141 Crosslist COGS 5150 and PSYC 5424

Full Materials

Proposed Catalog Copy:

COGS 5150. Cognitive Neuroscience of Language Across the Lifespan

3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing. Also offered as PSYC 5424.

PSYC 5424. Cognitive Neuroscience of Language Across the Lifespan

3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS; others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing. Also offered as COGS 5150.

2014-142 Allow CAMS 1171 and 1172 to satisfy CLAS language requirement

Full Materials

2014-143 Add LLAS 3XXX Latino Sociology

Full Materials

Proposed Catalog Copy:

LLAS 3xxx: Latino Sociology

Three credits.

The economic, social, political, and cultural experiences of Latinos in the United States.

2014-144 Crosslist LLAS 3XXX and SOCI 3XXX

Full Materials

Proposed Catalog Copy:

LLAS 3xxx: Latino Sociology

(Also offered as SOCI 3XXX) Three credits.

The economic, social, political, and cultural experiences of Latinos in the United States.

SOCI 3xxx: Latino Sociology

(Also offered as LLAS 3XXX) Three credits.

The economic, social, political, and cultural experiences of Latinos in the United States.

2014-145 Change GSCI 1010 Age of the Dinosaurs (g)(s)

Full Materials

Current Catalog Copy:

1010. Age of the Dinosaurs

(111) (Formerly offered as GEOL 1010.) Three credits. A reconstruction of the Mesozoic world of the dinosaurs as interpreted from geological and paleontological evidence. Includes fundamental concepts of stratigraphy, historical geology, paleoclimatology, and paleontology. CA 3.

Proposed Catalog Copy:

1010. Dinosaurs, Extinctions, and Environmental Catastrophes Three credits. Students who complete both this course (GSCI 1010) and GSCI 1052 may request GSCI 1010 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

A reconstruction of the Mesozoic world of the dinosaurs based on paleontological and geological evidence. Analysis of past environmental catastrophes leading to mass extinctions and changes in biodiversity. Earth's present mass extinction is included. Includes fundamental concepts of geology, stratigraphy, historical geology, and paleoclimatology. CA 3.

Changes Highlighted:

1010. ~~Age of the Dinosaurs~~ Dinosaurs, Extinctions, and Environmental Catastrophes ~~(111) (Formerly offered as GEOL 1010.)~~ Three credits. Students who complete both this course (GSCI 1010) and GSCI 1052 may request GSCI 1010 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

A reconstruction of the Mesozoic world of the dinosaurs ~~as interpreted from geological and paleontological evidence.~~ based on paleontological and geological evidence. Analysis of past environmental catastrophes leading to mass extinctions and changes in biodiversity. Earth's present mass extinction is included. Includes fundamental concepts of geology, stratigraphy, historical geology, ~~paleoclimatology, and paleontology~~ and paleoclimatology. CA 3.

2014-146 Change GSCI 1050 Earth and Life through Time with Laboratory (g)(s)

Full Materials

Current Catalog Copy:

1050. Earth and Life through Time with Laboratory

(105) (Formerly offered as GEOL 1050.) Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed GSCI 1051 or SCI 1051.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see GSCI 1052). A fee of \$10 is charged for this course. CA 3-LAB.

Proposed Catalog Copy:

1050. Earth's Dynamic Environment

Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed GSCI 1051 or GSCI 1055.

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see GSCI 1052). A fee of \$10 is charged for this course. CA 3-LAB.

Changes Highlighted:

1050. ~~Earth and Life through Time with Laboratory's~~ Dynamic Environment

~~(105) (Formerly offered as GEOL 1050.)~~ Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed GSCI 1051 or ~~SCI 1051.~~ GSCI 1055.

~~History~~ Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see GSCI 1052). A fee of \$10 is charged for this course. CA 3-LAB.

2014-147 Change GSCI 1051 Earth and Life through Time (g)(s)

Full Materials

Current Catalog Copy:

1051. Earth and Life through Time

(103) (Formerly offered as GEOL 1051.) Three credits. Three class periods. Not open to students enrolled in or having passed GSCI 1050 or SCI 1051. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

Proposed Catalog Copy:

1051. Earth's Dynamic Environment Lecture

Three credits. Three class periods. Not open to students enrolled in or having passed GSCI 1050 or GSCI 1055. Students who complete both this course (GSCI 1051) and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course. Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

Changes Highlighted:

1051. Earth and Life through Time's Dynamic Environment Lecture

~~(103) (Formerly offered as GEOL 1051.)~~ Three credits. Three class periods. Not open to students enrolled in or having passed GSCI 1050 or ~~SCI 1051.~~ GSCI 1055. Students who complete both this course (GSCI 1051) and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

~~History~~ Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

2014-148 Change GSCI 1052 Laboratory Earth and Life through Time (g)(s)

Full Materials

Current Catalog Copy:

1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) One credit. Prerequisite: GSCI 1051. Not open to students enrolled in or having passed GSCI 1050. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips. A fee of \$10 is charged for this course.

Proposed Catalog Copy:

1052. Earth's Dynamic Environment Laboratory

One credit. Prerequisite: GSCI 1051 or GSCI 1010 or GSCI 1070 or GSCI 1055. Not open to students enrolled in or having passed GSCI 1050. Students who complete both this course (1052) and one of the following (1051, 1010, 1070, or 1055) may request that the prerequisite be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI 1051, 1010, 1070, and 1055. Provides an opportunity to

4.11 2014-149 Change GSCI 1053 Discussion Earth and Life through Time (S)

work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes local field trips. A fee of \$10 is charged for this course.

Changes Highlighted:

~~1052. Laboratory Earth and Life through Time~~ Earth's Dynamic Environment Laboratory

~~(107) (Formerly offered as GEOL 1052.)~~ One credit. Prerequisite: ~~GSCI 1051.~~ GSCI 1051 or GSCI 1010 or GSCI 1070 or GSCI 1055. Not open to students enrolled in or having passed GSCI 1050. Students who complete both ~~GSCI 1051 and this course (1052 may request GSCI)~~ and one of the following (1051, 1010, 1070, or 1055) may request that the prerequisite be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI ~~1051.~~ 1051, 1010, 1070, and 1055. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes ~~two~~ local field trips. A fee of \$10 is charged for this course.

2014-149 Change GSCI 1053 Discussion Earth and Life through Time (S)

Full Materials

Current Catalog Copy:

1053. Discussion Earth and Life through Time

(109) (Formerly offered as GEOL 1053.) One credit. Corequisite: GSCI 1050 or 1051 or 1052 or instructor consent. May be repeated for credit with instructor consent.

Faculty-taught, weekly discussions to enhance GSCI 1050 and 1051. Emphasis and approach will vary, but all sections will track the lecture syllabus.

Proposed Catalog Copy:

1053. Geoscience Discussion

One credit. May be repeated for credit with instructor consent.

Faculty-taught discussion sessions to enhance introductory geoscience. Emphasis and approach will vary.

Changes Highlighted:

~~1053. Discussion Earth and Life through Time~~ Geoscience Discussion

~~(109) (Formerly offered as GEOL 1053.)~~ One credit. ~~Corequisite: GSCI 1050 or 1051 or 1052 or instructor consent.~~ May be repeated for credit with instructor consent.

Faculty-taught ~~, weekly discussions to enhance GSCI 1050 and 1051.~~ discussion sessions to enhance introductory geoscience. Emphasis and approach will vary; ~~but all sections will track the lecture syllabus.~~

2014-150 Change GSCI 1054 Field Trips Earth and Life through Time (S)

Full Materials

Current Catalog Copy:

1054. Field Trips Earth and Life through Time

(113) (Formerly offered as GEOL 1054.) One credit. Corequisite: GSCI 1050 or 1051 or 1052 or instructor consent. May be repeated for credit with instructor consent.

Two or more faculty-led weekend field trips to nearby sites of interest, designed to enhance GSCI 1050 and 1051.

Proposed Catalog Copy:

1054. Geoscience Field Trips

One credit. May be repeated for credit with instructor consent.

One or more faculty-led weekend field trips to nearby sites of interest. Emphasis and approach will vary.

Changes Highlighted:

~~1054. Field Trips Earth and Life through Time~~ Geoscience Field Trips

~~(113) (Formerly offered as GEOL 1054.)~~ One credit. ~~Corequisite: GSCI 1050 or 1051 or 1052 or instructor consent.~~ May be repeated for credit with instructor consent.

~~Two~~ One or more faculty-led weekend field trips to nearby sites of interest, ~~designed to enhance GSCI 1050 and 1051.~~ Emphasis and approach will vary.

2014-151 Change GSCI 1070 Global Change and Natural Disasters (g)(s)

Full Materials

Current Catalog Copy:

1070. Global Change and Natural Disasters

(Also offered as GEOG 1070.) Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Proposed Catalog Copy:

1070. Natural Disasters and Environmental Change

(Also offered as GEOG 1070.) Three credits. Students who complete both this course (GSCI 1070) and GSCI 1052 may request GSCI 1070 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Changes Highlighted:

~~1070. Global Change and Natural Disasters.~~ Natural Disasters and Environmental Change

(Also offered as GEOG 1070.) Three credits. Students who complete both this course (GSCI 1070) and GSCI 1052 may request GSCI 1070 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

2014-152 Change SCI 1051 Geoscience Through American Studies (g)(s)

Full Materials

Current Catalog Copy:

SCI 1051. Geoscience through American Studies

(103) Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed GSCI 1050 or 1051.

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GSCI 1051. Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

Proposed Catalog Copy:

GSCI 1055. Geoscience and the American Landscape

Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed GSCI 1050 or 1051. Students who complete both this course (GSCI 1055) and GSCI 1052 may request GSCI 1055 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Foundation course in geology linked to the American Landscape through its history and literature. A small-group, discussion-based, honors-only enhancement of GSCI 1051. An Honors Core course. Readings from American history and literature will be directly linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

Changes Highlighted:

~~SCI 1051. Geoscience through American Studies~~ GSCI 1055. Geoscience and the American Landscape

~~(103)~~ Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed GSCI 1050 or 1051. Students who complete both this course (GSCI 1055) and GSCI 1052 may request GSCI 1055 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

~~Reading-intensive foundation~~ Foundation course in geology ~~taught from the perspective of American Studies~~ linked to the American Landscape through its history and literature. A small-group, discussion-based, honors-only enhancement of GSCI 1051. An Honors Core course. Readings from American history and literature will be directly linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

5 Appendix of Materials

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 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

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
 - Cassese, Antonio, 'Are Human Rights Really Universal?', in Obrad Savic (ed.), *The Politics of Human Rights*, pp. 149-165
-

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
-

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>

Neil Stammers, 'Social Movements and the Social Construction of Human Rights', *Human Rights Quarterly*, Vol. 21, no. 4 (1999): 980-1008

http://www.hks.harvard.edu/cchrp/hrsm/programs/study_group_PDF/stammers_HRsSMs.pdf

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>

Alex J. Bellamy, 'The Responsibility to Protect—Five Years On', *Ethics & International Affairs*, 24, no. 2 (Summer 2010): 143–169.
<http://www.responsibilitytoprotect.org/Bellamy.pdf>

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.

C. Stahn, 'Responsibility to Protect: Political Rhetoric or Emerging Legal Norm?' *American Journal of International Law*, 101, no. 1 (Jan 2007): 99-120
<http://teachers.colonelby.com/krichardson/Grade%2012/Carleton%20-%20Int%20Law%20Course/Week%208/R2P%20Political%20Rhetoric.pdf>

S. Neil Macfarlane and Carolin J. Thielking and Thomas G. Weiss, 'The Responsibility to Protect: Is Anyone Interested in Humanitarian Intervention?' *Third World Quarterly*, 25, no. 5 (2004): 977-992.
<http://teachers.colonelby.com/krichardson/Grade%2012/Carleton%20-%20Int%20Law%20Course/Week%207/R2P.pdf>

Convention on the Elimination of All Forms of Discrimination against Women, G.A. res. 34/180, 34 U.N. GAOR Supp. (No. 46) at 193, U.N. Doc. A/34/46, entered into force Sept. 3, 1981, available online at
<http://www2.ohchr.org/english/law/cedaw.htm>.

Arvonne S. Fraser, 'Becoming Human: The Origins and Development of Women's Human Rights' *Human Rights Quarterly*, Vol. 21, no. 4 (1999): 853-906.
<http://www.uottawa.ca/academic/grad-etudesup/ukr/pdf/Fraser%201999.pdf>

Charlotte Bunch, 'Women's Rights as Human Rights: Toward a Re-Vision of Human Rights', *Human Rights Quarterly* 12 (1990), pp. 486-498, also found online at
<http://www.usm.maine.edu/~bcj/issues/three/bunch.html>.

Human Rights Dialogue: Violence Against Women, Series 2, Number 10 (Fall 2003) available at http://www.carnegiecouncil.org/media/1061_hrd2-10.pdf

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: 15 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 3040 Human Rights & Visual Culture

Three Credits.

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

Proposed Catalog Copy/Copies

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

ARTH/HRTS 3040 Human Rights & Visual Culture

Three Credits.

The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century 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, 7 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: 15 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 3040; 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 3040; 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: 15 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 3040; 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 3040; 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 *Precarious 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

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: 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- <i>orchid genes</i> ; 10- <i>Nature of Nurture</i>
Wed Feb 18	Talk to your child		Read: 11- <i>9-year-old psychopath</i> 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 Graduate Course

Last revised: September 24, 2013

1. Date: October 14, 2014
2. Department requesting this course: Cognitive 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!

COGS 5150. Cognitive Neuroscience of Language Across the Lifespan
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS;
others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

Items Included in Catalog Listing

Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): COGS
2. [Course Number](#): 5150
3. Course Title: Cognitive Neuroscience of Language Across the Lifespan
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry):

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

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

Optional Items

7. [Prerequisites](#), if applicable:
8. [Recommended Preparation](#), if applicable: PSYC 5440 or COGS 5110

or COGS 5120 or COGS 5130 or COGS 5140 or SLHS 5348 or LING 5110.

Note: A total of 5 new COGS courses is anticipated.

9. [Consent of Instructor](#), if applicable: Consent required only for undergraduates, or graduate students from departments other than LING, SLHS, or PSYC.

10. [Exclusions](#), if applicable:

11. [Repetition for credit](#), if applicable:

12. [S/U grading](#):

Justification

1. [Reasons for adding this course](#): No other graduate-level course exists that focuses on the use of cognitive neuroscience methods to study language development with a lifespan approach, including the elderly, in both typically developing individuals and those with developmental or acquired language disorders. Unlike COGS 5140, which focuses on children's typical and atypical language development and especially disorders, the proposed course focuses on understanding the neural bases of typical and atypical language in adults as well as children, and has a greater focus on the use of many methods and tools used in cognitive neuroscience research. The course also covers cognitive neuroscience methods used to study language processing in aging adults, such as patient work on stroke and aphasia. This course has been taught as Special Topics in Developmental Psychology and we have now decided to convert it to a regular course.

2. [Academic merit](#): Spoken, written, and signed languages are the primary means by which humans convey information. Breakdown in these systems, whether as a result of a developmental disability or later insult through disease or injury, has substantial implications for daily living and social functioning. Recent advances in neuroimaging techniques (e.g. MRI, ERP, TMS, fNIRS), combined with classic lesion approaches, have provided a window into the underlying neurobiological bases of typical and atypical processing, and have advanced theories of typical and atypical function and development. This course will take a cognitive neuroscience approach to the study of language, the theoretical architectures that support its development and processing, and which aspects of the system are impaired in its failure. We will examine the neural foundation supporting language through the lifespan as well as across multiple levels of processing (e.g. phonetics, lexical processing, syntax, and comprehension), and will consider how the study of typical and atypical language may be mutually informative. Students will become familiar with multiple cognitive neuroscience methods for studying language, with both established and innovative behavioral and neuroimaging methods for investigating the processes and organization of language in children and adults with language disorders.

3. [Overlapping courses](#): None

4. Number of students expected: 20

5. Number and size of sections: 1 section
6. [Effects on other departments](#):
7. [Staffing](#): Landi, Myers (co-taught)
8. [Dates approved](#) by
Department Curriculum Committee:
Cognitive Science: October 13th, 2014
Psychology: October 1, 2014

Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: Nicole Landi, 203-988-8963, nicole.landi@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.

Syllabus: PSYCH 5470--003: (Current Topics in Developmental Psychology)
 IGERT Foundations 5: Cognitive Neuroscience of Language Across the Lifespan
 Fridays, 1:25--4:25, BOUS 160
 Nicole Landi and Emily Myers, Instructors

Spoken, written, and signed languages are the primary means by which humans convey information. Breakdown in these systems, whether as a result of a developmental disability or later insult through disease or injury, has substantial implications for daily living and social functioning. Recent advances in neuroimaging techniques (e.g. MRI, ERP, TMS, fNIRS), combined with classic lesion approaches, have provided a window into the underlying neurobiological bases of typical and atypical processing, and have advanced theories of typical and atypical function and development. This course will take a cognitive neuroscience approach to the study of language, the theoretical architectures that support its development and processing, and which aspects of the system are impaired in its failure. We will examine the neural foundation supporting language through the lifespan as well as across multiple levels of processing (e.g. phonetics, lexical processing, syntax, and comprehension), and will consider how the study of typical and atypical language may be mutually informative. Students will become familiar with multiple cognitive neuroscience methods for studying language, with both established and innovative behavioral and neuroimaging methods for investigating the processes and organization of language in children and adults with language disorders.

*Fulfills IGERT course requirement but is open to all.

Week	Date	Topic
1	1/24	Course Overview, Neuroanatomy & Methods (Myers & Landi)
2	1/31	Architectures: Compare and Contrast (Myers & Landi) Damasio & Geshwind, 1984 Binder & Price, 2001 Hickok & Poeppel, 2004 Joanisse & Seidenberg, 2003
3	2/7	Speech Perception Part I (Myers) Blumstein, S. E., & Myers, E. B. (2014). (review) Boemio, A., Fromm, S., Braun, A., & Poeppel, D. (2005). McGettigan, C., & Scott, S. K. (2012). Myers et al., 2009 Leech et al., 2009 Myers & Swan, 2012
4	2/14	Speech Perception & Production Part II (Myers) Tian & Poeppel (2012) D'Ausilio (2012) Rogalsky & Love (2011) Mottonen & Watkins (2009) Wilson et al., (2004)

	2/21	Visitor Day and Overflow
5	2/28	Word Learning (Landi) Landi et al 2013 (form level learning: Review article) Pugh et. al. 2008 Henderson et al. 2012 (lexical learning) Breitenstein et al. 2005 (lexical with neuro) Thiessen & Saffran 2003 (stat learning – building blocks of word learning)
6	3/7	Lexical Retrieval (Landi & Myers) Thompson-Schill PNAS 1997 AND 1998 Prabhakaran, 2006 Van Dyke, J. A., & McElree, B (2011) Rapp & Caramazza (Acquired Aphasia Chapter) Bastiaansen et al. 2008
7	3/14	Lexical Semantics (Myers) Yee, et al., 2013 Barsalou, 2003 Mahon & Caramazza 2008 Patterson, 2007
8	3/21	(NO CLASS: SPRING BREAK)
9	3/28	Syntax (Myers) Caplan, 2006 Grodzinsky & Friederici, 2006, current opinions in neurobiology Patel, 2005 Van Berkum, et al., 2008
10	4/4	Comprehension (Landi) Perfetti, Landi & Okahill, 2005 (review article) Zevin et al. (under review) Otten & Van Berkum (2007) MacDonald & Christiansen 2002 (N.B. Scott Kelso Cog Sci Colloquium, 4:00)
11	4/11	Guest Lecture: Chi-Ming Chen Cho, et al., 2013 Chen, et al., 2011 (plus supplementary material)
12	4/18	SLI & Dyslexia (Landi) Bishop et al. 2011 Goswami, 2010 Goswami et al 2011 (temporal sampling, Dyslexia: Theory paper) F. Ramus et al 2013 (Dyslexia) Pugh et al. 2000 (reading network/Dyslexia) (N.B. Jenny Saffran Cog Sci Colloquium, 4:00)
13	4/25	Debates
14	5/2	Debates

Student Requirements

70% of your grade will be based on participation.

1. In order to facilitate meaningful participation in the class, and to reinforce the good habit of coming to class prepared, every student will prepare one discussion question for **each** of the assigned readings. Please email us (Nicole AND Emily: Nicole.Landi@Uconn.edu ; Emily.Myers@uconn.edu) those questions by **5 PM on Thursday**.
2. Articles in bold on the syllabus will be presented by a student presenter (about 4-5 papers over the course of the semester). If you have signed up to present the article for the day, you are responsible for leading the discussion. You may include powerpoint, write on the board, or speak from notes. **Your classmates will have read the article**, so your job is to summarize and facilitate discussion, not to present every detail of the paper. Specifically, you need to make sure to cover the following:
 - a. The motivation for the study and the hypotheses
 - b. Methods and approach
 - c. Results and interpretation
 - d. The author's conclusions
 - e. **MOST IMPORTANTLY**: Do you agree with this interpretation, and why or why not

The remaining 30% of your grade will be based on a final presentation and paper that takes a viewpoint on a debate in the cognitive neuroscience of language. Details will follow.

Reading List:

Week 2: Architectures

- Binder, J. R., & Price, C. (2001). Functional Neuroimaging of Language. In R. Cabeza & A. Kingstone (Eds.), *Handbook of Functional Neuroimaging of Cognition* (pp. 187–251). Cambridge: MIT Press.
- Damasio, A. R., & Geschwind, N. (1984). The neural basis of language. *Annual review of neuroscience*, 7, 127–147. doi:10.1146/annurev.ne.07.030184.001015
- Hickok, G., & Poeppel, D. (2004). Dorsal and ventral streams: a framework for understanding aspects of the functional anatomy of language. *Cognition*, 92(1-2), 67–99.
- Joanisse, M. F., & Seidenberg, M. S. (2003). Phonology and syntax in specific language impairment: Evidence from a connectionist model. *Brain and Language*, 86, 40–56.

Week 3: Speech Perception I

- Blumstein, S. E., & Myers, E. B. (2014). Neural Systems Underlying Speech Perception. In *Oxford Handbook of Cognitive Neuroscience* (Oshsner, K., and Kosslyn, S. , Eds., Vol. 2).
- Boemio, A., Fromm, S., Braun, A., & Poeppel, D. (2005). Hierarchical and asymmetric temporal sensitivity in human auditory cortices. *Nature Neuroscience*, 8(3), 389–395. doi:10.1038/nn1409
- McGettigan, C., & Scott, S. K. (2012). Cortical asymmetries in speech perception: what’s wrong, what’s right and what’s left? *Trends in Cognitive Sciences*, 16(5), 269–276. doi:10.1016/j.tics.2012.04.006
- Myers, E. B., Blumstein, S. E., Walsh, E., & Eliassen, J. (2009). Inferior frontal regions underlie the perception of phonetic category invariance. *Psychol Sci*, 20(7), 895–903. doi:PSCI2380 [pii] 10.1111/j.1467-9280.2009.02380.x
- Leech, R., Holt, L. L., Devlin, J. T., & Dick, F. (2009). Expertise with artificial nonspeech sounds recruits speech-sensitive cortical regions. *J Neurosci*, 29(16), 5234–9. doi:29/16/5234 [pii] 10.1523/JNEUROSCI.5758-08.2009
- Myers, E. B., & Swan, K. (2012). Effects of Category Learning on Neural Sensitivity to Non-native Phonetic Categories. *Journal of Cognitive Neuroscience*. doi:10.1162/jocn_a_00243

Week 4: Speech Perception II

- Tian, X., & Poeppel, D. (2012). Mental imagery of speech: linking motor and perceptual systems through internal simulation and estimation. *Frontiers in human neuroscience*, 6, 314. doi:10.3389/fnhum.2012.00314
- D’Ausilio, A., Craighero, L., & Fadiga, L. (2012). The contribution of the frontal lobe to the perception of speech. *Journal of Neurolinguistics*, 25(5), 328–335. doi:10.1016/j.jneuroling.2010.02.003
- Rogalsky, C., Love, T., Driscoll, D., Anderson, S. W., & Hickok, G. (2011). Are mirror neurons the basis of speech perception? Evidence from five cases with damage to the purported human mirror system. *Neurocase*, 17(2), 178–187. doi:10.1080/13554794.2010.509318
- Möttönen, R., & Watkins, K. E. (2009). Motor representations of articulators contribute to categorical perception of speech sounds. *The Journal of neuroscience: the official journal of the Society for Neuroscience*, 29(31), 9819–9825. doi:10.1523/JNEUROSCI.6018-08.2009
- Wilson, S. M., Saygin, A. P., Sereno, M. I., & Iacoboni, M. (2004). Listening to speech activates motor areas involved in speech production. *Nat Neurosci*, 7(7), 701–2.

Week 5: Word Learning

- Breitenstein, C., Jansen, A., Deppe, M., Foerster, A. F., Sommer, J., Wolbers, T., et al. (2005). Hippocampus activity differentiates good from poor learners of a novel lexicon. *Neuroimage*, 25, 958–968.
- Landi, N. (2013). Learning to read words: Understanding the relationship between

reading ability, lexical quality, and reading context. (pp. 17- 33). In M.A. Britt, S.R. Goldman & J-F Rouet (Eds.), *Reading: From Words to Multiple Texts*. Routledge : Taylor & Francis Group.

Pugh K.R., Frost, S.J., Sandak, R., Landi, N. Rueckl, J.,G., Constable, R.T., Seidenberg, M., Fullbright, R., Katz, L., & Mencl, W.E. (2008). Effects of stimulus difficulty and repetition on printed word identification: An fMRI comparison of nonimpaired and reading-disabled adolescent cohorts. *Journal of Cognitive Neuroscience*, 20, 1146-1160. PMC3152957

Henderson, L. M., Weighall, A., Brown, H., & Gaskell, M. G. (2012). [Vocabulary acquisition is associated with sleep in children](#). *Developmental Science*,15, 674-687

Thiessen, E. D., & Saffran, J. R. (2003). [When cues collide: Statistical and stress cues in infant word segmentation](#). *Developmental Psychology*, 39, 706-716.

Week 6: Lexical Retrieval

Thompson-Schill, S. L., Swick, D., Farah, M. J., D'Esposito, M., Kan, I. P., & Knight, R. T. (1998). Verb generation in patients with focal frontal lesions: a neuropsychological test of neuroimaging findings. *Proc Natl Acad Sci U S A*, 95(26), 15855–60.

Thompson-Schill, S. L., D'Esposito, M., Aguirre, G. K., & Farah, M. J. (1998). Role of left inferior prefrontal cortex in retrieval of semantic knowledge: a reevaluation. *Proceedings of the National Academy of Sciences of the United States of America*, 94(26), 14792–7.

Prabhakaran, R., Blumstein, S. E., Myers, E. B., Hutchison, E., & Britton, B. (2006). An event-related fMRI investigation of phonological-lexical competition. *Neuropsychologia*, 44(12), 2209–21.

Rapp, B., & Caramazza, A., (1998). Lexical deficits. In *Acquired Aphasia*, M.T. Sarno, Ed.

Van Dyke, J. A., & McElree, B. (in press). Cue-dependent interference in comprehension *Journal of Memory and Language*.

Bastiaansen, M. C. M., Oostenveld, R., Jensen, O., & Hagoort, P. (2008). I see what you mean: Theta power increases are involved in the retrieval of lexical semantic information. *Brain and Language*, 106(1), 15-28.
doi:10.1016/j.bandl.2007.10.006

Week 7: Lexical Semantics

- Yee, E., Chrysikou, E.G., Thompson-Schill, S. (2013). The cognitive neuroscience of semantic memory. In *Oxford Handbook of Cognitive Neuroscience* (Oshner, K., and Kosslyn, S. , Eds., Vol. 2).
- Barsalou, L. W., Kyle Simmons, W., Barbey, A. K., & Wilson, C. D. (2003). Grounding conceptual knowledge in modality-specific systems. *Trends in cognitive sciences*, 7(2), 84–91.
- Mahon, B. Z., & Caramazza, A. (2008). A critical look at the embodied cognition hypothesis and a new proposal for grounding conceptual content. *Journal of Physiology-Paris*, 102(1–3), 59–70. doi:10.1016/j.jphysparis.2008.03.004
- Patterson, K., Nestor, P. J., & Rogers, T. T. (2007). Where do you know what you know? The representation of semantic knowledge in the human brain. *Nature Reviews Neuroscience*, 8(12), 976–987. doi:10.1038/nrn2277

Week 9: Syntax

- Caplan, D. (2006). Aphasic deficits in syntactic processing. *Cortex; a journal devoted to the study of the nervous system and behavior*, 42(6), 797–804.
- Grodzinsky, Y., & Friederici, A. D. (2006). Neuroimaging of syntax and syntactic processing. *Current opinion in neurobiology*, 16(2), 240–246. doi:10.1016/j.conb.2006.03.007
- Patel, A. D. (2005). The relationship of music to the melody of speech and to syntactic processing disorders in aphasia. *Annals of the New York Academy of Sciences*, 1060, 59–70. doi:10.1196/annals.1360.005
- Van Berkum, J. J. ., Van Den Brink, D., Tesink, C. M. J. ., Kos, M., & Hagoort, P. (2008). The neural integration of speaker and message. *Journal of Cognitive Neuroscience*, 20(4), 580–591.

Week 10: Comprehension

- Perfetti, C.A., *Landi, N., & Oakhill, J.V. (2005). The acquisition of reading comprehension skill. In M.J. Snowling & C. Hume (Eds.), *The Science of Reading: Handbook of Reading Research*. Oxford: Blackwell.
- Zevin, J., Yang, J., Wang, X., Yang, X., Mencl, W. E. & Hua, S., (under revision) Language-specificity in the Brain Network for Reading is Exaggerated by Artificial Task Demands. *Journal of Neuroscience*.
- Otten, M. & Berkum, J.J.A. van (2007). [What makes a discourse constraining? Comparing the effects of discourse message and scenario fit on the discourse-dependent N400 effect.](#) *Brain Research*, 1153, 166-177.
- MacDonald, M. C., & Christiansen, M. H. (2002). Reassessing working memory: A comment on Just & Carpenter (1992) and Waters & Caplan (1996). *Psychological Review*, 109, 35-54.

Week 11: Guest lecture: Chi-Ming Chen

Cho, R. Y., Walker, C. P., Polizzotto, N. R., Wozny, T. A., Fissell, C., Chen, C.-M. A., & Lewis, D. A. (2013). Development of Sensory Gamma Oscillations and Cross-Frequency Coupling from Childhood to Early Adulthood. *Cerebral cortex (New York, N.Y.: 1991)*. doi:10.1093/cercor/bht341

Chen, C.-M. A., Mathalon, D. H., Roach, B. J., Cavus, I., Spencer, D. D., & Ford, J. M. (2011). The corollary discharge in humans is related to synchronous neural oscillations. *Journal of cognitive neuroscience*, 23(10), 2892–2904. doi:10.1162/jocn.2010.21589

Week 12: SLI & Dyslexia

BISHOP, D. V. M., HARDIMAN, M. J., & BARRY, J. G. (2011) Lower-frequency event-related desynchronization: a signature of late mismatch responses to sounds, which is reduced or absent in children with specific language impairment. *Journal of Neuroscience* doi: 10.1111/j.1467-7687.2010.00990.x

Goswami U (2010). A temporal sampling framework for developmental dyslexia. *Trends in Cognitive Sciences*, 15, 1 3-10. doi: [10.1016/j.tics.2010.10.001](https://doi.org/10.1016/j.tics.2010.10.001)

Goswami U, Wang H-L, Cruz A, Fosker T, Mead N & Huss M (2011). Language-universal sensory deficits in developmental dyslexia: English, Spanish and Chinese. *Journal of Cognitive Neuroscience*, 23, 325-337. doi:10.1162/jocn.2010.21453

Pugh, K., Mencl, E.W., Shaywitz, B. A., Shaywitz, S. E., Fulbright, R. K., Skudlarski, P., Constable, R. T., Marchione, K., Jenner A.R., Shankweiler, D. P., Katz, L., Fletcher, J., Lacadie, C., & Gore, J. C.. (2000). [The angular gyrus in developmental dyslexia: Task-specific differences in functional connectivity in posterior cortex](#), *Psychological Science*, 11, 51-56.

Ramus, F., Marshall, C. R., Rosen, S., & van der Lely, H. K. J. (2013). Phonological deficits in specific language impairment and developmental dyslexia: towards a multidimensional model. *Brain*, 136(2), 630-645.

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: October 14, 2014
2. Department requesting this course: Psychology
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!

PSYC 5424. Cognitive Neuroscience of Language Across the Lifespan
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS;
others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: PSYC
2. **Course Number**: 5424
3. **Course Title**: Cognitive Neuroscience of Language Across the Lifespan
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

6. **Course Type**, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. [Prerequisites](#), if applicable:

8. [Recommended Preparation](#), if applicable: PSYC 5440 or COGS 5110 or COGS 5120 or COGS 5130 or COGS 5140 or SLHS 5348 or LING 5110.

Note: A total of 5 new COGS courses is anticipated.

9. [Consent of Instructor](#), if applicable: Consent required only for undergraduates, or graduate students from departments other than LING, SLHS, or PSYC.

10. [Exclusions](#), if applicable:

11. [Repetition for credit](#), if applicable:

12. [S/U grading](#):

Justification

1. [Reasons for adding this course](#): No other graduate-level course exists that focuses on the use of cognitive neuroscience methods to study language development with a lifespan approach, including the elderly, in both typically developing individuals and those with developmental or acquired language disorders. Unlike COGS 5140, which focuses on children's typical and atypical language development and especially disorders, the proposed course focuses on understanding the neural bases of typical and atypical language in adults as well as children, and has a greater focus on the use of many methods and tools used in cognitive neuroscience research. The course also covers cognitive neuroscience methods used to study language processing in aging adults, such as patient work on stroke and aphasia. This course has been taught as Special Topics in Developmental Psychology and we have now decided to convert it to a regular course.

2. [Academic merit](#): Spoken, written, and signed languages are the primary means by which humans convey information. Breakdown in these systems, whether as a result of a developmental disability or later insult through disease or injury, has substantial implications for daily living and social functioning. Recent advances in neuroimaging techniques (e.g. MRI, ERP, TMS, fNIRS), combined with classic lesion approaches, have provided a window into the underlying neurobiological bases of typical and atypical processing, and have advanced theories of typical and atypical function and development. This course will take a cognitive neuroscience approach to the study of language, the theoretical architectures that support its development and processing, and which aspects of the system are impaired in its failure. We will examine the neural foundation supporting language through the lifespan as well as across multiple levels of processing (e.g. phonetics, lexical processing, syntax, and comprehension), and will consider how the study of typical and atypical language may be mutually informative. Students will become familiar with multiple cognitive neuroscience methods for studying language, with both established and innovative behavioral and neuroimaging methods for investigating the processes and organization of language in children and adults with language disorders.

3. [Overlapping courses](#): NONE
4. Number of students expected: 20
5. Number and size of sections: 1 section
6. [Effects on other departments](#):
7. [Staffing](#): Landi, Myers (co-taught)
8. [Dates approved](#) by
Department Curriculum Committee:
Cognitive Science: October 13th, 2014
Psychology: October 1, 2014

Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: Nicole Landi, 203-988-8963, nicole.Landi@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.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

1. Date: October 14, 2014
2. Department initiating this proposal: COGS
3. Effective Date (semester, year): Spring 2016

Proposed Catalog Copy/Copies

COGS 5150. Cognitive Neuroscience of Language Across the Lifespan
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS;
others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

PSYC 5424. Cognitive Neuroscience of Language Across the Lifespan
3 credits. Seminar. Open to graduate students in Psychology, LING, SLHS;
others with consent of instructor.

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

1. [Reasons for adding this course](#) if it is new:
2. Reasons for cross listing this course: As listed in the title, the course is relevant to both Cognitive Neuroscience (i.e., Neurobiology) and Psychology (i.e., Cognition and Language Development) as well as Speech Language and Hearing Sciences (SLHS). The course is co-taught; at least one of the professors is from Psychology.
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](#): Psychology is supportive of this course

5. Effects on regional campuses:
6. [Staffing](#): Nicole Landi and Emily Myers

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.
Cognitive Science
Psychology
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:
Cognitive Science: October 13th, 2014
Psychology: October 1, 2014
Department or Program Faculty:
Department or Program Head: Dianne Lillo-Martin, Cognitive Science
Department or Program Head: James Green, Psychology

(Duplicate above, as needed)

2. Name, Phone Number, and e-mail address of principal contact person:
Nicole Landi, 203-988-8963 nicole.landi@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: **October 14, 2014**
2. Department or Program: **Literatures, Cultures and Languages**
3. Title of Major: **Classics and Ancient Mediterranean Studies**
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.)
5. Nature of change: **Ancient Greek used to fulfill the FL requirement**

Existing Catalog Description of Major

None

Proposed Catalog Description of Major

CLAS FL Requirement may be fulfilled with CAMS 1171 Elementary Ancient Greek I and CAMS 1172 Elementary Ancient Greek II, with a B+ or better.

Justification

1. Reasons for changing the major: **CAMS 1172 is the pre-requisite for CAMS 3201, and Complete Ancient Greek texts are read in CAMS 1172 and this is the preparatory step for 2000+CAMS courses.**
2. Effects on students: **Student study Ancient Greek because they often have already taken Latin 1-5, and this is a part of the CAMS major. Currently one student in the program wants to fulfill the FL requirement with CAMS 1171-1172 sequence. In the five years I have been department head only 1 student has asked for this change.**
3. Effects on other departments: **None, it could actually be good for the Philosophy department and the History Dept.**
4. Effects on regional campuses: **None**
5. **Dates approved** by
Department Curriculum Committee:
Department Faculty: **October 13, 2014**
6. Name, Phone Number, and e-mail address of principal contact person: **Rosa Helena Chinchilla 860-486-3313**

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. **Previously we have**

been guided by the 1991 memo written by Professor Thomas Suits

03/31/2009 11:52 FAX 860 486 0062

UCONN REGISTRAR

0001/0001

Advanced Language Courses

To: Norma Bouchard

6-4392

From: Kim Page



The College of Liberal Arts and Sciences
Department of Modern & Classical Languages
Classics
Box U-57, Room JHA 228
337 Mansfield Road
Storrs, Connecticut 06268

April 5, 1991

To: Gloria Brine
From: T. A. Suits *TA S*
Subject: Satisfying the CLA&S foreign language requirement
by using ancient Greek

Because there is no second-year course corresponding to the intermediate level in the other languages, the passing of which is normally taken as evidence of the student's having met the foreign language requirement, there is a problem in using ancient Greek to satisfy the language requirement. (In practice, the number of cases that have come up is minuscule.)

When, some years ago, the intermediate ancient Greek course was dropped, the first year course (Classics 171-172) was made the prerequisite for any of the 200-level courses for which the intermediate course had formerly been prerequisite. The reasons were not only the pragmatic one that few students were going on but also the theoretical one that 171-172 is so intensive and covers so much that the student who succeeds in it is in fact ready to proceed to the advanced level reading courses. In our experience, no student who has done work in 171-172 of less than B+ quality has been masochistic enough to go on. Usually, it is only the A and A- students who do so.

It is our view, then, that if passing an intermediate (100-level) sequence is sufficient to satisfy the language requirement, passing a 200-level course should, *a fortiori*, be sufficient. This same reasoning seems to be at the root of the provision of the Graduate School that, to meet its foreign language requirement, a student may substitute for the usual one-year sequence at the intermediate level "a course in a foreign language or literature at or above the 200's level, provided that the reading for the course is required to be done in the language" (1990-1991 Graduate Bulletin, p. 28, 3rd col. (2) s.f.).

I am in agreement with Professor Suits.

José Luis Cruz
G. Brine
4-17-91



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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 10/19/2014
2. Department requesting this course: El Instituto
3. Semester and year in which course will be first offered: spring 2017; although course was offered as PRLS 3295 Variable Topics in the fall of 2013 and this spring of 2015, as LLAS 3998 Variable Topics

Final Catalog Listing

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

LLAS 3xxx: Latino Sociology
Three credits. No Prerequisites
The economic, social, political, and cultural experiences of Latinos in the United States.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: LLAS
2. Course Number: 3xxx
3. Course Title: Latino Sociology
4. Number of Credits: 3
5. Course Description: The economic, social, political, and cultural experiences of Latinos in the United States.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: yes
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: no
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: Dr Reyes is a new faculty in LLAS and SOC and this is a course designed around her 2 areas of specialty. She plans to teach it every 1-2 years.

2. Academic merit: There is currently no course in sociology that addresses the Latino population of the US; nor a course in LLAS that considers Latinos from a sociological perspective
3. Overlapping courses and departments consulted: Sociology. No overlapping courses
4. Number of students expected: 30-35
5. Number and size of sections: 1 section of 70 students
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: Daisy Reyes, PhD

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).

This course is not currently being considered as a Gen Ed course.

Proposer Information

1. Dates approved by
Department Curriculum Committee: El Instituto Undergraduate Curriculum Committee:
9/11/14

Dept Faculty: 10/8/14

Program Head: Mark Overmyer-Velazquez

- Department Faculty C & C: Anne Gebelein, Charles Venator, Mark Overmyer-Velazquez
2. Name, Phone Number, and e-mail address of principal contact person: Anne Gebelein,
860-486-5508, anne.gebelein@uconn.edu

Syllabus

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

**PRLS 3295: LATINO SOCIOLOGY
UNIVERSITY OF CONNECTICUT
FALL 2013**

Daisy Verduzco Reyes
Office: Manchester Hall 307
Office Hours: Tues/Thurs: 12:30-1:45pm

Tuesdays & Thursdays: 2-3:15pm
Room: KNS 301
Email: daisy.reyes@uconn.edu

Course Description

Latinos now constitute 16% of the total U.S. population. Despite their demographic significance there continues to be many misconceptions about them. The purpose of this course is to help you think critically about the social, political, and economic structures that have shaped Latinos' lives. I will provide you with a set of ideas, concepts and ideas to analyze the contemporary and historical experiences of Latinos. In this course, we will primarily use sociological texts to 1) make sense of the history of Chicano and Puerto Rican Movements 2) explore the diverse migration experiences of Latinos, 3) study the patterns of incorporation that Latinos face in the United States and 4) understand the construction of Latino institutions such as the discipline of Latino Studies.

Required Texts:

1. Beltran, Cristina. 2010. *The Trouble with Unity: Latino Politics and the Creation of Identity*. Oxford University Press.
2. Davila, Arlene. 2008. *Latino Spin: Public Image and the Whitewashing of a Race*. NYU Press.
3. Roth, Wendy. 2012. *Race Migrations: Latinos and the Cultural Transformation of Race*. Stanford University Press.
4. Garcia, Lorena. 2012. *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. NYU Press.

*Additionally, I will upload articles onto the class website.

Students with Disabilities

UConn is committed to making our courses accessible to all students. Students who require accommodations for a verifiable disability must register with the Center for Students with Disabilities (Wilbur Cross Building, Room 204; 860-486-4412, csd@uconn.edu) no later than the first week of classes.

Class Participation

You are expected to do the readings prior to class on the date they are listed. You should be prepared to participate in class discussion. A lack of preparation will result in a lower class participation grade.

Other issues

1) The use of cell phones is prohibited. If I catch you texting, you will be asked to leave. 2) I find the use of laptop computers to be distracting. Use a pen and paper instead. 3) Please follow directions – this syllabus is your contract. 4) Please send all email communication in professional tone.

Grading:

Participation/ Reading Summaries:

30%

You are expected to do the readings prior to class on the date they are listed and be prepared to participate in class discussion, do in-class writing assignments, and have small group discussions. This course will be run like a seminar, which means you will be expected to participate in a discussion of readings. In order to prepare for your participation, you will bring a types summary of each about reading. I will provide you a template for this summary. Your summary will include discussion questions that are intended to

evoke conversation rather than have yes/no answers. I will ask you to turn in your typed summary before class.

Midterm: 35%

I will give you short answer exam on 10/17, which will test your knowledge of key concepts. You will be responsible for bringing your own bluebook.

Final Exam: 35%

I will give you a take home final exam due during finals week (December 10)

Course Schedule

*This is a tentative schedule. I reserve the right to make changes in readings and topics. You will be given adequate notice of changes.

Week 1:

8/27- Understanding Race and Ethnicity

Race: The Power of An Illusion

8/29- Read Waters- Optional Ethnicities on Husky CT

Read Gans, Herbert J. 1979. "Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America." *Ethnic and Racial Studies* 2:1-20 on Husky CT

Week 2: Who are Latinos? Labels and Identities

9/3- Read Golash-Boza, Tanya and William Darity, Jr. 2008. Latino Racial Choices? the effect of colour and discrimination on Latinos' and Latinas' racial self identification. *Ethnic and Racial Studies* on Husky CT

9/5- Read Itzigsohn and Dore-Cabral. 2000. "Competing Identities? Race, Ethnicity and Panethnicity Among Dominicans in the United States." *Sociological Forum* 15(2): 225-247 on Husky CT

Read Tovar, Jessica and Cynthia Feliciano. 2009 "Not Mexican-American, but Mexican': Shifting Ethnic Self-Identifications among Children of Mexican Immigrants." *Latino Studies*, 7(2): 197-221 on Husky CT

Week 3: Political Histories and Identity Politics

9/10- Read Beltran Introduction and Chapter 1

9/12- Read Beltran Chapter 2

Week 4: Mexican Americans: Migration and Incorporation

9/17- Read Jimenez, Tomas. Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race on Husky CT

- *Harvest of Loneliness*

9/19- Read Linton and Jimenez. Contexts for bilingualism among US-born Latinos on Husky CT

Week 5: Dominicans and Puerto Ricans

9/24- Read Roth Chapter 1 and 2

9/26- Read Roth Chapter 3

Week 6: Dominicans and Puerto Ricans continued

10/1- Read Roth 4 and 5

10/3- Read Roth Chapter 7

Week 7: Class, Ethnicity, and Authenticity

10/8- Read Agius-Vallejo. Mexican Americans or Coconuts? Middle-Class Minority and American Identities on Husky CT

10/10- Vasquez. As Much Hamburger as Taco on Husky CT

Week 8: Midterm Exam

10/15- catch up & review

10/17- test

Week 9: Latinas, Gender and Sexuality

10/22- Read Gonzalez-Lopez, De madres a hijas: Gendered Lessons about Virginity across Generations on Husky CT

Read Zavella, Patricia and Xochitl Castaneda. 2005. Sexuality and Risks: Gendered Discourses about Virginity and Disease among Young Women of Mexican Origin. *Latino Studies*. 3: 226-245 on Husky CT

10/24- Read Romo, L.F., Nadeem, E., & Kouyoumdjian, C. "Latino parent-adolescent communication about sexuality: An interdisciplinary literature review". In *M. Ascencio (Ed.), Latino/a Sexualities* (pp. 62-74). Rutgers University Press. 2010 on Husky CT

Week 10: Latinas, Gender and Sexuality continued

10/29- Read Garcia Chapters 1 &2

10/31- Read Garcia Chapters 3&6

Week 11: Latinos and Secondary Education

11/5- Read Chapter 2 & 3 in Lopez, Nancy. 2003. *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. Routledge Press on Husky CT

11/7- Read Chapter 1, 6 & 7 in Angela Valenzuela. *Subtractive Schooling U.S.-Mexican Youth and the Politics of Caring* on Husky CT

Week 12: Latinos and Higher Education

11/12- Read El Plan de Santa Barbara

<http://www.nationalmecha.org/documents/EPsb.pdf>

Read *The Genesis of Academia Chicano Studies, 1967-1970: Utopia and the Emergence of Chicano Studies* pp. 12-37 in *Chicano Studies and Genesis of a Discipline* by Michael Soldatenko on Husky CT

11/14- Davila Chapter 6

PRLS history
Precious Knowledge

Week 13: Latinos as a Market
11/19- Read Davila Part 1
11/21- Read Davila Conclusion
Latinos Beyond the Reel

Week 14: Thanksgiving Recess

Week 15: Projections for the future of Latinos in the U.S.
12/3- Read From bi-racial to tri-racial: Towards a new system of racial stratification in the USA.
Eduardo Bonilla-Silva on Husky CT
12/5- Read Beltran Conclusion

Final exam is tentatively scheduled on December 10 at 1pm.

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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: 10/19/14
2. Department initiating this proposal: El Instituto
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

LLAS 3xxx Latino Sociology

3 credits. No prerequisites.

The economic, social, political, and cultural experiences of Latinos in the United States.

Proposed Catalog Copy/Copies

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

LLAS 3xxx/SOC 3xxx Latino Sociology

3 credits. No prerequisites.

The economic, social, political, and cultural experiences of Latinos in the United States.

Justification

1. [Reasons for adding this course if it is new](#): Dr Reyes is a new faculty in LLAS and SOC and this is a course designed around her 2 areas of specialty. She plans to teach it every 1-2 years.
2. Reasons for cross listing this course: Latino Sociology is a course whose subject matter involves the study of Latinos in the US and the study of sociology, so it appeals to students in both majors
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](#): none
5. Effects on regional campuses: none
6. [Staffing](#): Daisy Reyes, PhD

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.

El Instituto
Sociology

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

El Instituto Undergraduate Curriculum Committee date of approval: 9/11/14

Dept Faculty: 10/8/14

Program Head: Mark Overmyer-Velazquez

Department of Sociology Undergraduate Program Committee date of approval:
10/6/14

Dept Faculty: 10/10/14

Department or Program Head: Bandana Purkayastha

3. Name, Phone Number, and e-mail address of principal contact person: Anne Gebelein,
860-486-5508, anne.gebelein@uconn.edu

Appendix 1: Common Context for Geoscience 1000 level course Revisions

1. PURPOSE.

This appendix provides the **common context and rationale** for a coordinated package of individual proposals being submitted to the CLAS C&C Committee the Geoscience C&C Committee (Robert Thorson, chair) and its representative at the college level (Lanbo Liu). This package was unanimously approved by the geoscience faculty on October 17, 2014.

2. BACKGROUND.

The 1000-level geoscience curriculum was restructured for the last time in 2003. This was shortly before the restructuring of the former Department of Geology & Geophysics into a Center for Integrated Geoscience (CiG), whose chief focus was at the graduate level. Since the breakup of the old department, the discipline of geology (as a whole) has tilted away from a transient emphasis on geo-microbiology and the coevolution of earth and life toward a broader emphasis on Earth System Science. The main issues today involve societal adaptation to climate change and increased recognition that humans are major agents of global geological change (Anthropocene). The Fall 2014 arrival of geologist Lisa Park Bush as the CiG's new director has energized the geoscience community, prompting us to rethink our 1000-level curriculum in order to better: (1) re-align it with the new Academic Plan; (2) foster STEM general education across the university, especially as it relates to Environmental Studies and International Programs; (3) relieve some of the enrollment pressure within CLAS for science general education; (4) serve a growing cadre of students drawn into a discipline with excellent job prospects; and (5) clarify the link between the Honors Core Curriculum and the geoscience major.

3. SCOPE.

This package of proposals seeks to re-brand and coordinate our eight existing courses (GSCI 1010, 1050, 1051, 1052, 1053, 1054, 1070 and SCI 1051) into a more flexible and efficient arrangement. Importantly, we propose **no new courses, no deletions, and no changes in the major or minor**. Instead, we seek permission to: (1) retitle tweak catalog descriptions for all eight courses; (2) slightly broaden the emphasis of two existing courses (1010 and 1070) to create new paths of entry into upper division courses for majors and non-majors; and (3) re-claim a successful Honors Core Course now orphaned with an SCI designation.

4. PRESENT MODEL.

The present 1000-level curriculum features GSCI 1050 - *Earth and Life Through Time with Laboratory* (4 credits) as our discipline's main foundation course. It satisfies GEOC's CA3-LAB requirement for general education, serves as a prerequisite to upper division courses, and is required for the growing geosciences major. GSCI 1051 - *Earth and Life Through Time* (3 credits) is the lecture-only, science-literacy version of the same general course. It satisfies GEOC's CA3 requirement. GSCI 1052 - *Laboratory Earth and Life through Time* (1 credit) is the lab-only version of the same course. It's designed for

students who "discover" geology while taking the science literacy version of the course for general education credit (1051). Taking the lab upgrades the combined experience to the same standard as the 4-credit foundation course (1050), thereby satisfying CA3-LAB requirement and meeting upper division prerequisites. This same upgrade path is also followed by honors students who "discover" the discipline in SCI 1051 - *Geoscience through American Studies*, the Honors Core Curriculum version of introductory geology lecture that also meets the CA3 requirement. This four-course model offers three pathways to upper division courses in the discipline, and to the major.

Geoscience offers two other 1000-level science literacy courses meeting CA3 general education requirements: GSCI 1010 - *Age of the Dinosaurs* (3 credits) and GSCI 1070 - *Global Change and Natural Disasters* (3 credits, cross-listed as GEOG 1070). Though both are currently broad introductory courses being taught by geologists, both "dead-end." Explicitly, neither is a path to upper division courses and the major.

Finally, our program offers two 1-credit courses created to enhance the introductory experience, but seldom used: GSCI 1053 - *Discussion Earth and Life through Time* and GSCI 1054 - *Field Trips Earth and Life through Time*. These *ad hoc* supplementary elective courses meet no requirements and do not serve as prerequisites.

5. THREE-PART PLAN.

Part I restructures the existing curriculum by **removing the "dead ends"** for GSCI 1010 - *Age of the Dinosaurs* and GSCI 1070 - *Global Change and Natural Disasters*. These two courses have long capitalized on strong students in the historical and physical approaches to geology, respectively. Our proposal maintains these two main themes, and keeps the identities of existing courses intact, but broadens their content enough to make them suitable prerequisites to upper division courses. If our proposal is approved, both will lead into the introductory geology laboratory (GSCI 1052), thereby providing two new pathways into upper division courses paralleling the historic (GSCI 1010+1052) and the physical (GSCI 1070+GSCI 1052) themes. These new pathways would complement the three existing pathways (GSCI 1050, GSCI 1051+GSCI 1052, SCI 1051+ GSCI 1052) that are already working well.

Part 2 of our plan is **purely administrative**. *SCI 1051 - Geoscience through American Studies* is a geology course taught by a geology professor, uses the same course number (1051) and textbook as the other introductory lecture geology course (GSCI 1051), and, when taken in conjunction with GSCI 1053, meets the requirements of the geoscience major. Shifting its designation from SCI to GSCI would facilitate registration, scheduling, and staffing. Reclaiming this as a geology course requires that we give it a new number because 1051 is already taken. We propose GSCI 1055.

Part 3 of our plan is **purely cosmetic**, the changing of titles and the tweaking of catalog descriptions to unify the delivery of our 1000-level curriculum. The honors pathway into geology (SCI 1051) will use the word "**landscape**" to signify its main point of attachment to American culture. All four other pathways (1050, and 1053 combined with either 1051, 1010, and 1070) will share the word "**environment**" to signify their common points of attachment to societally relevant topics ranging from climate change, extinctions, natural disasters, energy and mineral resources, globalization, planetary geology, pollution, land-use planning, the Anthropocene, etc. Two of these four pathways, the 4 credit foundation course (1050) and the 3-credit course sharing the same

lecture (1051) will use the phrase "**Dynamic Earth**" to distinguish their focus on *general* geology relative to alternative foci on geology's historical (1010) and the physical (1070) domains. Lastly, the two *ad hoc* courses will be given the most general name possible to maximize flexibility, and to distinguish them from the regular offerings.

6. SUMMARY OF CATALOG TITLE CHANGES.

All courses have new titles, with the old titles listed in parenthesis. They are grouped by category. There are no changes in course numbers or course credits except for one change in number (SCI 1051 becomes GSCI 1055). Punctuation and style follows the catalog, which removes the prefix GSCI. The full text of present catalog descriptions and proposed changes are contained in Appendix 2.

FOUR CREDIT FOUNDATION COURSE (CA3LAB)

1050. **Earth's Dynamic Environment.** (Earth and Life through Time with Laboratory)

THREE CREDIT SCIENCE LITERACY COURSES (CA3)

1051. **Earth's Dynamic Environment Lecture.** (Earth and Life through Time)

1010. **Dinosaurs, Extinctions, and Environmental Catastrophes.** (Age of the Dinosaurs)

1070. **Natural Disasters and Environmental Change.** (Global Change and Natural Disasters)

THREE CREDIT HONORS SCIENCE LITERACY COURSE (CA3)

1055. **Geoscience and the American Landscape.** (Geoscience through American Studies)

ONE CREDIT LABORATORY COURSE

1052. **Earth's Dynamic Environment Laboratory.** (Laboratory Earth and Life through Time)

ONE CREDIT AD HOC COURSES

1053. **Geoscience Discussion.** (Discussion Earth and Life through Time)

1054. **Geoscience Field Trips.** (Field Trips Earth and Life through Time).

7. IMPACTS ON OTHER PROGRAMS

One of our main goals is to help alleviate the enrollment pressure on the biology programs caused by the combination of UCONN's general education requirements and the familiarity incoming non-science students have with the biological sciences. Most have trivial exposure to geoscience and are therefore cautious about signing up for what would otherwise be an excellent STEM experience for a changing world.

Though taught by geologists, GSCI 1070 is cross-listed as GEOG 1070. We will retain the emphasis on the relationship between humans and their geological environment. The geography department has been contacted about our plan.

The administrative changes involved in converting SCI 1051 to GSCI 1055 will have no impact on the Honors Program. They have approved our plan.

8. STAFFING AND ENROLLMENTS

As there are no new additions or deletions of courses, there is no direct impact on staffing. Our long term goals are to: enhance the 1000-level curriculum by using a common web-platform and common staffing pool; strengthen the lab (1053) to ensure a

rigorous and broad foundation experience; and enhance utilization of permanent geoscience faculty in course delivery.

9. UPON APPROVAL

If (and when) this package of proposals is approved, we will immediately perform: a full sweep of all courses using the previous titles (and in the case of SCI 1051=GSCI 1055, the course name and number) as prerequisites, and of all majors, minors, and programs using the previous titles. When identified, the new numbers and titles will be substituted.

Appendix 2: Catalog Copy for Geoscience 1000 level Courses Revisions

Old text in black and **New** text in **dark blue**. References to the former SCI 1051 and its proposed replacement (GSCI 1055) in **dark red**.

GEOSCIENCE COURSES (GSCI)

1010. Age of the Dinosaurs

(111) (Formerly offered as GEOL 1010.) Three credits. A reconstruction of the Mesozoic world of the dinosaurs as interpreted from geological and paleontological evidence. Includes fundamental concepts of stratigraphy, historical geology, paleoclimatology, and paleontology. CA 3.

1010. Dinosaurs, Extinctions, and Environmental Catastrophes

Three credits. Students who complete both this course (GSCI 1010) and GSCI 1052 may request GSCI 1010 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

A reconstruction of the Mesozoic world of the dinosaurs based on paleontological and geological evidence. Analysis of past environmental catastrophes leading to mass extinctions and changes in biodiversity. Earth's present mass extinction is included. Includes fundamental concepts of geology, stratigraphy, historical geology, and paleoclimatology. CA 3.

1050. Earth and Life through Time with Laboratory

(105) (Formerly offered as GEOL 1050.) Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed **GSCI 1051** or **SCI 1051**.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see **GSCI 1052**). A fee of \$10 is charged for this course. CA 3-LAB.

1050. Earth's Dynamic Environment

Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed GSCI 1051 or **GSCI 1055**.

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see GSCI 1052). A fee of \$10 is charged

for this course. CA 3-LAB.

1051. Earth and Life through Time

(103) (Formerly offered as GEOL 1051.) Three credits. Three class periods. Not open to students enrolled in or having passed [GSCI 1050](#) or [SCI 1051](#). Students who complete both [GSCI 1051](#) and [1052](#) may request [GSCI 1051](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

1051. Earth's Dynamic Environment Lecture

Three credits. Three class periods. Not open to students enrolled in or having passed [GSCI 1050](#) or [GSCI 1055](#). Students who complete both this course ([GSCI 1051](#)) and [1052](#) may request [GSCI 1051](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) One credit. Prerequisite: [GSCI 1051](#). Not open to students enrolled in or having passed [GSCI 1050](#). Students who complete both [GSCI 1051](#) and [1052](#) may request [GSCI 1051](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to [GSCI 1051](#). Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips. A fee of \$10 is charged for this course.

1052. Earth's Dynamic Environment Laboratory

One credit. Prerequisite: [GSCI 1051](#) or [GSCI 1010](#) or [GSCI 1070](#) or [GSCI 1055](#). Not open to students enrolled in or having passed [GSCI 1050](#). Students who complete both this course ([1052](#)) and one of the following ([1051](#), [1010](#), [1070](#), or [1055](#)) may request that the prerequisite be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to GSCI 1051, 1010, 1070, and 1055. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes local field trips. A fee of \$10 is charged for this course.

1053. Discussion Earth and Life through Time

(109) (Formerly offered as GEOL 1053.) One credit. Corequisite: [GSCI 1050](#) or [1051](#) or [1052](#) or instructor consent. May be repeated for credit with instructor consent.

Faculty-taught, weekly discussions to enhance [GSCI 1050](#) and [1051](#). Emphasis and approach will vary, but all sections will track the lecture syllabus.

1053. Geoscience Discussion

One credit. May be repeated for credit with instructor consent.

Faculty-taught discussion sessions to enhance introductory geoscience. Emphasis and approach will vary.

1054. Field Trips Earth and Life through Time

(113) (Formerly offered as GEOL 1054.) One credit. Corequisite: [GSCI 1050](#) or [1051](#) or [1052](#) or instructor consent. May be repeated for credit with instructor consent.

Two or more faculty-led weekend field trips to nearby sites of interest, designed to enhance [GSCI 1050](#) and [1051](#).

1054. Geoscience Field Trips

One credit. May be repeated for credit with instructor consent.

One or more faculty-led weekend field trips to nearby sites of interest. Emphasis and approach will vary.

1070. Global Change and Natural Disasters

(Also offered as [GEOG 1070](#).) Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

1070. Natural Disasters and Environmental Change

(Also offered as [GEOG 1070](#).) Three credits.

Students who complete both this course (GSCI 1070) and GSCI 1052 may request GSCI 1070 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

SCIENCE COURSES (CONVERT FROM SCI TO GSCI)

1051. Geoscience through American Studies

(103) Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed [GSCI 1050](#) or [1051](#). *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of [GSCI 1051](#). Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

1055. Geoscience and the American Landscape

Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed GSCI 1050 or 1051. Students who complete both this course ([GSCI 1055](#)) and GSCI 1052 may request [GSCI 1055](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Foundation course in geology linked to the American Landscape through its history and literature. A small-group, discussion-based, honors-only enhancement of GSCI 1051. An Honors Core course. Readings from American history and literature will be directly linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **Oct 21, 2014**
2. Department requesting this course: **Geosciences (*de facto* department)**
3. Nature of Proposed Change: **Change course title and description.**
Proposal **1 of 8** in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. **Effective Date:** Summer 2015

Current Catalog Copy

1010. Age of the Dinosaurs

(111) (Formerly offered as GEOL 1010.) Three credits. A reconstruction of the Mesozoic world of the dinosaurs as interpreted from geological and paleontological evidence. Includes fundamental concepts of stratigraphy, historical geology, paleoclimatology, and paleontology. CA 3.

Proposed Catalog Copy

1010. Dinosaurs, Extinctions, and Environmental Catastrophes

Three credits. Students who complete both this course (GSCI 1010) and GSCI 1052 may request GSCI 1010 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

A reconstruction of the Mesozoic world of the dinosaurs based on paleontological and geological evidence. Analysis of past environmental catastrophes leading to mass extinctions and changes in biodiversity. Earth's present mass extinction is included. Includes fundamental concepts of geology, stratigraphy, historical geology, and paleoclimatology. CA 3.

Justification

1. **Reasons for changing this course:** To broaden the course slightly, thereby making it more relevant to societal environmental issues involving global change.
2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: **None**
4. **Effects on other departments:** **None.**
5. Effects on regional campuses: **None.**
6. **Staffing:** **None.** See Appendix 1 Section 8.

General Education

Course is currently approved for CA3.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: **Oct 17, 2014**
Department Faculty: **Oct 17, 2014**
2. Name, Phone Number, and e-mail address of principal contact person:
Robert M. Thorson, 860-428-1681, robert.thorson@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: **Oct 21, 2014**
2. Department requesting this course: **Geosciences (*de facto* department)**
3. Nature of Proposed Change: **Change course title and tweak description.**
Proposal 2 of 8 in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. **Effective Date:** Summer 2015

Current Catalog Copy

1050. Earth and Life through Time with Laboratory

(105) (Formerly offered as GEOL 1050.) Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed [GSCI 1051](#) or [SCI 1051](#).

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see [GSCI 1052](#)). A fee of \$10 is charged for this course. CA 3-LAB.

Proposed Catalog Copy

1050. Earth's Dynamic Environment

Four credits. Three class periods and one 3-hour laboratory period. Not open to students enrolled in or having passed [GSCI 1051](#) or [GSCI 1055](#).

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. Includes laboratory component (see [GSCI 1052](#)). A fee of \$10 is charged for this course. CA 3-LAB.

Justification

1. **Reasons for changing this course:** To more accurately reflect the broad foundation this course provides, and to clarify the relationship between geology and environmental issues.

2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: None
4. Effects on other departments: None.
5. Effects on regional campuses: None.
6. Staffing: None. See Appendix 1 Section 8.

General Education

Course is currently approved for CA3LAB.

Proposer Information

1. Dates approved by
Department Curriculum Committee: Oct 17, 2014
Department Faculty: Oct 17, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **Oct 21, 2014**
2. Department requesting this course: **Geosciences (*de facto* department)**
3. Nature of Proposed Change: **Change course title and tweak description.**
Proposal 3 of 8 in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. **Effective Date:** Summer 2015

Current Catalog Copy

1051. Earth and Life through Time

(103) (Formerly offered as GEOL 1051.) Three credits. Three class periods. Not open to students enrolled in or having passed [GSCI 1050](#) or [SCI 1051](#). Students who complete both [GSCI 1051](#) and [1052](#) may request [GSCI 1051](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

History of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

Proposed Catalog Copy

1051. Earth's Dynamic Environment Lecture

Three credits. Three class periods. Not open to students enrolled in or having passed [GSCI 1050](#) or [GSCI 1055](#). Students who complete both this course ([GSCI 1051](#)) and [1052](#) may request [GSCI 1051](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth's crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3.

Justification

1. **Reasons for changing this course:** To more accurately reflect the broader scope of geology this course provides, and to clarify the relationship between geology and environmental issues.

2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: None
4. Effects on other departments: None.
5. Effects on regional campuses: None.
6. Staffing: None. See Appendix 1 Section 8.

General Education

Course is currently approved for CA3.

Proposer Information

1. Dates approved by
Department Curriculum Committee: Oct 17, 2014
Department Faculty: Oct 17, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **Oct 21, 2014**
2. Department requesting this course: **Geosciences (*de facto* department)**
3. Nature of Proposed Change: **Change course title. Proposal 4 of 8 in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)**
4. **Effective Date: Summer 2015**

Current Catalog Copy

1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) One credit. Prerequisite: **GSCI 1051**. Not open to students enrolled in or having passed **GSCI 1050**. Students who complete both **GSCI 1051** and **1052** may request **GSCI 1051** be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to **GSCI 1051**. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips. A fee of \$10 is charged for this course.

Proposed Catalog Copy

1052. **Earth's Dynamic Environment Laboratory**

One credit. Prerequisite: **GSCI 1051** or **GSCI 1010** or **GSCI 1070** or **GSCI 1055**. Not open to students enrolled in or having passed **GSCI 1050**. Students who complete both this course (1052) and one of the following (1051, 1010, 1070, or 1055) may request that the prerequisite be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Laboratory complement to **GSCI 1051, 1010, 1070, and 1055**. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes local field trips. A fee of \$10 is charged for this course.

Justification

1. **Reasons for changing this course:** Broaden the title to better describe the broad lab experience this course provides, and to clarify the relationship between

its geologic content and environmental issues.

2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: None
4. Effects on other departments: None.
5. Effects on regional campuses: None.
6. Staffing: None. See Appendix 1 Section 8.

General Education

Course is currently approved as the lab needed to upgrade one of two CA3 lecture courses (GSCI 1051, SCI 1051) into a CA3LAB course.

Proposer Information

1. Dates approved by
Department Curriculum Committee: Oct 17, 2014
Department Faculty: Oct 17, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Oct 21, 2014
2. Department requesting this course: Geosciences (*de facto* department)
3. Nature of Proposed Change: Change course title, tweak description, and remove co-requisite. Proposal **5 of 8** in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. Effective Date: Summer 2015

Current Catalog Copy

1053. Discussion Earth and Life through Time

(109) (Formerly offered as GEOL 1053.) One credit. Corequisite: GSCI 1050 or 1051 or 1052 or instructor consent. May be repeated for credit with instructor consent.

Faculty-taught, weekly discussions to enhance GSCI 1050 and 1051. Emphasis and approach will vary, but all sections will track the lecture syllabus.

Proposed Catalog Copy

1053. Geoscience Discussion

One credit. May be repeated for credit with instructor consent.

Faculty-taught discussion sessions to enhance introductory geoscience. Emphasis and approach will vary.

Justification

1. Reasons for changing this course: To generalize the title to maximize flexibility in offering.
2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: None
4. Effects on other departments: None.
5. Effects on regional campuses: None.
6. Staffing: None. See Appendix 1 Section 8.

General Education

None.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: [Oct 17, 2014](#)
Department Faculty: [Oct 17, 2014](#)
2. Name, Phone Number, and e-mail address of principal contact person:
[Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu](#)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Oct 21, 2014
2. Department requesting this course: Geosciences (*de facto* department)
3. Nature of Proposed Change: Change course title, tweak description, and remove co-requisite. Proposal **6 of 8** in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. Effective Date: Summer 2015

Current Catalog Copy

1054. Field Trips Earth and Life through Time

(113) (Formerly offered as GEOL 1054.) One credit. Corequisite: GSCI 1050 or 1051 or 1052 or instructor consent. May be repeated for credit with instructor consent.

Two or more faculty-led weekend field trips to nearby sites of interest, designed to enhance GSCI 1050 and 1051.

Proposed Catalog Copy

1054. Geoscience Field Trips

One credit. May be repeated for credit with instructor consent.

One or more faculty-led weekend field trips to nearby sites of interest. Emphasis and approach will vary.

Justification

1. Reasons for changing this course: To generalize the title to maximize flexibility in offering.
2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: None
4. Effects on other departments: None.
5. Effects on regional campuses: None.
6. Staffing: None. See Appendix 1 Section 8.

General Education

None.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: [Oct 17, 2014](#)
Department Faculty: [Oct 17, 2014](#)
2. Name, Phone Number, and e-mail address of principal contact person:
[Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu](#)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Oct 21, 2014
2. Department requesting this course: Geosciences (*de facto* department)
3. Nature of Proposed Change: Change course title. Proposal **7 of 8** in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. Effective Date: Summer 2015

Current Catalog Copy

1070. Global Change and Natural Disasters

(Also offered as [GEOG 1070](#).) Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Proposed Catalog Copy

1070. Natural Disasters and Environmental Change

(Also offered as [GEOG 1070](#).) Three credits.

Students who complete both this course ([GSCI 1070](#)) and [GSCI 1052](#) may request [GSCI 1070](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Justification

1. [Reasons for changing this course](#): Broaden the title to clarify the relationship between geology and environmental phenomena relevant to humans (including climate change).
2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: Geography.
4. [Effects on other departments](#): May slightly increase cross-listing enrollment.
5. Effects on regional campuses: None.
6. [Staffing](#): None. See Appendix 1 Section 8.

General Education

Currently satisfies the CA3 requirement.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: Oct 17, 2014
Department Faculty: Oct 17, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Oct 21, 2014
2. Department requesting this course: Geosciences (*de facto* department)
3. Nature of Proposed Change: Change course heading, number, title and description. Proposal **8 of 8** in a coordinated package of proposals. See Appendix 1 (Context) and Appendix 2 (Catalog)
4. Effective Date: Summer 2015

Current Catalog Copy

SCI 1051. Geoscience through American Studies

(103) Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed [GSCI 1050](#) or [1051](#). *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of [GSCI 1051](#). Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

Proposed Catalog Copy

GSCI 1055. Geoscience and the American Landscape

Three credits. Prerequisite: Open only to Honors students. Not open to students who have passed [GSCI 1050](#) or [1051](#). Students who complete both this course ([GSCI 1055](#)) and [GSCI 1052](#) may request [GSCI 1055](#) be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Foundation course in geology linked to the American Landscape through its history and literature. A small-group, discussion-based, honors-only enhancement of [GSCI 1051](#). An Honors Core course. Readings from American history and literature will be directly linked to the geology course content. An individual project in the student's area of interest is required. CA 3.

Justification

1. [Reasons for changing this course](#): Migrate it to the appropriate administrative category for better management, attach new geoscience number, **narrow the**

title to clarify the relationship between geology and physical environmental phenomena, and tweak the description.

2. Effect on Department's curriculum: See Appendix 1 Sections 4 and 5.
3. Other departments consulted: Honors Program
4. Effects on other departments: None. They approve of this change.
5. Effects on regional campuses: None.
6. Staffing: None. See Appendix 1 Section 8.

General Education

Currently satisfies the CA3 requirement.

Proposer Information

1. Dates approved by
Department Curriculum Committee: Oct 17, 2014
Department Faculty: Oct 17, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu