

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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(g) requires GEOC approval; (S) requires Senate approval.

C&C approved copy of (g) and (S) courses must be submitted to GEOC and the Senate through the

Curricular Action Request form.

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

1 Topics for discussion

Update on interdisciplinary graduate program approval process

2 Old Proposals

None.

3 New Proposals

2014-019 Add HIST 3xxx. History of Modern Chinese Political Thought

Full Materials

Proposed Catalog Copy:

3xxx. History of Modern Chinese Political Thought

Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century.

2014-020 Add ANTH 3420. Internship in Museum Collections and Data Management ⊗

Full Materials

Proposed Catalog Copy:

ANTH 3420. Internship in Museum Collections and Data Management

Three credits. Either semester. Open only with consent of instructor.

Supervised work experience with anthropological records and collections at the Connecticut Museum of Natural History on Storrs campus.

2014-021 Change ANTH 5377. International Health

Full Materials

Current Catalog Copy:

ANTH 5377. International Health

3 credits. Seminar. Instructor consent required.

The role of anthropology in international health, morbidity and mortality, population, maternal and child health, nutrition, infectious diseases and epidemiology, health care infrastructure and underdevelopment.

Proposed Catalog Copy:

ANTH 5377. Global Health and Anthropology

3 credits. Seminar. Instructor consent required.

The role of anthropology in global health: assessing global morbidity and mortality; global health governance; political economy of global health; health inequities; social determinants of health; syndemics; climate change and health; maternal and child health; nutrition; infectious diseases; and war, trauma, and complex emergencies.

2014-022 Change Environmental Studies Minor

Full Materials

Current Catalog Copy:

Environmental Studies

Environmental Studies is broadly concerned with the interaction between humans and the environment. The Environmental Studies Minor is a coherent 16-credit interdisciplinary (humanities, social sciences, and sciences) program to enable students interested in social science and/or policy approaches to solve environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student's major.

Requirements

Total of at least 15 credits as follows:

Core Courses: EEB 2244 or GSCI 3010

3 credits from: ANTH 3200, ARE 3434, ENGL 3240, GEOG 3410, NRE 3245 or PHIL 3216

Electives (Additional 9 credits, no more than 6 from one department):

AH 3175;

ANTH 3093, 3302;

ARE 3434;

EEB 2244, 3205;

ENGL 3240;

GEOG 3300, 3320W, 3410, 4300;

HIST/SCI 2206;

NRE 3245;

PHIL 3216;

POLS 3406.

In addition, ANTH 3200, EEB 2244, GSCI 3010 may be taken as electives if not chosen core courses.

Students may also incorporate off campus study with the minor advisor's approval, such as internships, Biosphere, or study abroad. The minor is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture and Natural Resources.

Proposed Catalog Copy:

Environmental Studies

Environmental Studies focuses on the interaction between humans and the environment. The Environmental Studies Minor is an interdisciplinary (humanities, social sciences, and biophysical sciences) program for students interested in environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student's major.

Introductory Courses:

All students must take: EVST 1000
NRE 1000 and BIOL 1102 are recommended.

Core Courses (9 credits).

All minors must take 1 course from each core area. Additional core courses in a single category can be applied to the additional minor 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/EVST 3412

Natural Science Core:

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

Additional requirements for the minor (6 credits):

In addition, environmental studies minors must take 6 credits of electives at the 2000 level or above, as approved by the program director or academic 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): 15 credits.

Students may also incorporate off campus study with the minor advisor's approval, such as internships, Biosphere, or study abroad. The minor is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture and Natural Resources.

2014-023 Add EVST 2998 Special Topics in Environmental Studies (S) WITHDRAWN

Full Materials

Proposed Catalog Copy:

EVST 2998. Special Topics in Environmental Studies.

Three credits. May be repeated for credit with a change in subject matter.
Explorations of environmental studies from various perspectives and methodologies.

2014-024 Add EEB 5XXX. Planning for a Career in Ecology and Evolutionary Biology

Full Materials

Proposed Catalog Copy:

EEB 5XXX. Planning for a Career in Ecology and Evolutionary Biology

1 credit. Seminar. Open to first and second year graduate students in Ecology and Evolutionary Biology, others with permission.
Introduction to the design and execution of scientific research, career planning, communication of science to multiple audiences, and broader impacts of scientific work.

2014-025 Change Math Major B.A. option

Full Materials

Current Catalog Copy:

Bachelor of Arts in Mathematics

The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

- (1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
- (2) MATH 3150 (or 4110), 3230 (or 4210);
- (3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Proposed Catalog Copy:

Bachelor of Arts in Mathematics

The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

- (1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q),

- or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
(2) MATH 3150 (or 4110), 3230 (or 4210);
(3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, **3260**, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

2014-026 Change Math Major B.S. Option

Full Materials

Current Catalog Copy:

Bachelor of Science in Mathematics

The requirements for the B.S. in Mathematics are:

- (1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
- (2) MATH 3150 (or 4110), 3151, 3230 (or 4210);
- (3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), 3370, 3410, 3435, 3510, 3511, 3710, and approved sections of 3094 and 3795;
- (4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Proposed Catalog Copy:

Bachelor of Science in Mathematics

The requirements for the B.S. in Mathematics are:

- (1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
- (2) MATH 3150 (or 4110), 3151, 3230 (or 4210);
- (3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), 3370, 3410, 3435, 3510, 3511, 3710, and approved sections of 3094 and 3795;
- (4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, **3260**, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

2014-027 Drop MATH 2784. Undergraduate Seminar I

Full Materials

Current Catalog Copy:

MATH 2784. Undergraduate Seminar I

- (200) Two credits. Prerequisite: MATH 2110, 2130, or 2143; MATH 2144, 2410, or 2420;

ENGL 1010 or 1011 or 2011.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

2014-028 Add SOCI 1993 Foreign Study (S)

Full Materials

Proposed Catalog Copy:

SOCI 1993. Foreign Study.

One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May be repeated for credit. Special topics taken in a foreign study program.

2014-029 Add SOCI 2993. Foreign Study (S)

Full Materials

Proposed Catalog Copy:

SOCI 2993. Foreign Study.

One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May count toward the major with consent of the advisor up to a maximum of 6 credits. May be repeated for credit. Special topics taken in a foreign study program.

2014-030 Change 6 SOCI courses from 3000- to 2000-level (g)(S)

Full Materials

Current Catalog Copy:

SOCI 3311. Deviant Behavior

(217) Three credits. Prerequisite: Open to juniors or higher.

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

3311W. Deviant Behavior

(217W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

3503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

3651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

3841. Public Opinion and Mass Communication

(267) Three credits. Prerequisite: Open to juniors or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

3841W. Public Opinion and Mass Communication

(267W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

3907. City Life

(283) Three credits. Prerequisite: Open to juniors or higher.

Ways of life in large cities and suburbs and the culture of modernism.

3907W. City Life

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

3411. Work and Occupations

(274) Three credits. Prerequisite: Open to juniors or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

Proposed Catalog Copy:

SOCI 2311. Deviant Behavior

(217) Three credits. Prerequisite: Open to sophomores or higher.

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

2311W. Deviant Behavior

(217W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

2503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to sophomores or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

2503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

2651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

2651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

2841. Public Opinion and Mass Communication

(267) Three credits. Prerequisite: Open to sophomores or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

2841W. Public Opinion and Mass Communication

(267W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

2907. City Life

(283) Three credits. Prerequisite: Open to sophomores or higher.

Ways of life in large cities and suburbs and the culture of modernism.

2907W. City Life

(283W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

2411. Work and Occupations

(274) Three credits. Prerequisite: Open to sophomores or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

Changes Highlighted:

SOCI ~~3311~~-2311. Deviant Behavior

(217) Three credits. Prerequisite: Open to ~~juniors~~sophomores or higher.

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

~~3311W~~2311W. Deviant Behavior

(217W) Prerequisite: ENGL 1010 or 1011 or 2011; ~~open to juniors~~Open to sophomores or higher.

~~3503.~~ 2503. **Prejudice and Discrimination**

(243) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.
Sources and consequences of racial and ethnic prejudice and discrimination.

~~3503W~~ 2503W. **Prejudice and Discrimination**

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; ~~open to juniors~~ Open to sophomores or higher.

~~3651.~~ 2651. **Sociology of the Family**

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

~~3651W~~ 2651W. **Sociology of the Family**

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

~~3841.~~ 2841. **Public Opinion and Mass Communication**

(267) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

~~3841W~~ 2841W. **Public Opinion and Mass Communication**

(267W) Prerequisite: ENGL 1010 or 1011 or 2011; ~~open to juniors~~ Open to sophomores or higher.

~~3907.~~ 2907. **City Life**

(283) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Ways of life in large cities and suburbs and the culture of modernism.

~~3907W~~ 2907W. **City Life**

(283W) Prerequisite: ENGL 1010 or 1011 or 2011; ~~open to juniors~~ Open to sophomores or higher.

~~3411.~~ 2411. **Work and Occupations**

(274) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

Proposed Catalog Copy:

SOCI 2995. Special Topics

Either semester. Credits and hours by arrangement. With a change in content, may be repeated for credit. A lecture course.

Topics vary by semester.

2014-032 Change SOCI 2705 Sociology of Food (S)

[Full Materials](#)

Current Catalog Copy:

2705. Sociology of Food

Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food **or as Sustainability**. Recommended preparation: SOCI 1001

Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

Proposed Catalog Copy:

2705. Sociology of Food

Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered as Food. Recommended preparation: SOCI 1001

Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

2014-033 Drop SOCI 3703 Modern Africa

[Full Materials](#)

Proposed Catalog Copy:

SOCI 3703. Modern Africa

(226) Three credits. Prerequisite: Open to juniors or higher.

Cultural patterns, social structure, and political conflict in Subsaharan Africa.

2014-034 Change Sociology Minor

[Full Materials](#)

Current Catalog Copy:

[...]

Students must complete SOCI 1001, 1251, or 1501 and 5 different 2000-level or above Sociology courses (totaling 15 credits), including either SOCI 3201 or 3251.

The minor is offered by the Sociology Department.

Proposed Catalog Copy:

[...]

Students must complete SOCI 1001, 1251, 1501, or 1701 and 5 different 2000-level or above Sociology courses (totaling 15 credits), including either SOCI 3201 or 3251.

The minor is offered by the Sociology Department.

Changes Highlighted:

Students must complete SOCI 1001, 1251, ~~or 1501~~, or 1701 and 5 different 2000-level or above Sociology courses (totaling 15 credits), including either SOCI 3201 or 3251.

The minor is offered by the Sociology Department.

2014-035 Add SOCI courses to Gen Ed areas (g)(s)

Full Materials

Current Catalog Copy:

1251. Social Problems

(115) Three credits.

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2.

1251W. Social Problems

(115W) Prerequisite: ENGL 1010 or 1011 or 2011. CA 2.

1701. Society in Global Perspective

(133) Three credits.

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA 4-INT.

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

3503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

3601. Sociology of Gender

(252) Three credits. Prerequisite: Open to juniors or higher.

Explores processes contributing to social construction of gender; examines the theories used

to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language.

3601W. Sociology of Gender

(252W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

3651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

3701. The Developing World

(258) Three credits. Prerequisite: Open to juniors or higher.

Social and economic conditions in Asia, Africa, and Latin America and attempts to improve them.

3701W. The Developing World

(258W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Proposed Catalog Copy:

1251. Social Problems

(115) Three credits.

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2. CA4.

1251W. Social Problems

(115W) Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA4.

1701. Society in Global Perspective

(133) Three credits.

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA2. CA 4-INT.

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination. CA4.

3503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA4.

3601. Sociology of Gender

(252) Three credits. Prerequisite: Open to juniors or higher.

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language. CA4.

3601W. Sociology of Gender

(252W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA4.

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises. CA4.

3651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011. CA4.

3701. The Developing World

(258) Three credits. Prerequisite: Open to juniors or higher.

Social and economic conditions in Asia, Africa, and Latin America and attempts to improve them. CA4-INT.

3701W. The Developing World

(258W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA4-INT.

Changes Highlighted:

1251. Social Problems

(115) Three credits.

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2. [CA4](#).

1251W. Social Problems

(115W) Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. [CA4](#).

1701. Society in Global Perspective

(133) Three credits.

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. [CA2](#), CA 4-INT.

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination. [CA4](#).

3503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. [CA4](#).

3601. Sociology of Gender

(252) Three credits. Prerequisite: Open to juniors or higher.

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language. [CA4](#).

3601W. Sociology of Gender

(252W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. [CA4](#).

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises. [CA4](#).

3651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011. [CA4](#).

3701. The Developing World

(258) Three credits. Prerequisite: Open to juniors or higher.

Social and economic conditions in Asia, Africa, and Latin America and attempts to improve them. [CA4-INT](#).

3701W. The Developing World

(258W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. [CA4-INT](#).

2014-036 Change HEJS 1104. Modern Jewish Thought (S)

Full Materials

Current Catalog Copy:

HEJS 1104. Modern Jewish Thought

(104). Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics, and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, Nahman Krochmal, Ahad Haam, Hermann Cohen, Franz Rosenzweig, Martin Buber, and Mordecai Kaplan.

Proposed Catalog Copy:

HEJS 2104. Modern Jewish Thought

(104). Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics, and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, Hermann Cohen, Franz Rosenzweig, Martin Buber, Mordecai Kaplan, Judith Plaskow, and others.

Changes Highlighted:

HEJS ~~1104.~~ 2104. Modern Jewish Thought

(104). Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics, and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, ~~Nahman Krochmal, Ahad Haam,~~ Hermann Cohen, Franz Rosenzweig, Martin Buber, ~~and Mordecai Kaplan~~ Mordecai Kaplan, Judith Plaskow, and others.

2014-037 Change MCB 5490 Industrial Insights

Full Materials

Current Catalog Copy:

MCB 5490 Industrial Insights

Two credits. Lecture. Instructor consent required.

Instruction in the research and development, regulation, intellectual property protection, and production of commercial services and products from the vantage point of genomics-related industries. Taught as a series of specialized courses with each focused on a different topic related to the genomics, biotechnology, and pharmaceutical industries.

Proposed Catalog Copy:

MCB 5490 Industrial Insights

One or two credits, variable depending on section. Lecture. Instructor consent required.

Research and development, regulation, intellectual property protection, and production of commercial services and products from the vantage point of the genomics, biotechnology, and pharmaceutical industries.

Changes Highlighted:

MCB 5490 Industrial Insights

~~Two credits~~One or two credits, variable depending on section. Lecture. Instructor consent required.

~~Instruction in the research~~Research and development, regulation, intellectual property protection, and production of commercial services and products from the vantage point of ~~genomics-related industries.~~genomics, biotechnology, and pharmaceutical industries. ~~Taught as a series of specialized courses with each focused on a different topic related to~~ the genomics, biotechnology, and pharmaceutical industries.

2014-038 Change ECON 5110. History of Economic Thought from 1890

Full Materials

Current Catalog Copy:

ECON 5110. History of Economic Thought from 1890.

The history and methodological underpinnings of modern economic theory. Topics include macroeconomics and business cycles; utility and demand theory; and industrial organization. Particular attention to Marshall and Keynes.

Proposed Catalog Copy:

ECON 5110. History of Economic Thought.

History and methodological underpinnings of economic ideas from ancient times to the present. Particular attention to Smith, Marx, Marshall, and Keynes.

Changes Highlighted:

ECON 5110. History of Economic Thought~~from 1890.~~

~~The history~~History and methodological underpinnings of ~~modern economic theory.~~economic ideas from ancient times to the present. ~~Topics include macroeconomics and business cycles; utility and demand theory; and industrial organization.~~ Particular attention to ~~Marshall~~Smith, Marx, Marshall, and Keynes.

2014-039 Change ECON 6110 History of Economic Thought

Full Materials

Current Catalog Copy:

ECON 6110. History of Economic Thought.

Advanced treatment of material in 320W and 322W.

Proposed Catalog Copy:

ECON 6110. History of Economic Thought.

Advanced treatment of the history and methodological underpinnings of economic ideas from ancient times to the present. Particular attention to Smith, Marx, Marshall, and Keynes.

Changes Highlighted:

ECON 6110. History of Economic Thought.

Advanced treatment of ~~material in 320W and 322W~~ the history and methodological underpinnings of economic ideas from ancient times to the present. Particular attention to Smith, Marx, Marshall, and Keynes.

2014-040 Change PSYC 3300W. Emotional/Behavioral Disorders of Childhood (g)(s)

[Full Materials](#)

Current Catalog Copy:

3300W. Emotional/Behavioral Disorders of Childhood

(249) Three credits. Prerequisites: PSYC 2400; ENGL 1010 or 1011 or 2011.

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

Proposed Catalog Copy:

3300W. Abnormal Child Psychology

(249) Three credits. Prerequisites: PSYC 2400; ENGL 1010 or 1011 or 2011.

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

Changes Highlighted:

3300W. ~~Emotional/Behavioral Disorders of Childhood~~ Abnormal Child Psychology

(249) Three credits. Prerequisites: PSYC 2400; ENGL 1010 or 1011 or 2011.

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

2014-041 Add POLS 3214 Comparative Social Policy

[Full Materials](#)

Proposed Catalog Copy:

POLS 3214 Comparative Social Policy

Three credits. Prerequisites: POLS 1202 or 1207 or instructor consent; Open to juniors or

higher.

Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

2014-042 Change POLS 3245. Chinese Government and Politics.

Full Materials

Current Catalog Copy:

POLS 3245. Chinese Government and Politics.

Three credits. Prerequisite: Open to juniors or higher.

Chinese political processes, with emphasis on ideology and problems of development.

Proposed Catalog Copy:

POLS 3245. Chinese Politics and Economy

Three credits. Prerequisite: Open to juniors or higher.

Chinese political structure and policymaking process, democratic attempts, process and outcome of economic reforms, development challenges in contemporary China.

Appendix

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: 2/13/2015
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

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

3xxx. History of Modern Chinese Political Thought
Three credits. Survey of Chinese political ideas and ideologies since the nineteenth century.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3xxx
3. Course Title: History of Modern Chinese Political Thought
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Examines the enormous transformation in political thinking and practice since the nineteenth century, including Confucianism, liberalism, and communism.

Optional Items

6. Pattern of instruction, if not standard: (standard)
7. Prerequisites, if applicable:
Open to sophomores/juniors or higher, or consent of instructor
8. Recommended Preparation, if applicable: n/a
9. Exclusions, if applicable: n/a
10. Repetition for credit, if applicable: n/a
11. Skill codes "W", "Q" or "C":
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:

Justification

1. Reasons for adding this course:

This course broadens UConn's offerings in Asian Studies and history; specially modern China and intellectual history.

2. Academic merit:

This course introduces students to the radical changes in the intellectual life of Chinese in the long twentieth century. Using both primary sources (in translation) and secondary sources, students will learn how Chinese thinkers adapted old ideologies such as Confucianism to modern purposes, and how, based on notions of justice and their perceptions of China's needs, first read and adapted major Western political theories such as liberalism and Marxism. Students will learn to critically evaluate modern Chinese political thought, as well as Western and Chinese interpretations of its transformation.

3. Overlapping courses: none

4. Number of students expected: 10-20

5. Number and size of sections: n/a

6. Effects on other departments: n/a

7. Effects on regional campuses: n/a

8. Staffing:

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: 2/9/2015

Department Faculty: 2/13/2015

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

Pappademos, 860-486-3465, melina.pappademos@uconn.edu

Syllabus

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

DRAFT SYLLABUS (based on HIST3998 Fall 2014)

Chinese ideas about the legitimacy of the state, the nature of political action, and the immediate and ultimate goals of social life have undergone several fundamental transformations since the late nineteenth century. A disparate group of individual thinkers—buffeted by political chaos, imperialism, and the tides of revolution—examined and re-examined a wide range of Chinese and Western conceptions of the political. Chinese intellectuals discussed Confucianism, social Darwinism, popular sovereignty, liberalism, capitalism, fascism, anarchism, conservatism, and Marxism. Buddhism also experienced a revival. Naturally shaped by their own traditions, Chinese thinkers sought theoretical tools both to rebuild a declining state and to improve the condition of all humanity.

Emphasis will be on primary sources in English translation. Grading is based on participation in discussions (45%), two short papers (15% each), and a final paper (25%).

Books to buy:

- ◆ Jerome B. Grieder, *Intellectuals and the State in Modern China* (Free Press)
- ◆ John Rawls, *Lectures on the History of Political Philosophy* (Harvard)
- ◆ LU Xun (trans. William A. Lyell), *Diary of a Madman, and Other Stories* (Hawaii)

Class schedule:

INTRODUCTION

8/26 – Course introduction

8/28

Rawls, pp. 1-21: Introduction

Grieder 1-23: Inheritance

9/2

Grieder 24-47: Confucian Criticism

Huang Zongxi: from *Waiting for the Dawn*, pp. 89-121 & 188-215 [HuskyCT]

9/4

Grieder 48-76: Rebellion and Restoration
Wm. Theodore de Bary and Richard Lufrano, eds., *Sources of Chinese Tradition*, pp.
155-198 [HuskyCT]

MODERN WESTERN POLITICAL THOUGHT

9/9
Rawls 23-102: Hobbes

9/11
Rawls 103-158: Locke

9/16
Rawls 191-250: Rousseau

MODERN CHINA: REFORM AND REVOLUTION (c. 1890-1912)

9/18: NO CLASS, but read
Grieder 77-132: Nineteenth century Chinese reform

9/23
Kang Youwei, *Ta t'ung shu. The One-World Philosophy of K'ang Yu-wei* (trans.
Laurence G. Thompson), pp. 134-182 [HuskyCT]

9/25
Tan Sitong, *An Exposition of Benevolence* (trans. Chan Sin-wai), 55-65 & 153-196
[HuskyCT]

9/30
Yan Fu and Kang Youwei: reformist writings in de Bary and Lufrano, *SCT* vol. 2: 254-
270 [HuskyCT]
Liang Qichao, "On Rights," in Stephen C. Angle and Marina Svensson, trans. and eds.,
The Chinese Human Rights Reader, 5-15 [HuskyCT]

10/2
Grieder 133-202: Revolution of 1911

10/7***
Tsou Jung [Zou Rong], *The Revolutionary Army*, 51-98 [HuskyCT]

Zhang Binglin [Zhang Taiyan], "Explaining the 'Republic of China'" in *The Stockholm Journal of East Asian Studies*, vol. 8 (1997): 15-40 [HuskyCT]

Hu Hanmin, "The Six Principles of the *People's Report*" in de Bary and Lufrano, *SCT* vol. 2: 316-319 [HuskyCT]

paper due

LIBERALISM, FEMINISM, AND NATIONALISM (c.1915-1930)

10/9

Rawls 251-319: Mill

10/14

He-Yin Zhen, "On the Question of Women's Liberation," in Lydia H. Liu et al., *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*, pp. 53-71 [HuskyCT]

He-Yin Zhen, "Economic Revolution and Women's Revolution, 92-104, in *ibid.* [HuskyCT]

Liang Qichao, "On Women's Education," 189-203, in *ibid.* [HuskyCT]

10/16

Griender 203-279: New Culture Movement

10/21 NO CLASS — 10/23 NO CLASS

You should be reading LU Xun (trans. William A. Lyell), Diary of a Madman, and Other Stories and DING Ling, "Miss Sophie's Diary" (trans. Tani Barlow), I Myself am a Woman, 41-81 [HuskyCT]. And begin writing your paper.

10/28***

Lu Xun, *Diary of a Madman, and Other Stories*

Ding Ling, "Miss Sophie's Diary" [HuskyCT]

paper due

10/30

Hu Shi, "The Civilizations of the East and the West," in Charles A. Beard, *Whither Mankind: A Panorama of Modern Civilization* (New York: Longmans, Green & Co., 1928), 25-41 [HuskyCT]

Chen Duxiu, "The French and Modern China" and "The Constitution and Confucianism" in Angle and Svennson, 62-76 [HuskyCT]

MARXISM, MAOISM, AND THE POST-MAO PERIOD

11/4

Grieder, 280-325: Ideology

11/6

Sun Yat-sen, "San Min Chu-I" and "The Five-Power Constitution" in *Memoirs of a Chinese Revolutionary*, 225-238 & 239-254 [HuskyCT]

Chiang Kai-shek, "Problems of Revolution and Reconstruction," in *China's Destiny*, 177-212 [HuskyCT]

11/11

Rawls 319-374: Marx

Timothy Cheek, "Mao: Revolution, and Memory," in Timothy Cheek, *A Critical Introduction to Mao*, 3-30 [HuskyCT]

11/13 NO CLASS

You should start reading Mao

11/18

Mao Zedong, "On Practice," "On Contradiction," and "On New Democracy" in *Selected Works of Mao Tse-tung* vol. 1: 295-347, vol. 3: 106-156 [HuskyCT]

11/20

Mao Zedong, "Talk on the Yen-an Forum on Art and Literature" *Selected Words of Mao Tze-tung* vol. 4: 63-93; and "On the Correct Handling of Contradictions Among the People" in Timothy Cheek, ed., *Secret Speeches of Chairman Mao*, 131-189 [HuskyCT]

research paper draft due

(Thanksgiving vacation)

12/2

Ren Wanding, "Reflections on the Historical Character of the Democracy Movement," in Mok Chiu Yu and Frank Harrison, eds., *Voices from Tiananmen Square*, 47-53 [HuskyCT]

Zhu Xueqin, "For a Chinese Liberalism" in Chaohua Wang, ed., *One China, Many Paths*, 87-107 [HuskyCT]

Wang Hui, "Contemporary Chinese Thought and the Question of Modernity," trans. Rebecca Karl, in *China's New Order*, 139-187 [HuskyCT]

Xu Jilin, "The Fate of an Enlightenment—Twenty Years in the Chinese Intellectual Sphere (1978-1998)," trans. Geremie Barme and Gloria Davies, *East Asian History* 20 (Dec 2000) [HuskyCT]

12/4

Grieder 326-356: Dilemmas of modernity & epilog

Further reading

The works of Mao Zedong are online at the "Marxist Internet Archive":

<http://www.marxists.org/reference/archive/mao/index.htm> (other Chinese Communists' works are also archived there)

Sun Yat-sen's 1924 lectures on the "Three People's Principles" are online:

http://larouchejapan.com/japanese/drupal-6.14/sites/default/files/text/San-Min-Chu-I_FINAL.pdf

Stephen C. Angle and Marina Svensson, eds., *The Chinese Human Rights Reader: Documents and Commentary, 1900-2000*, M.E. Sharpe, 2001

Chang Chih-Tung [Zhang Zhidong], *China's Only Hope: An Appeal by Her Greatest Viceroy Chang Chih-Tung, with the Sanction of the Present Emperor, Kwang Sü*, trans. Samuel I. Woodbridge, Edinburgh: Oliphant, Anderson & Ferrier, 1901

Chiang Kai-Shek, *China's Destiny*, trans. Wang Chung-hui, Macmillan, 1947 [*China's Destiny and Chinese Economic Theory*, Leiden: Global Oriental, 2013]

Amy D. Dooling and Kristina Torgeson, eds., *Writing Women in Modern China*, Columbia University Press, 1998

Lydia H. Liu, Rebecca E. Karl, and Dorothy Ko, eds., *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*, Columbia University Press, 2013

Mao Zedong, *Mao's Road to Power: Revolutionary Writings, 1912-1949*, ed. Stuart R. Schram, M.E. Sharpe, 1992-

—, *The Secret Speeches of Chairman Mao: From the Hundred Flowers to the Great Leap Forward*, eds. Roderick MacFarquhar, Timothy Cheek, and Eugene Wu, CEAS, Harvard University Press, 1989.

Sun Yat-sen *The three principles of the people*, trans. Frank W. Price, New York: Da Capo Press, 1975

Secondary studies

General & background

Stephen C. Angle, *Human Rights in Chinese Thought: A Cross-Cultural Inquiry*, Cambridge University Press, 2002

Pamela Crossley, *A Translucent Mirror: History and Identity in Qing Imperial Ideology*, University of California Press, 2002

Prasenjit Duara, *Rescuing History From the Nation: Questioning Narratives of Modern China*

Benjamin A. Elman, *From Philosophy to Philology: Intellectual and Social Aspects of Change in Late Imperial China*, Harvard University Asia Center, 1985

- , *Classicism, Politics, and Kinship: The Ch'ang-chou School of New Text Confucianism in Late Imperial China*, University of California Press, 1990
- , *A Cultural History of Civil Examinations in Late Imperial China*, University of California Press, 2000
- Joshua A. Fogel and Peter Zarrow, eds., *Imagining the People: Chinese Intellectuals and the Concept of Citizenship, 1890-1920*, M.E. Sharpe, 1997
- Charlotte Furth, ed., *The Limits of Change*, Harvard University Press, 1976
- Merle Goldman and Leo Ou-fan Lee, eds., *An Intellectual History of Modern China*, Cambridge University Press, 2002
- Joseph R. Levenson, *Confucian China and Its Modern Fate: A Trilogy*, University of California Press, 1965
- Lydia H. Liu, *The Clash of Empires: The Invention of China in Modern World Making*, Harvard University Press, 2006
- Thomas A. Metzger, *Escape from Predicament: Neo-Confucianism and China's Evolving Political Culture*, Columbia University Press, 1977
- , *A Cloud Across the Pacific: Essays on the Clash between Chinese and Western Political Theories Today*, Chinese University Press, 2006
- Donald Munro, *The Imperial Style of Inquiry in Twentieth-Century China: The Emergence of New Approaches*, University of Michigan Press, 1996
- Andrew Nathan, *Chinese Democracy*, University of California Press, 1986
- Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980*
- Jing Tsu, *Failure, Nationalism, and Literature: The Making of Modern Chinese Identity, 1895-1937*, Stanford University Press, 2005

Unit I — Reform and Revolution (c. 1890-1912)

- Michael Gasster, *Chinese Intellectuals and the Revolution of 1911: The Birth of Modern Chinese Radicalism*, University of Washington Press, 1969
- Hao Chang, *Chinese Intellectuals in Crisis*, University of California Press, 1987
- , *Liang Ch'i-ch'ao and Intellectual Transition in China, 1890-1907*, Harvard University Press, 1971
- Jiang Qing, *A Confucian Constitutional Order: How China's Ancient Past Can Shape Its Political Future*, Princeton University Press, 2012
- Kung-chuan Hsiao, *A Modern China and a New World: Kang Yu-wei, Reformer, and Utopian, 1858-1927*, University of Washington Press, 1975
- Joan Judge, *Print and Politics: Shibao and the Culture of Reform in Late Qing China* Stanford University Press, 1997
- , *The Precious Raft of History: The Past, the West, and the Woman Question in China*, Stanford University Press, 2010
- Rebecca E. Karl, *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century*, Duke University Press, 2002
- Rebecca E. Karl and Peter Zarrow, eds., *Rethinking the 1898 Reform Period: Political and Cultural Change in Late Qing China*, Harvard University Asia Center, 2002
- Joseph R. Levenson, *Liang Ch'i-ch'ao and the Mind of Modern China*, Harvard University Press, 1959
- Brian Moloughney and Peter Zarrow, eds., *Transforming History: The Making of A Modern Academic Discipline in Twentieth-Century China*, Chinese University Press, 2012
- Viren Murthy, *The Political Philosophy of Zhang Taiyan: The Resistance of Consciousness*, Brill, 2011

- Mary Backus Rankin, *Early Chinese Revolutionaries: Radical Intellectuals in Shanghai and Chekiang, 1902-1911*, Harvard University Press, 1974
- Benjamin I. Schwartz, *In Search of Wealth and Power: Yen Fu and the West*, Belknap Press, Harvard University, 1964
- Kenji Shimada (trans. Joshua A. Fogel), *Pioneer of the Chinese Revolution: Zhang Binglin and Confucianism*, Stanford University Press, 1990
- Young-tsu Wong, *Search for Modern Nationalism: Zhang Binglin and Revolutionary China, 1869-1936*, Oxford University Press, 1989
- , *Beyond Confucian China: The Rival Discourses of Kang Youwei and Zhang Binglin*, Routledge, 2010
- Peter Zarrow, *Anarchism and Chinese Political Culture*, Columbia University Press, 1990
- , *After Empire: The Conceptual Transformation of the Chinese State, 1885-1924*, Stanford University Press, 2012

Unit II – Liberalism, Feminism, Nationalism, Traditionalism (c.1912-1930)

- Guy S. Alitto, *The Last Confucian: Liang Shu-ming and the Chinese Dilemma of Modernity*, University of California Press, 1986
- Tani Barlow, ed., *Gender Politics in Modern China: Writing and Feminism*, Duke University Press, 1994
- Tse-tsung Chow, *The May Fourth Movement: Intellectual Revolution in Modern China*, Harvard University Press, 1960
- Arif Dirlik, *Anarchism in the Chinese Revolution*, University of California Press, 1993
- , Guannan Li, and Hsiao-pei Yen, eds., *Sociology and Anthropology in Twentieth-Century China: Between Universalism and Indigenism*, Chinese University Press, 2012
- John Fitzgerald, *Awakening China: Politics, Culture, and Class in the Nationalist Revolution*, Stanford University Press, 1998
- Jerome B. Grieder, *Hu Shih and the Chinese Renaissance: Liberalism in the Chinese Revolution, 1917-1937*, Harvard University Press, 1970
- Leigh K. Jenco, *Making the Political: Founding and Action in the Political Theory of Zhang Shizhao*, Cambridge University Press, 2010
- D.W.Y. Kwok, *Scientism in Chinese Thought, 1900-1950*, Yale University Press, 1965
- Yusheng Lin, *The Crisis of Chinese Consciousness*, University of Wisconsin Press, 1979
- Lydia H. Liu, *Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900-1937*, Stanford University Press, 1995
- John Makeham, ed., *New Confucianism: A Critical Examination*, Palgrave Macmillan, 2003
- , ed., *Learning to Emulate the Wise: The Genesis of Chinese Philosophy as an Academic Discipline in Twentieth-Century China*, Chinese University Press, 2012
- , ed., *Transforming Consciousness: Yogacara Thought in Modern China*, Oxford University Press, 2014
- Brian Moloughney and Peter Zarrow, eds., *Transforming History: The Making of A Modern Academic Discipline in Twentieth-Century China*, Chinese University Press, 2012
- Vera Schwarcz, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*, University of California Press, 1990
- Timothy B. Weston, *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929*, University of California Press, 2002
- Wang Zheng, *Women in the Chinese Enlightenment: Oral and Textual Histories*, University of California Press, 1999

Unit III — Marxism, Maoism, and the Post-Mao Period (c.1915-)

- Stephen C. Angle, *Contemporary Confucian Political Philosophy*, Polity, 2012
- David E. Apter and Tony Saich, *Revolutionary Discourse in Mao's Republic*, Harvard University Press, 1998
- William A. Callahan, *China Dreams: 20 Visions of the Future*, Oxford University Press, 2013
- Timothy Cheek, *Propaganda and Culture in Mao's China: Deng Tuo and the Intelligentsia*, Oxford University Press, 1998
- Gloria Davies, *Worrying about China: The Language of Chinese Critical Inquiry*, Harvard University Press, 2009
- Arif Dirlik, *Revolution and History: Origins of Marxist Historiography in China, 1919-1937*, University of California Press, 1989
- , *The Origins of Chinese Communism*, Oxford University Press, 1989
- Amy D. Dooling, ed., *Writing Women in Modern China: The Revolutionary Years, 1936-1976*, Columbia University Press, 2005
- Lee Feigon, *Chen Duxiu: Founder of the Chinese Communist Party*, Princeton University Press, 1983
- Jiang Qing, *A Confucian Constitutional Order: How China's Ancient Past Can Shape Its Political Future*, Princeton University Press, 2012
- John Makeham, *Lost Soul: "Confucianism" in Contemporary Chinese Academic Discourse*, Harvard University Asia Center, 2008
- Maurice Meisner, *Li Ta-chao and the Origins of Chinese Marxism*, Harvard University Press, 1967
- , *Mao Zedong: A Political and Intellectual Portrait*, Polity, 2006
- R. Keith Schoppa, *Blood Road: The Mystery of Shen Dingyi in Revolutionary China*, University of California, 1998
- Frederick Wakeman Jr., *History and Will: Philosophical Perspectives of Mao Tse-tung's Thought*, University of California Press, 1973
- Brantly Womack, *The Foundations of Mao Zedong's Political Thought, 1917-1935*, University of Hawaii Press, 1982
- Raymond Wylie, *The Emergence of Maoism: Mao Tse-tung, Ch'en Po-ta, and the Search for Chinese Theory, 1935-1945*, Stanford University Press, 1980
- Wen-hsin Yeh, *Provincial Passages: Culture, Space, and the Origins of Chinese Communism*, California Press, 1996
- Chaohua Wang, ed., *One China, Many Paths*, Verso, 2005
- Hui Wang [Wang Hui], *China's New Order: Society, Politics, and Economy in Transition*, Harvard University Press, 2006
- , *The End of the Revolution: China and the Limits of Modernity*, Verso, 2011
- , *The Politics of Imagining Asia*, Harvard University Press, 2011

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: 22 February, 2015
2. Department requesting this course: Anthropology
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!

3420. Internship in Museum Collections and Data Management
Three credits. Either semester. Instructor consent.
Supervised work experience with anthropological records and collections at the Connecticut Museum of Natural History on Storrs campus.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ANTH
2. Course Number: 3420
3. Course Title: Internship in Museum Collections and Data Management
4. Number of Credits: 2-3
5. Course Description (second paragraph of catalog entry):
Supervised work experience with anthropological records and collections at the Connecticut Museum of Natural History on Storrs campus.

Optional Items

6. Pattern of instruction, if not standard: Either semester.
7. Prerequisites, if applicable: None
 - a. Consent of Instructor, if applicable: Yes
 - b. Open to sophomores/juniors or higher: No
8. Recommended Preparation, if applicable: No
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": None
12. S/U grading: S/U grading is optional

Justification

1. Reasons for adding this course: This course will provide an opportunity for hands-on

experience with anthropological collections that cannot be gained in the classroom. It will also provide professional preparation for students interested in careers in museum studies, ethnology or archaeology.

2. Academic merit: Anthropology students learn about anthropological materials in an abstract sense in their courses, but rarely have the opportunity to handle and care for them. This course will also cover key ethical issues involved with working with anthropological material, especially as this relates to legal obligations defined by the Native American Graves and Repatriation Act of 1990.

3. Overlapping courses and departments consulted: A collections course entitled "Introduction to Natural History Collections (EEB 5894) is offered by the Department of Ecology and Evolutionary Biology, but is offered at the graduate rather than the undergraduate level. It is not an internship and it deals with biological collections rather than anthropological artifacts.

4. Number of students expected: 3-6 a semester

5. Number and size of sections: 1, cap of 6.

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Dr. Brian Jones, State Archaeologist and Assistant Extension Professor of Anthropology

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: 2 March, 2015

Department Faculty: 2 March, 2015

2. Name, Phone Number, and e-mail address of principal contact person: Brian Jones,
brian.jones@uconn.edu; (860)486-5248

Syllabus

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

Internship in Museum Collections and Data Management

Department of Anthropology and the
Connecticut State Museum of Natural History

Instructor: Brian D. Jones, Ph.D.

The Internship in Museum Collections and Data Management provides students with the opportunity to experience practical hands-on work in a museum collections setting. The focus of the internship will depend in part on the interests and prior knowledge of the student. The Internship is intended as a preprofessional learning experience, although opportunities also exist for applied research. Both avenues provide a practical application of principles learned in the classroom.

Course Goals:

1. To become familiar with the management of archaeological and ethnographic collections in a museum setting
2. To become experienced with the proper handling and storage methods of delicate materials
3. To develop an understanding of the sensitive nature of archaeological and ethnographic collections and culturally appropriate management practices
4. To understand the management of museum collections in light of the Native American Graves Protection and Repatriation Act
5. To become familiar with archaeological site records management
6. To develop an understanding of the sensitive nature of archaeological site location data

Two contexts for the internship are available.

The first involves management of the collections of the Department of Anthropology and the Office of State Archaeology at the Connecticut State Museum of Natural History. Both departments have extensive archaeological and ethnographic collections that require continuous management and organization. Interns will have an opportunity to help with hands-on management practices, including cataloging, organizing, and properly caring for and storing the collections. Interns will be introduced to important contemporary issues surrounding the management of culturally sensitive materials, as well as the appropriate documentation and reporting of collections in light of the Native American Graves Protection and Repatriation Act.

A second avenue for interns regards the management of archaeological site files housed in the Office of State Archaeology. The site files, associated reports, paper maps, and the GIS digital data are in need of constant review to ensure that records are kept up-to-date. Interns will work closely with the State

Archaeologist to help manage and maintain these records.

Readings

In addition to the hands-on experience, interns will be expected to read supporting materials throughout the semester. These readings are intended to provide the necessary context for working with sensitive archaeological and ethnographic materials. Depending on the focus of the internship, other reading lists may be developed in coordination with the instructor.

- W. Richard West (2004) "The National Museum of the American Indian: Steward of the Sacred"
- Martin Sullivan (2004) "Some Thoughts about Museums, Reconciliation, and Healing"
- Woodland Cultural Center Museum Policies (2004)
- Patricia Capone and Diana D. Loren (2004) "Stewardship of Sensitive Collections: Policies, Procedures, and the Process of their development at the Peabody Museum"
- James Pepper Henry (2004) "Challenges in Managing Culturally Sensitive Collections at the National Museum of the American Indian"
- Raney Bench (2014) "Interpreting Native American History and Culture at Museums and Historic Sites"
- Elizabeth Scott & Edward M. Luby (2007) "Maintaining Relationships with Native Communities: The Role of Museum Management and Governance"
- Edward Luby, et al. (2013) "Archaeological Curation and the Research Value of Archaeological Collections: A Case Study from California"
- Edward Luby (2008) "More Than One Mask: The Context of NAGPRA for Museums and Tribes"
- Chip Colwell-Chanthaphonh et al. (2011) "The repatriation of culturally unidentifiable human remains"

Credit

This internship is offered for 2 to 3 credits depending on the number of hours committed to by the student. Each credit for internship work entails a minimum of 42 hours of work per semester or term (typically about three hours per week per credit hour). The required number of hours of work will be stated clearly in a learning or work plan that will be signed by both the *instructor of record* and the *internship supervisor*. The internship is not offered for payment.

Grading

The Museum Collections and Data Management Internship can be completed as a "Field Study" where grading for the course is on an S/U (satisfactory/unsatisfactory) basis. The S/U grade is based on the student's

ability to meet the minimum number of required internship hours, to demonstrate professional work habits, and to complete the assigned readings. Research-based “Research/Seminar” internships may also be undertaken and will be assigned a letter grade. Permission to take part in a research-based internship must be approved by the instructor prior to registration. Such internships are likely to be focused on the evaluation of a particular collection, but a more theory-based focus of study may also be possible. Interns who opt for a graded research-based internship will be expected to complete the same amount of hands-on collections/data management work as those taking part in the ungraded “Field Study.” The final research paper will be at least ten pages in length.

Internships through CLAS at the University of Connecticut

In the College of Liberal Arts and Sciences, students can get academic credit for approved internship courses. To receive credit for an internship, a student must enroll in the internship course prior to undertaking the work. No credit may be given retroactively for internship work undertaken without being properly enrolled in advance. A student may count up to 15 internship credits towards a bachelor’s degree in CLAS. Students on academic probation will not in most cases be allowed to register for more than six credits of internship course work.

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: 1/20/15
2. Department requesting this course: Anthropology
3. Nature of Proposed Change: Change in title and description of course
4. [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

ANTH 5377. International Health

The role of anthropology in international health, morbidity and mortality, population, maternal and child health, nutrition, infectious diseases and epidemiology, health care infrastructure and underdevelopment.

Proposed Catalog Copy

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

ANTH 5377. Global Health and Anthropology

The role of anthropology in global health: assessing global morbidity and mortality; global health governance; political economy of global health; health inequities; social determinants of health; syndemics; climate change and health; maternal and child health; nutrition; infectious diseases; and war, trauma, and complex emergencies.

Justification

1. [Reasons for changing this course](#): International health is an outdated term that has been replaced by the term global health. Course description reflects current issues in global health.
2. Effect on Department's curriculum: none –updating content to reflect current status of field
3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: none

6. [Staffing](#): Erickson

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: 2/15/15
Department Faculty: 2/17/15

2. Name, Phone Number, and e-mail address of principal contact person:
Pamela Erickson, 860 377-7859, pamela.erickson@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 3/9/2015
2. Department or Program: Environmental Studies (EVST)
3. Title of Minor: 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: Revision of curriculum to better reflect course content.

Existing Catalog Description of Minor

Environmental Studies

Environmental Studies is broadly concerned with the interaction between humans and the environment. The Environmental Studies Minor is a coherent 16-credit interdisciplinary (humanities, social sciences, and sciences) program to enable students interested in social science and/or policy approaches to solve environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student's major.

Requirements

Total of at least 15 credits as follows:

- Core Courses: [EEB 2244](#) or [GSCI 3010](#)
- 3 credits from: [ANTH 3200](#), [ARE 3434](#), [ENGL 3240](#), [GEOG 3410](#), [NRE 3245](#) or [PHIL 3216](#)

Electives (*Additional 9 credits, no more than 6 from one department*):

- [AH 3175](#);
- [ANTH 3093](#), [3302](#);
- [ARE 3434](#);
- [EEB 2244](#), [3205](#);
- [ENGL 3240](#);
- [GEOG 3300](#), [3320W](#), [3410](#), [4300](#);
- [HIST/SCI 2206](#);
- [NRE 3245](#);
- [PHIL 3216](#);
- [POLS 3406](#).

In addition, [ANTH 3200](#), [EEB 2244](#), [GSCI 3010](#) may be taken as electives if not

chosen core courses.

Students may also incorporate off campus study with the minor advisor's approval, such as internships, Biosphere, or study abroad.

The minor is offered jointly by the [College of Liberal Arts and Sciences](#) and the [College of Agriculture and Natural Resources](#).

Proposed Catalog Description of Minor

Environmental Studies

Environmental Studies focuses on the interaction between humans and the environment. The Environmental Studies Minor is an interdisciplinary (humanities, social sciences, and biophysical sciences) program for students interested in environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student's major.

Introductory Courses:

- All students must take: EVST 1000
- NRE 1000 and BIOL 1102 are recommended.

Core Courses (9 credits).

All minors must take 1 course from each core area. Additional core courses in a single category can be applied to the additional minor 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/EVST 3412

Natural Science Core:

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

Additional requirements for the minor (6 credits):

In addition, environmental studies minors must take 6 credits of electives at the 2000 level or above, as approved by the program director or academic 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) 15 credits.

Students may also incorporate off campus study with the minor advisor's approval, such as internships, Biosphere, or study abroad. The minor is offered jointly by the [College of Liberal Arts and Sciences](#) and the [College of Agriculture and Natural Resources](#).

Justification

1. Reasons for changing the minor: The current minor is rarely taken by students, partly because of course offering changes and also its relatively heavy emphasis on biophysical sciences relative to social science and humanities. Part of the Environmental Studies mission is to blend those three intellectual components. The proposed minor parallels the more balanced interdisciplinary plan of study for the Environmental Studies major.
2. Effects on students: The proposed change will make the minor more attractive to students and facilitate its completion with regular course offerings and flexibility amongst the core coursework.
3. Effects on other departments: Little impact is expected.
4. Effects on regional campuses: None.
5. [Dates approved](#) by
Department Curriculum Committee: 10/30/2014
Department Faculty: 10/30/2014
6. Name, Phone Number, and e-mail address of principal contact person: Mark A. Boyer, x63156, mark.boyer@uconn.edu

Plan of Study

Please see other file submitted named "EVST Minor POS 3.2015"

Student Name _____
Peoplesoft # _____

**Plan of Study
Environmental Studies – Minor**

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

A. Introductory Courses

1. _____ EVST 1000 - **NOTE:** NRE 1000 and BIOL 1102 are recommended.

B. Core Courses (9 credits).

All minors must take 1 course from each core area. Additional core courses in a single category can be applied to the additional minor requirements beyond the core requirements. *Pre-reqs, restrictions, and recommendations are in parentheses.

Humanities Core:

- _____ PHIL 3216 Environmental Ethics (Junior or higher & at least 1 of the following: PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107)
_____ HIST 3540 American Environmental History (Junior or higher) or HIST 3542 New England Environmental History
_____ ENGL 3240 American Nature Writing (Junior or higher & ENGL 1010, 1011, 2011, or 3800) or ENGL 3715 Nature Writing Workshop (Junior or higher & ENGL 1010, 1011, 2011, or 3800) or JOUR Environmental Journalism

Social Science Core:

- _____ ARE 3434 Environmental and Resource Policy (Junior or higher) or ARE 4462 Environmental & Resource Economics (Junior or higher & ARE 1150 or ECON 1200 or ECON 1201: MATH 1071Q or 1110Q or 1120Q or 1126Q or 1131Q) or ECON 3466 Environmental Economics (ECON 2201 & ECON 2202)
_____ NRE 3245 Environmental Law (Junior or higher)
_____ NRE 3246 Human Dimensions of Natural Resources (Junior or higher)
_____ POLS 3412 Global Environmental Politics (Junior or higher)

Natural Science Core:

- _____ EEB 2208 Introduction to Conservation Biology
_____ GEOG 3400 Climate and Weather (Recommended: GEOG 1300 or GEOG 2300)
_____ AH 3175 Environmental Health (BIOL 1102 or equivalent & CHEM 1122 or equivalent)
_____ GSCI 3010 Earth History and Global Change (GSCI 1050 or GSCI 1051 & GSCI 1052)
_____ NRE 4170 Climate-Human-Ecosystem Interactions (Junior or higher)

C. 6 Credits of Minor Electives (2000 level and above) Approved by EVST Advisor: Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

1. _____
2. _____

I approve the above program:

EVST Advisor

Department

Date

Program Director
Last revised 2/9/2015

Department

Date

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: 3/12/2015
2. Department requesting this course: Environmental Studies (EVST)
3. Semester and year in which course will be first offered: Perhaps 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!

EVST 2998. Special Topics in Environmental Studies. Either semester. Three credits.
May be repeated for credit with a change in subject matter.

Explorations of environmental studies from various perspectives and methodologies.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EVST
2. Course Number: 2998
3. Course Title: Special Topics in Environmental Studies.
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry): Explorations of environmental studies from various perspectives and methodologies.

Optional Items

6. Pattern of instruction, if not standard: Lecture and discussion
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: Yes.
8. Recommended Preparation, if applicable: EVST 1000
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: May be repeated for credit with a change in subject matter.
11. Skill codes "W", "Q" or "C": No
12. S/U grading: No

Justification

1. Reasons for adding this course: Environmental Studies is a relatively new major that is building its curriculum. Some of that curriculum will at times be independent of departmental offerings. Thus, EVST would like the ability to offer variable topics courses independent of departments when the need and interest arises.
2. Academic merit: These courses would be fundamentally interdisciplinary in nature and thus not appropriate for offering through a normal department course number.
3. Overlapping courses and departments consulted: None relevant.
4. Number of students expected: Variable
5. Number and size of sections: Variable
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Variable, but approved by EVST director in consultation with a faculty member's department head.

General Education

This course is not being submitted for GEOC approval.

Proposer Information

1. Dates approved by
Department Curriculum Committee: 2/24/2015
Department Faculty: 2/24/2015
2. Name, Phone Number, and e-mail address of principal contact person: Mark A. Boyer, 63156, mark.boyer@uconn.edu

Syllabus

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

There is no syllabus at this time, as we do not have a specific "special topics" course planned in the curriculum at the date of submission. This submission is in preparation of such a thing happening in the coming years.

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: 23 February 2015
2. Department requesting this course: EEB
3. Semester and year in which course will be first offered: Fall 2015
(course was offered as EEB 5894, section 3, Seminar, in Fall 2014)

Final Catalog Listing

EEB 5XXX. Planning for a Career in Ecology and Evolutionary Biology
1 credit. Seminar. Open to first and second year graduate students in
Ecology and Evolutionary Biology, others with permission. Introduction
to the design and execution of scientific research, career planning,
communication of science to multiple audiences, and broader impacts
of scientific work.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: EEB
2. Course Number: 5XXX
3. Course Title: Planning for a Career in Ecology and Evolutionary
Biology
4. Number of Credits (use digits, "3" not "three"): 1
5. Course Description (second paragraph of catalog entry):
Introduction to the design and execution of scientific research, career
planning, communication of science to multiple audiences, and broader
impacts of scientific work.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: none
8. Recommended Preparation, if applicable: admission to a graduate
program in EEB
9. Consent of Instructor, if applicable: required
10. Exclusions, if applicable:

11. Repetition for credit, if applicable: no
12. S/U grading: yes

Justification

1. Reasons for adding this course: This course is aimed at all entering graduate students (both M.S. and Ph.D.) in Ecology and Evolutionary Biology. At present, information that helps students succeed is transmitted to students informally, either by their faculty mentors or by more senior graduate students. This course aims to formalize some of this mentoring. It is designed to help students chart a successful course through our graduate program while also encouraging them to start considering their longer-term plans. Additionally, we expect that this course will introduce students to much of the departmental faculty, since the majority of the faculty participates in leading one or more sessions, and will help build a sense of camaraderie within each cohort.

2. Academic merit: This course introduces students to major topics that they will encounter as graduate students, including design of scientific projects, research ethics, science communication and broader impacts of scientific work. It also addresses practical challenges ranging from funding to research regulations to work-life balance.

3. Overlapping courses: none

4. Number of students expected: 6-12

5. Number and size of sections: 1 section

6. Effects on other departments: none

7. Staffing: coordinated by one or two faculty members, with contributions from many others, who will lead individual sessions.

8. Dates approved by

Department Curriculum Committee: 12 February 2015

Department Faculty: 18 February 2015

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

Elizabeth Jockusch

860-486-4452

elizabeth.jockusch@uconn.edu

Syllabus

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

A version of the syllabus with working links is available here:

http://www.eeb.uconn.edu/eebedia/index.php/EEB_graduate_student_orientation_seminar

Additional Approval

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

EEB 5XXX, Planning for a career in Ecology and Evolutionary Biology

This 1 credit seminar course is intended to provide orientation information to incoming EEB graduate student. Open to others with instructor consent. Each week, several members of EEB will join the class to lead a discussion on a topic related to success in graduate school and beyond.

Meeting time: Tuesdays 3:45-5

Location: Bamford Room (Torrey 171B)

Course coordinators: Elizabeth Jockusch (<http://jockusch.eeb.uconn.edu>) , Chris Elphick (<http://elphick.lab.uconn.edu/>)

Course website:

http://hydrodictyon.eeb.uconn.edu/eebedia/index.php/EEB_graduate_student_orientation_seminar

Grading: This course is graded on an S/U basis. Regular attendance and participation will result in a grade of S. Tentative syllabus (subject to change).

Date	Presenters	Topic	Resources
Aug 26	Kent Holsinger, Elizabeth Jockusch	What do you aim to accomplish in grad school (and beyond)?	Graduate Certificate in College Instruction Employment Data GradHacker - A blog with advice on graduate school and beyond Grad Traps: Traps to avoid in graduate school, written by a philosopher, but the advice is good for everyone
Sept 2	Bernard Goffinet, Kurt Schwenk	What is a dissertation/thesis?	NSF fellowships
Sept 9	Yaowu Yuan, Janine Caira	Formulating good scientific questions	Alon 2009 on choosing good scientific problems E. O. Wilson on scientific discovery Janine and Yaowu on good questions
Sept 16	Carl Schlichting	University/department structure and resources; Degree ontogenies	Departmental and University Resources University Resources II
Sept 23	Pam Diggie, Chris Elphick	Research ethics and regulations	Nature Editorial on research misconduct Biological Conservation Editorial on coauthorship Pam on research ethics Chris on compliance & regulations UConn RCR training
Sept 30	Eric Schultz, Mike Willig	How does research funding work	Schultz funding presentation Willig funding presentation

Oct 7	Grad panel-Jessie Rack, Lily Lewis, Geert Goemans, Manette Sandor	How to fund your graduate work	
Oct 14	Mark Urban, Louise Lewis	Communicating your work: how does publishing work	Louise and Mark on publishing Guide to Peer Review (British Ecological Society) How to Publish in Science Joy of Peer Review Fantasy cover letter
Oct 21	Morgan Tingley	Communicating your work: talks, conferences, and networking	Getting a speaker award How to network How to give a good talk
Oct 28	Paul Lewis	Communicating your work: web sites	P. Lewis presentation Example files: html-examples.zip
Nov 4	Margaret Rubega, Dave Wagner	Broader impacts, social media, and communication outside academia	How Broad Are Our Broader Impacts? An Analysis How The Culture of Science Engagement is Evolving Read Exec Summary and 1st four pages of Introduction D Wagner presentation
Nov 11	Eldridge Adams	Developing as a teacher	Reading on teaching innovations is here How TA assignments work
Nov 18	Cindi Jones, Andy Bush	Work-life balance	Notes and links
Nov 25		THANKSGIVING BREAK	
Dec 2	Grad/postdoc panel: Kerri Mocko, Matthew Aiello-Lammens, Diego Sustaita, Laura Cisneros	Lessons I learned the hard way	

Useful readings: Some modest advice for graduate students: Steve Stearns and Ray Huey
The full exchange is on Ray Huey's page: <http://faculty.washington.edu/hueyrb/prospective.php>
Stephen Stearns's later reflections: <http://stearnslab.yale.edu/designs-learning>
Nature editorial on life outside of academia
Nature perspective on choosing alternative careers
Advice for new graduate students

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 2/16/20156
2. Department or Program: Mathematics
3. Title of Major: BA in Mathematics
4. **Effective** Date (semester, year):
(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 course to the major

Existing Catalog Description of Major

Bachelor of Arts in Mathematics

The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

(1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Proposed Catalog Description of Major

Bachelor of Arts in Mathematics

The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

(1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, **3260**, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Justification

1. Reasons for changing the major: Math 3260 is now a proof-oriented course, which satisfies the requirement (3) above as do all the other course options listed. For a long time it was not offered at all and when it was, under the old number 235, the prerequisite was Math 213 (later renumbered 2710) or Math 214 or CS 254 (later renamed CSE 2500). The prerequisite changed a couple of times to finally its current form, "A grade of C or better in Math 2142 or 2710." The course is enjoying a resurgence of popularity and should be appropriately included in the Math BA and BS degrees.
2. Effects on students: none
3. Effects on other departments: none

4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: 2/11/2015
Department Faculty: 02/17/2015
6. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 860-486-1292

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.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 2/16/20156
2. Department or Program: Mathematics
3. Title of Major: BS in Mathematics
4. **Effective** Date (semester, year):
(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 course to the major

Existing Catalog Description of Major (effective Fall 2015)

Bachelor of Science in Mathematics

The requirements for the B.S. in Mathematics are:

- (1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
- (2) MATH 3150 (or 4110), 3151, 3230 (or 4210);
- (3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), 3370, 3410, 3435, 3510, 3511, 3710, and approved sections of 3094 and 3795;
- (4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Proposed Catalog Description of Major

Bachelor of Science in Mathematics

The requirements for the B.S. in Mathematics are:

- (1) Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
 - (2) MATH 3150 (or 4110), 3151, 3230 (or 4210);
 - (3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), 3370, 3410, 3435, 3510, 3511, 3710, and approved sections of 3094 and 3795;
 - (4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, **3260**, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.
-

Justification

1. Reasons for changing the major: Math 3260 is now a proof-oriented course, which satisfies the requirement (3) above as do all the other course options listed. For a long time it was not offered at all and when it was, under the old number 235, the prerequisite was Math 213 (later renumbered 2710) or Math 214 or CS 254 (later renamed CSE 2500). The prerequisite changed a couple of times to finally its current form, "A grade of C or better in Math 2142 or 2710." The course is enjoying a resurgence of popularity and should be appropriately included in the Math BA and BS degrees.

2. Effects on students: none
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: 2/11/2015
Department Faculty: 02/17/2015
6. Name, Phone Number, and e-mail address of principal contact person:
David Gross, david.gross@uconn.edu, 860-486-1292

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.

Plan of Study: B.A. or B.S. in Mathematics, Catalog Year 2015-2016

This plan, approved and signed, must be filed with the Degree Auditor's Office no later than the fourth week of classes of the semester in which the student expects to graduate. Changes in the plan may be made only with the consent of your advisor.

Student Information.

Name: _____ Peoplesoft ID: _____

Permanent Address: _____

UConn Email: _____ Other Email: _____

Phone Number: _____ Signature: _____ Date: _____

Degree Sought (B.A. or B.S.): _____ Anticipated Date of Completion: _____

All courses listed below must be completed for credit, not pass/fail.

Requirement 1. Core: Complete one of the following two sequences of courses. Check one completed

- (i) MATH 2110Q (or 2130Q) and 2210Q and 2410Q (or 2420Q) and 2710 (or 2141Q-2142Q)
(ii) MATH 2141Q, 2142Q, 2143Q and 2144Q

Requirement 2. Core extended: Complete all of the following courses. Check completed/anticipated

- (i) MATH 3230 or 4210
(ii) MATH 3150 or 4110
(iii) MATH 3151 (for B.S. students only)

Requirement 3a Additional proof based course (B.S. students). Complete at least 3 additional credits from MATH 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), and 3370. Course number _____ Credits _____

Requirement 3b Additional proof based course (B.A. students). Complete at least 3 additional credits from MATH 3151, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), and 3370. Course number _____ Credits _____

Requirement 4a (for B.S. students only). Complete at least 6 additional credits from MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), 3370, 3410, 3435, 3510, 3511, 3710 and approved sections of 3094 and 3795.

Course number _____ Credits _____ Course number _____ Credits _____

Requirement 4b (for B.A. students only). Complete at least 27 credits of 2000 level or above in Mathematics. May include credits from Requirements 1, 2 and 3. May not include any of MATH 2010Q, 2011Q, 2194W, 2720W, 2784, 2794W, 3670W.

Number of credits from Requirements 1, 2 and 3 _____

Additional credits:

Course number _____ Credits _____ Course number _____ Credits _____
Course number _____ Credits _____ Course number _____ Credits _____

Requirement 5. W course: Complete at least one of Math 2194W, 2720W, 2794W or 3796W

Requirement 6. Related Courses: Complete at least 12 credits of 2000 or above level course work in approved related areas. STAT 3484 and STAT 3494W may not be used.

Course: _____ Credits _____ Course: _____ Credits _____
Course: _____ Credits _____ Course: _____ Credits _____
Course: _____ Credits _____ Course: _____ Credits _____

Approval Signatures.

Mathematics Advisor: _____

Department Head or Associate Department Head: _____

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: 02/12/2015
2. Department: Mathematics
3. Effective Date (semester, year):
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

2784. Undergraduate Seminar I

(200) Two credits. Prerequisite: MATH 2110, 2130, or 2143; MATH 2144, 2410, or 2420; ENGL 1010 or 1011 or 2011.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

Justification

1. **Reasons for dropping this course:** This is a follow-up on a catalogue change from last year, where we combined Math2784 and Math2794W into one single course Math2794W. As a consequence of that change the course Math2784 will not be offered anymore.
2. Other departments consulted: none
3. **Effects on other departments:** none
4. Effects on regional campuses: none
5. **Dates approved by**
Department Curriculum Committee: 2/12/2015
Department Faculty: 2/17/2015
6. Name, Phone Number, and e-mail address of principal contact person: David Gross, david.gross@uconn.edu, 860.486.1292

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: February 2, 2015
2. Department requesting this course: Sociology
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!

1993. Foreign Study.

One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May be repeated for credit. Special topics taken in a foreign study program.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SOCI
2. Course Number: 1993
3. Course Title: Foreign Study in Sociology
4. Number of Credits: One to Fifteen
5. Course Description (second paragraph of catalog entry): Special topics taken in a foreign study program.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: Yes
 - b. Open to sophomores/juniors or higher: No
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: Yes
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:

Justification

1. Reasons for adding this course: Many students take foreign study Sociology courses and there is no equivalent in the catalogue. This brings us into alignment with most other social science disciplines.
2. Academic merit: Sociology is a discipline that focuses on the study of society, broadly defined. This allows students to study sociology from a more global or international perspective.
3. Overlapping courses: N/A
4. Number of students expected: Unknown
5. Number and size of sections: Variable
6. Effects on other departments: We do not expect this change to impact other departments.
7. Effects on regional campuses: We do not expect this change to impact the regional campuses.
8. Staffing: Faculty

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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.)

NA

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 10/15/2014
Department Faculty: 10/21/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Syllabus

"A syllabus for the new course must be attached to your submission email." Since this is a course for awarding generic "foreign study" credit, it is not possible for us to construct a syllabus. The foreign study number is used to award departmental credit to students who take courses while studying abroad and for which there are no equivalent courses among our course offerings.

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: February 2, 2015
2. Department requesting this course: Sociology
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!

2993. Foreign Study.

One to fifteen credits. Hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student's departure. May count toward the major with consent of the advisor up to a maximum of 6 credits. May be repeated for credit. Special topics taken in a foreign study program.

(Language provided by Katrina Higgins, Academic Services Center)

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SOCI
2. Course Number: 2993
3. Course Title: Foreign Study in Sociology
4. Number of Credits: One to Fifteen
5. Course Description (second paragraph of catalog entry): Special topics taken in a foreign study program.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: Yes
 - b. Open to sophomores/juniors or higher: Yes
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: Yes
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:

Justification

1. Reasons for adding this course: Many students take foreign study Sociology courses and there is no equivalent in the catalogue. This brings us into alignment with most other social science disciplines.
2. Academic merit: Sociology is a discipline that focuses on the study of society, broadly defined. This allows students to study sociology from a more global or international perspective.
3. Overlapping courses: N/A
4. Number of students expected: Unknown
5. Number and size of sections: Variable
6. Effects on other departments: We do not expect this change to impact other departments.
7. Effects on regional campuses: We do not expect this change to impact the regional campuses.
8. Staffing: Faculty

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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.)

NA

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 10/14/2014
Department Faculty: 10/21/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Syllabus

"A syllabus for the new course must be attached to your submission email." A syllabus for the new course must be attached to your submission email." Since this is a course for awarding generic "foreign study" credit, it is not possible for us to construct a syllabus. The foreign study number is used to award departmental credit to students

who take courses while studying abroad and for which there are no equivalent courses among our course offerings.

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: February 2, 2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change:

Change a list of 3000-level courses to 2000 level and replace "Open to juniors or higher" in their course descriptions to "Open to sophomores or higher.":

3311 to 2311, 3311W to 2311W,
3503 to 2503, 3503W to 2503W,
3651 to 2651, 3651W to 2651W,
3841 to 2841, 3841W to 2841W,
3907 to 2907, 3907W to 2907W,
3411 to 2411

4. [Effective Date](#) (semester, year): Fall 2015

Current Catalog Copy

3311. Deviant Behavior

(217) Three credits. Prerequisite: Open to juniors or higher.

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

3311W. Deviant Behavior

(217W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

3503W. Prejudice and Discrimination

(243W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

3651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

3841. Public Opinion and Mass Communication

(267) Three credits. Prerequisite: Open to juniors or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

3841W. Public Opinion and Mass Communication

(267W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

3907. City Life

(283) Three credits. Prerequisite: Open to juniors or higher.

Ways of life in large cities and suburbs and the culture of modernism.

3907W. City Life

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

3411. Work and Occupations

(274) Three credits. Prerequisite: Open to juniors or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

Proposed Catalog Copy

2311. Deviant Behavior

(217) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Behaviors labeled by society as deviant, such as crime, prostitution, suicide, alcoholism, drug abuse, and mental illness.

2311W. Deviant Behavior

(217W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to ~~juniors~~ sophomores or higher.

2503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

2503W. Prejudice and Discrimination

(243W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to ~~juniors~~ sophomores or higher.

2651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

2651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

2841. Public Opinion and Mass Communication

(267) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

2841W. Public Opinion and Mass Communication

(267W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to ~~juniors~~ sophomores or higher.

2907. City Life

(283) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Ways of life in large cities and suburbs and the culture of modernism.

2907W. City Life

(283W) Prerequisite: ENGL 1010 or 1011 or 2011; Open to ~~juniors~~ sophomores or higher.

2411. Work and Occupations

(274) Three credits. Prerequisite: Open to ~~juniors~~ sophomores or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

Justification

1. **Reasons for changing this course:**

When course numbers were changed from three to four digits, the department placed most (or all) upper-level courses as 3000-level courses, because all upper-level courses are treated the same in the department's plan of study. We wish to change a list of 3000-level courses to 2000 level in order to more clearly convey to students that these courses are not restricted to only junior or senior students. Many students express the concern that they are interested in taking upper-level sociology courses, but are worried that a 3000-level course may be designed only for junior or senior majors. We would like to more clearly differentiate our course numbering system to address this concern. The listed courses are deemed by the faculty appropriate to be offered at a 2000 level.

2. Effect on Department's curriculum: This change will not have any effect the Department's curriculum.

3. Other departments consulted: It is not necessary to consult any other departments.

4. **Effects on other departments:** We do not expect this change to impact other departments.

5. Effects on regional campuses: We do not expect this change to impact the regional campuses.

6. **Staffing:** Faculty and graduate students.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: October 1, 2014
Department Faculty: December 3, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

University of Connecticut

Deviant Behavior

SOC 3311

Spring 2015

Course Description

The sociological study of deviant behavior is more than looking at rule breaking behavior and how to stop it. Why are some behaviors defined as deviant and not others? We will see that deviance is socially constructed. What is the role of power in creating conceptions of deviance, imposing the label and subsequent sanctions? What role does institutional inequality play in rates of deviance? The readings emphasize the various theoretical perspectives sociologists use to understand deviance whether the focus is on the deviant or the agents of social control. We will end the course with social movements that fight the stigma of a deviant label and work to change norms and values.

Instructor and Course Information

Instructor: Mitzi Horowitz
When: Tuesday and Thursday, 11:00-12:15
Location: LH 302
Office Hours: Tuesday, 10:00-11:00, Manchester Hall rm. 313

Required Text:

Deviance and Social Control: A Sociological Perspective 2013 Inderbitzin, Bates and Gainey

Additional readings will be posted online

Course Requirements and Grading:

Assignment	Percentage of the Final Grade
Two exams 20% each	40
Class participation	10
Two topic papers 15% each	30
Final exam	20
	100

Attendance is a necessary component of class participation but it is not sufficient to get full credit.

Students are expected to attend class having done a careful reading of the assigned material, be prepared to discuss them and be ready for me to build on the readings with lecture material.

Exams will be multiple choice, short answers and an essay. You will get the essay options in advance. I will do my best to accommodate rescheduling an exam if there is a legitimate reason to do so. You must request this prior to the date of the exam and in writing. Otherwise you are responsible for being prepared and present for exams.

Course Schedule:		
		Reading Assignments
Jan. 20	Introduction to Course	
Jan. 22	Review of Sociological Concepts	chapter 1, reading #1
Jan. 27, 29	Conceptions of Deviance	readings #2, 3
Feb. 3	The Diversity of Deviance	chapter 2, reading #5
Feb. 5	Micro and Macro Connections	readings #6, 7
Feb. 10	Research Methods	chapter 3
	Positivist/ Functionalist Theories of Deviance	
Feb. 12	Anomie/Strain Theory	chapter 4, reading 13
Feb. 17		reading #12
Feb. 19	Social Disorganization Theory	chapter 5
Feb. 24	Broken Windows and Policing	readings #14, 15
Feb. 26	Poverty	
March 3	Exam #1	
March 5	Differential Association & Social Learning Theory	chapter 6, reading #17
March 10	Social Control Theories	chapter 7, readings #20, 22
March 12	Physical Violence	“What Triggers School Shootings”
	Social Constructionist Theories of Deviance	
March 17-19	Spring Break	
March 24	Moral Entrepreneurs and Panics, Sex Workers	“The Classic Moral Panic”
March 26	Labeling	chapter 8, reading #23, 25
March 31	Cognitive Deviance	“White Male Militia”
April 2	Mental Illness?	reading #24 “Schizophrenia in the Third World”
April 7	Exam #2	
		Reading Assignments
April 9	Class Based Theories of Deviance – The Power to Label	chapter 9, Readings #26, 27

April 14	Policing the Black Community – The War on Drugs	
April 16	Elite Deviance – Buying Privilege	
April 21	Critical Theories of Deviance	chapter 10
April 23	Homelessness	“Medicalizing Homelessness”
April 28	Resisting Labeling – Social Movements	“The Adoption and Management of a “Fat” Identity
April 30		
Final Exam		

The Office of Student Services and Advocacy:

“The Office of Student Services and Advocacy is committed to the mission of the University of Connecticut and Division of Student Affairs by providing diverse experiences and support that empowers student success. The office serves as an advocate for students and as a centralized resource for connecting students with appropriate university and community programs, offices and individuals. The office supports students in resolving educational, personal and other university concerns that affect the quality of their academic or community life and personal goals.”

The UCONN Writing Center is a good resource for students. www.writingcenter.uconn.edu

**Research Paper#1
Due Feb. 17**

1. This assignment requires you to select a topic of your choice and to analyze it from a positivist perspective.
 - Select a form of deviance. Explain why you are defining it as a form of deviance.
 - *Research* the issue.
Define what your topic includes and how frequently it occurs. What is known about who is involved with regards to sex, race, class, religion or region of the country.
 - What positivist theory do you think best explains the problem?
 - What are contributing cultural and institutional factors involved with this deviant behavior or belief?
 - What steps have been taken to decrease its occurrence? Some examples of these could involve media campaigns to change attitudes, changes to the law or criminal justice system, community organizing or actions. Have some actions been more successful than others.
 - What do you think is the most significant reason your form of deviance occurs? Remember to apply sociological theory and concepts in your answer.
 - Given your explanation of the problem and you review of actions taken to address the problem, what do you think should be done about it?

Your resources should include sociological studies, but may include reputable news sources. Social movement organizations can be a good source of information, but must be read with the awareness that your source has the goal of presenting information in a way to convince as much as to objectively inform the reader.

Your paper must be typed using Times New Roman font, size 12, and be double spaced. You should include a cover sheet with your name, the class and class section, the semester and your topic.

Your paper should be 5-6 pages long.

Research Paper#2 **Due April 16**

1. This assignment requires you to select a topic of your choice and to analyze it from a constructionist perspective.

In labeling theory the issue to be explained is not the act itself, but the group involved in the process of labeling the people who are labeled.

In this case you are to select a belief, behavior or condition that is held to be deviant but that you are arguing is really an issue of a stigmatizing label being imposed on a group. There are groups who respond to being stigmatized with attempts to form social movements to fight the label, defining it as a form of discrimination or oppression.

- Discuss the issue involved. Examples could include groups stigmatized due to issues involving forms of disability, class or race, obesity, body modification, mental illness, sex or gender issues, sex work, or use of illicit drugs.
- Who is imposing the stigma? This could include various moral entrepreneurs, the media or politicians. How are issues of race, class or gender involved? Is the issue part of a larger political debate?
- What groups or social movement organizations have been created to fight the stigma or negative label?
- What are they doing? Education, lobbying, picketing etc.
- Where is the status of the issue currently and what do you think should be done about it?

Your sources should be a mix of sociological articles, but you will rely heavily on reputable media sources, and social movement material.

Your paper must be typed using Times New Roman font, size 12, and be double spaced. You should include a cover sheet with your name, the class, the semester and your topic.

Your paper should be 5-6 pages long.

Soc 3503: Prejudice and Discrimination

Spring 2011

Tuesday, Thursday 12:30 to 1:45

Ratcliffe Hicks 201

Professor Maya Beasley

Department of Sociology

Manchester Hall, Room 211

maya.beasley@uconn.edu

Office Hours: Tuesdays and Thursdays 11:00 to 12:00 and by appointment

What are prejudice and discrimination and how do they affect different minority groups? Focusing on the United States, this course will expose students to the experiences and obstacles currently faced by African, Asian, Hispanic, and Muslim Americans, and consider the relationship between these experiences and the public policies that influence them. The class will also apply theories of conflict resolution and contemporary examples of racial/ethnic conflict in foreign countries throughout the semester. Students will be called upon to critically examine the ways racism appears in different contexts as well as the structural and social influences of prejudice and discrimination.

Grading:

Class Participation	10%	
Journal Entries	15%	3 Due by March 16, 3 Due by April 26
Video and Write-ups (4)	15%	Due Feb. 10, Feb. 24, March 24, April 21
Pop Quizzes	10%	
Midterm Exam	25%	Given March 3, Due March 5
Final Exam	25%	

Requirements:

This class calls for attentive reading and class attendance. Requirements include a midterm exam, a final exam, four write-ups on required videos, and a journal.

Participation in Class

Students *must* read the assigned materials before each class and be prepared to discuss them. Much of the success of the class is based on your preparation for participation in class, as well as your openness and respect of others. Your participation grade is dependent not only upon your presence, but upon your contribution during class as well. The only excused absences are for medical illness (documented by a note from the health center or a doctor) and documented athletic trips.

Journal Entries

Beginning the second week of classes, you will be required to keep a journal about racial issues that come up in spaces outside of this classroom. Your grade for this assignment will not be based upon any opinions you express in these journals, but you are expected to have at least 6 entries spread throughout the semester which are thoughtful. Additional instructions will be provided.

Video Write-ups

Students are required to watch four videos/sets of videos (up to two hours each) outside of class and complete a short write-up for each. These videos will be made available for one week online and students will be expected to discuss them in class the following week.

Pop Quizzes

Over the course of the semester we will have four in-class pop quizzes, each worth 2.25% of your final grade. These quizzes will be based solely on the required readings. You are therefore strongly encouraged to keep up with the readings listed in the syllabus. If you miss a quiz and do not have an excused absence (as specified in the "Class Participation" section) you will receive a zero for that quiz.

Extra Credit:

You will have several opportunities throughout this class to receive extra credit (up to 4 percentage points towards your final grade). The two ways to do so are:

- (1) Attend a non-class lecture or activity that is related to themes in this class (either racial/ethnic stratification or conflict) and write a 1 to 2 page summary of your experience. You may do this twice within the semester; each will be worth 1 percentage point.
- (2) Find a news article (from a source other than the campus paper or the television) and write a 1 to 2 page reflection on it and how it relates to the class. You will be expected to discuss this briefly in class, so please notify me at least one day in advance. You may do this twice within the semester; each will be worth 1 percentage point.

Required Readings

Books are available at the bookstore.

- Wilson, William J. 1996. *When Work Disappears*
- Ferguson, Ann. 2001. *Bad Boys: Public School and the Making of Black Masculinity*.

The other readings which appear on the syllabus are required and are available online through the course website and ECR.

Note: Readings marked with an * are located on the electronic course reserves and readings marked with an ^{HCT} and are located directly on the course website under "Readings". All readings are REQUIRED.

WEEK 1

January 18: Intro

January 20: What Are Race and Racism?

*Cornell, Stephen and Hartman, Douglas. 1998. *Ethnicity and Race: Making Identities in a Changing World*. Chapter 2. *Feagin. *Systemic Racism*. Chapter 1

WEEK 2

January 25: Theories of Prejudice and Discrimination

*Olzak, Susan. 1990. "The Political Context of Competition: Lynching and Urban Racial Violence, 1882-1914." *Social Forces*. 69(2): 395-421.

January 27: The Psychology of Discrimination and Prejudice

*Bonilla-Silva, Eduardo. 2006. *Racism without Racists*. Chapter 2

*Walzer, Michael. 2006. *Just and Unjust Wars*. Chapter 7

WEEK 3

February 1: A History of Prejudice and Discrimination in the US

*Jacobson, Matthew. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Chapter 2
*Wilson. 1978. *The Declining Significance of Race*. Chapter 1

February 3: A History of Prejudice and Discrimination in the US

*Wilson. 1978. *The Declining Significance of Race*. Chapter 5
*Fong, Timothy. 2008. *The Contemporary Asian American Experience*. Chapter 1

WEEK 4

February 8: Residential Segregation and the Creation of the Urban Ghetto

Wilson. *When Work Disappears*. Chapters 1 and 2

*Massey and Denton. 1993. *American Apartheid*. Chapter 3

February 10: Gentrification and the Perpetuation of the Urban Ghetto

*Patillo. 2007. *Black on the Block*. Chapter 6.

Video Report 1 Due

WEEK 5

February 15: Structure and Culture of Poverty

*Massey and Denton. 1993. *American Apartheid*. Chapter 5
Wilson. *When Work Disappears*. Chapter 3

*Tutu, Desmond. 2000. *No Future Without Forgiveness*. Chapter 10

February 17: Residential Segregation Beyond the Urban Underclass

*Oliver and Shapiro. 2006. *Black Wealth/White Wealth*. Chapter 5

*Gibson, James. 2004. *Overcoming Apartheid: Can Truth Reconcile a Divided Nation?* Chapter 7

WEEK 6

February 22: Residential Segregation Beyond the Urban Underclass

*Patillo-McCoy, Mary. 2000. *Black Picket Fences: Privilege and Peril Among the Black Middle Class*. Chapter 5

February 24: Residential Segregation Beyond the Urban Underclass

*Shapiro, Thomas. 2004. *The Hidden Cost of Being African-American*. Chapter 7

Video Report 2 Due

WEEK 7

March 1: Midterm Review

March 3: Midterm Exam (Online Exam, Due March 5)

SPRING BREAK!!!!

WEEK 8

March 15: Educational Resegregation

*Orfield, Gary and Eaton, Susan. 1996. *Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education*. Chapter 3 *Wilson, Richard. 2011. *Writing History in International Criminal Trials*. Chapter 2

March 18: Minority Education

*Kozol. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Chapter 2

Ferguson, Ann. 2001. *Bad Boys*. Chapter 1

*Burnet, Jennie. 2010 "Truth, Reconciliation, and Revenge in Rwanda's Gacaca" in Hinton *Transitional justice: Global Mechanisms and Local Realities after Genocide and Mass Violence*. Pages 176-212

WEEK 9

March 22: Voting and Politics

*Guinier, Lani. 1994. *Tyranny of the Majority*. Chapter 3

March 24: Voting and Politics

*Manza, Jeff. 2006. *Locked Out*. Chapter 7

Video Report 3 Due

WEEK 10

March 29: Criminal Justice

*Loury, Glenn. *Race, Incarceration, and American Values*. Chapter 1

Ferguson, Ann. 2001. *Bad Boys*. Chapter 2

March 31: Criminal Justice

*Alexander, Michelle. 2010. *The New Jim Crow*. Chapter 3

Ferguson, Ann. 2001. *Bad Boys*. Chapter 3

WEEK 11

April 5: Criminal Justice

Ferguson, Ann. 2001. *Bad Boys*: Chapters 4 and 6

April 7: Affirmative Action

*Orfield, Gary and Miller, Edward. Eds. 1998. *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives*. P. 1-31

WEEK 12

April 12: Affirmative Action

*Brown, Michael K. 2003. *Whitewashing Race: The Myth of a Color-Blind Society*. Chapter 5

*Wilson, William J. 1999. *The Bridge Over the Racial Divide*. Chapter 3

April 14: Racism in the Workplace

Wilson. *When Work Disappears*. Chapter 5

*Woo, Deborah. 2000. *Glass Ceilings and Asian Americans: The New Face of Workplace Barriers*. Walnut Creek, CA: Alta Mira Press. Chapter 5

WEEK 13

April 19: Racism in the Workplace

*Collins, Sharon. 1997. *Black Corporate Executives: The Making and Breaking of a Black Middle Class*. Chapters 2 and 3

April 21: Impacts of Racism on Health

*Feagin, Joe and Karyn McKinney. 2005. *The Many Costs of Racism*. Chapters 2 and 3
Video Report 4 Due

WEEK 14

April 26: Impacts of Racism on Social Outlooks and Behavior

*Cose, Ellis. 1993. *The Rage of A Privileged Class: Why Are Middle-Class Blacks Angry? Why Should America Care?* Chapter 2 *Jamal, Amaney and Nadine Naber. 2008. *Race and Arab Americans Before and After 9/11*. Chapter 10

April 28: Review and Wrap Up

Sociology of the Family

Sociology 3651W, Spring 2014

Tuesdays & Thursdays 8:00-9:15 a.m.

Kim Price-Glynn, kim.price-glynn@uconn.edu

Office hours: Tuesdays and Thursdays 10:45-11:45 a.m. and by appointment

Course Introduction:

Families are potent symbols in the United States. To distinguish insiders and outsiders Americans may say, "blood is thicker than water." Likewise, to signify a friend's importance we describe them as being, "like family." We call our family homes, "where the heart is, home sweet home, or havens in a heartless world." Rather than conveying enduring cultural truths, such distinctions convey significant meanings that change over time.

This course explores how we define and construct families as well as the relationship between our families and larger social forces. Questions central to this course include, why do we talk of "the family" (reflected in our outdated course title) when families take many forms (e.g., cohabiting, blended, married, divorced, and remarried)? Who counts as family? How does gender, racial, ethnic, economic and sexual diversity shape various family forms (e.g., what are the consequences of particular definitions of family and identity)? How do the understandings and experiences of families change over time? Using lecture, readings, films, and discussions we will first shatter common myths about families by confronting prevailing definitions and assumptions. In particular, we will focus on the roles of biology, gender, laws, and love. Next, we will examine historical family diversity in the United States and abroad through three ideal types — families living in hunting and gathering, agricultural, and early industrial capitalist cultures. Having explored examples from our past, we will move toward issues facing contemporary families (e.g., coupling and uncoupling, parenting, work and violence). Throughout our examination of the past and present we will pay close attention to the impact of structural forces — economic, social and political — as well as the micro interactions of social actors

on relationships between kin and communities across the life course. Finally, we will conclude by looking at families and social change through political activism.

Course Requirements:

Written statement workbooks: Students will comment critically upon assigned readings through a collection of written statements. Statements should include: 1) *praise* — what did you learn that was new and interesting; 2) *critique* — are there limitations or problems with the readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence; 3) *connections* — how are the readings linked together and/or how do they inform current events; and 4) *questions* — are parts of the articles unclear or do they generate broader concerns. For full credit, complete ten two-page statements (choosing *either* Tuesday or Thursday's readings). Please follow the guidelines for writing assignments on page two. Please staple statements together and turn in as a "workbook." Your first workbook of five statements from Part I is due in class at the midterm exam. Your second workbook containing five statements from Part II is due at the last regular class meeting (before final exams). Each submission is worth 5 points, or 10 total (1 point per statement). Initially, statements may address each reading individually, however students should strive to integrate overlapping readings. Written statement presentations: Each student will present 1 written statement to the class from one of their written statement workbooks. Written statement presentations allow students to practice public speaking and provide sustained contributions to class discussions from each and every student. Students' 3-5 minute presentations should follow the written statement guidelines explained previously.

Exams: We will have a mid-term covering the first half of the course and a final covering the second. Exams include short and long essay questions. Written statements provide a good source for review. In addition, a study guide covering potential essay questions will be distributed prior to each exam. Exam questions will be drawn verbatim from this sheet. Make-up exams will only be offered with appropriate documentation and permission from the instructor.

Research paper: You are asked to write a 15-page research paper. Students are expected to consult *scholarly*

resources for their papers. This means relying on sociological journals and texts produced through peer review (as opposed to newspaper or popular press articles/books). Prior to submission of the final paper, you must submit working materials as follows. Final papers will not be accepted without the prior submission of these working materials. They include: a library worksheet, preliminary outline and complete bibliography, and a first draft. Final revised papers are due on the last day of class (before final exams). Please plan to turn in both hard and electronic Microsoft Word copies to our Vista page. According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components. During the semester we will work on writing and research through an in-class library visit and several writing exercises. Students wanting more support with their writing are encouraged to contact the *Greater Hartford Writing Center* for assistance (303 Undergraduate Building, hartfordwriting.uconn.edu/, 860-570-9237, hartfordwriting@gmail.com). Students will be required to present their final papers on the last days of class. More detailed instructions will follow.

Guidelines for all writing assignments: Further instructions will be distributed and discussed for each assignment. Assignments must be typed and turned in during class. Assignments handwritten or sent via email will not be accepted. Please plan to use a reasonable 12-point font (e.g., Arial, Times New Roman), 1-inch margins, and double spaced text. Late work requires appropriate documentation. Academic honesty is required. Plagiarism will be addressed following the UConn Student Code: http://www.dosa.uconn.edu/student_code.html.

Participation is mandatory and contributes toward your final grade. Students will be asked to participate through in class exercises and classroom discussion. Public speaking facilitates retention of class concepts; it is also an important ability for success outside the classroom. Students should attend class prepared to engage with lecture and reading materials.

Grades will be determined as follows:

Participation = 10% Midterm exam = 20% Rough draft = 5%
Written Statement Presentation = 3% Final exam = 20% Rough draft peer review = 2%
Written Statement Workbooks = 10% Preliminary outline & bibliography = 3% Final paper = 20%
Library worksheet = 2% Outline and bibliography peer review = 2% Final paper presentation = 3%
Total = 100%

Texts & Films are also on reserve in the Trecker library:

- 1) Ferguson, Susan. 2010. *Shifting the Center*, 4th edition. Boston, MA: McGraw-Hill.
- 2) Kathleen Gerson, 2011. *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*. NY: Oxford University Press.
- 3) Pugh, Allison. 2009. *Longing and Belonging*. Berkeley: University of California Press.
- 4) Webpage readings, <https://lms.uconn.edu>, for weeks 2, 3, 6 and 15 (W)

Course Outline and Deadlines (Changes or additions may be made with advanced notice):

(Read by) Part I. Mythology, History & Theory

Week 1: What is Family?

1/21: Introduction

1/23 *Signup for written statement presentations*

Gittins, "The Family Question: What Is the Family? Is It Universal?" (1 Ferguson)

Baca Zinn, "Feminist Rethinking from Racial-Ethnic Families" (2 Ferguson)

Week 2: The Roles of Biology, Gender and Love

1/28: Lorber, "Believing is Seeing: Biology as Ideology" (W)

Hays, "From Rods to Reasoning" (W)

Cancian, "The Feminization of Love" (W)

1/30: *Library Workshop with Janice Mathews in the Information Technology Center room 113*

Friedman & Steinberg, "The Research Paper" (W)
The Sociology Writing Group, "The General Research Paper..." (W)
Citation Info: Johnson et al., "Acknowledging Sources" & UCONN Libraries, "ASA Citations" (W)

Week 3: Historical Diversity in Households & Families

2/4: *Library worksheets due*

Thornton Dill, "Fictive Kin, Paper Sons, and Compadrazgo," (6 Ferguson)
Coontz, "The Native American Tradition" (W)
Nakano Glenn, "Split Household, Small Producer, and Dual Wage Earner" (W)
2/6: Coontz, "Historical Perspectives on Family Diversity" (5 Ferguson)
D'Emilio & Freedman, "Family Life and The Regulation of Deviance" (W)

Part II. Contemporary Families

Week 4: Intimate Relationships

2/11: Cherlin, "The Deinstitutionalization of American Marriage" (14 Ferguson)
Gerstel and Sarkisian, "Marriage: The Good, the Bad, and the Greedy" (16 Ferguson)
2/13: Seltzer, "Families Formed Outside of Marriage" (18 Ferguson)
Stiers, "From This Day Forward: Commitment... in Lesbian & Gay Relationships" (20 Ferguson)

Week 5: Parenting

2/18: *Midterm Study Guide Distributed*

Hill Collins, "Shifting the Center: Race, Class & Feminist Theorizing about Motherhood" (21 Ferguson)
Coltrane, "Fathering: Paradoxes, Contradictions, and Dilemmas" (24 Ferguson)
2/20: **No Class Meeting**
Hansen, "Not-So-Nuclear-Families: Class, Gender and Networks of Care" (27 Ferguson)
Stacey and Biblarz, "(How) Does the Sexual Orientation of Parents Matter?" (30 Ferguson)

Week 6: Reproducing Gender, Reproducing Family

2/25: ***Preliminary Outline and Complete Bibliography Due, Peer Review Workshop***
2/27: ***Midterm Exam and Written Statement Workbook I Due***

Week 7: Family Forms, Part 1

3/4: **In class film: *Daddy & Papa: A Story About Gay Fathers In America***

Signup for Final Paper Presentations

Gerson, "The Shaping of a New Generation" (1)
"Families Beyond the Stereotypes" (2)
"The Rising Fortunes of Flexible Families" (3)
3/6: Gerson, "Domestic Deadlocks and Declining Fortunes" (4)
"High Hopes, Lurking Fears" (5)

Week 8: Family Forms, Part 2

3/11: Gerson, "Women's Search for Self-Reliance" (6)
"Men's Resistance to Equal Sharing" (7)
3/13: ***First Draft of Research Paper Due, Peer Review Workshop***
Gerson, "Reaching Across the Gender Divide" (8)
"Finishing the Gender Revolution" (9)

Week 9: Spring Recess 3/16-22

Week 10: Care & Consumption, Part 1

In class film: *Frontline: "Poor Kids," streaming video @ PBS.com*

- 3/25: Pugh, "Care and Belonging in the Market" (1)
"Differences in Common: Studying Inequality" (2)
3/27: Pugh, "Making Do: Children and the Economy of Dignity" (3)
"Ambivalence and Allowances: Affluent Parents Respond" (4)

Week 11: Care & Consumption, Part 2

- 4/1: Pugh, "The Alchemy of Desire into Need: Dilemmas of Low-Income Parenting" (5)
"Saying No: Resisting Children's Consumer Desires" (6)
4/3: Pugh, "Consuming Contexts, Buying Hope: Shaping the Pathways of Children" (7)
"Conclusion: Beyond the Tyranny of Sameness"

Week 12: Divorce

- 4/8: Adams and Coltrane, "Framing Divorce Reform: Media, Morality & Politics of Family" (36 Ferguson)
Yodanis, "Divorce Culture and Marital Gender Equality: A Cross-National Study" (37 Ferguson)
4/10: Walzer and Oles, "Accounting for Divorce: Gender and Uncoupling Narratives" (38 Ferguson)
Mason, "The Modern American Stepfamily: Problems & Possibilities" (39 Ferguson)

Week 13: Violence Against Women, Elders, and Children

Final Paper Presentations Begin

- 4/15: Yllo, "Gender, Diversity and Violence: Extending the Feminist Framework" (41 Ferguson)
Krishnan et al., "Lifting the Veil of Secrecy: Domestic Violence Against South Asian Women in the U.S." (42 Ferguson)
4/17: ***Guest Lecture: Beth Ann Morhardt***
Renzetti, "Toward a Better Understanding of Lesbian Battering" (43 Ferguson)
Ola Barnett et al., "Abuse of Elders" (44 Ferguson)

Week 14: Families and Poverty

- 4/22: Rank, "As American as Apple Pie: Poverty and Welfare" (51 Ferguson)
Hays, "Flat Broke with Children: The Ground-Level Results of Welfare Reform" (52 Ferguson)
4/24: Edin and Kefalas, "Unmarried with Children" (53 Ferguson)
Rainwater and Smeeding, "Is there Hope for America's Low-Income Children?" (54 Ferguson)

Week 15: Continuity & Change

- 4/29: Gerson and Jacobs, "The Work-Home Crunch" (45 Ferguson)
Nakano Glenn, "Creating a Caring Society" (50 Ferguson)
5/1: **Written Statement Workbook II and Final Draft of Research Paper Due in class**
Furstenberg, "Values, Policy and the Family" (4 Ferguson)
Douglas & Michaels, "Dumb Men, Stupid Choices – Or Why We Have No Childcare" (W)

Week 16: Final Exams

Please see <http://hartford.uconn.edu/registrar/#finals> for schedule

SOCIOLOGY 3841, Public Opinion and Mass Communication Fall 2014

Time: Monday, Wednesday, and Friday, 11:15-12:05

Classroom: Laurel Hall 301

Professor: David Weakliem

Manchester 320

486-3693

e-mail: Weakliem@uconn.edu or david.weakliem@uconn.edu

Office Hours: Mon 12:15-1:15, Wed 2:30-3:30, and by appointment.

Readings: Most of the readings are from two books: Robert Erikson and Kent Tedin, *American Public Opinion* (8th edition), and Michael Schudson, *The Sociology of News* (2nd edition), both for sale at the Co-op. Other readings will be posted on the class web site:

<http://web.uconn.edu/weakliem/3841/>

About the Course: This course examines the meaning, sources, and consequences of public opinion. Major topics are: (1) ways of studying public opinion (2) differences in opinions and their causes (3) the effects of public opinion on government policy and society as a whole (4) the development and influence of the media (5) recent changes in the media.

Requirements and Grading

1. Test 1 (Oct 1)-25%
2. Test 2 (Nov 5)-25%
3. Final Exam (Dec 10, 10:30-12:30)-30%
4. Writing assignments, dates as indicated on the syllabus--20%

The tests and final exam will include some multiple choice questions and some short essays. You will be allowed one page of notes, containing whatever information you want to include, to each test.

The in-class questions will use the Top Hat response system (see the link on the class web page). Signing up costs \$20, or \$38 for a five-year subscription. You can respond over the web or using text messages. Scores will be based mostly on participation, although correct answers will get more credit. I will convert the Top Hat scores into a scale of 0-20.

Class Policies

1. If you need to take an exam or turn in an assignment at a time other than the regularly scheduled one, contact me in advance—the earlier the better. If a last-minute emergency comes up, contact me as soon as possible (e-mail is usually the best way to reach me).
2. If you will have to leave class early, please tell me before the class starts.

Dates	Topic and Readings
Aug 25-9	What is public opinion? Erikson and Tedin, Chapter 1.1-1.2
Sep 3-5	Measuring public opinion Erikson and Tedin, Chapters 1.3-1.7 and 2
Sep 8-12	Overview of Public Opinion Erikson and Tedin, Chapters 4-5
Sep 15-19	Group Differences in Opinion Erikson and Tedin, Chapter 7
Sep 22-6	Knowledge and Opinion Erikson and Tedin, Chapter 3
Sep 29-Oct 3	Effect of Opinion on Government Erikson and Tedin, Chapter 10-11.1
Oct 6-10	Effect of opinion on society Erikson and Tedin, Chapter 6
Oct 13-17	The News Media Schudson, chapters 1-2
Oct 20-24	Influence of the media Erikson and Tedin, chapters 8.1-8.3 Schudson, chapter 3
Oct 27-31	Development of the media Schudson, chapter 4
Nov 3-7	Development of the media-2 Schudson, chapters 6 and 8
Nov 10-14	Recent Changes in the media C. W. Anderson, Emily Bell, and Clay Shirky, <i>Post-Industrial Journalism</i> , pp. 1-18; 103-118
Nov 17-21	Recent Changes in the media-2 Schudson, chapters 5 and 12
Dec 1-5	The media and modern society Schudson, chapter 11 Anderson, Bell, and Shirky, pp. 19-55
Dec 10	FINAL EXAM

UConn Storrs, Connecticut
City Life 3907W-001 (9936) M/W/F 12:20-1:10pm GENT 425
Syllabus and Course Outline
Spring Semester 2015

COURSE DESCRIPTION (from UConn Undergraduate Catalog referencing Urban and Community Studies):
3907W City Life. Ways of life in cities. *Prerequisite:* ENGL 1010, 1011 or 3800:
Open to juniors or higher.

INSTRUCTOR: **Gerald K. Hikel, PhD** Manchester Hall – Room 330

READING: Handouts and web sites.

OFFICE HOURS: 11:10 A.M.-12:10 P.M., plus on request and before and after class.

E-MAIL ADDRESS: gerald.hikel@uconn.edu or geraldhikel@hotmail.com

W COURSE INFORMATION: This is a writing intensive course. As stated in **UConn's General Education Guidelines**, "Students should not write simply to be evaluated: they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition then to general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression-and discipline specific format, evidentiary, and stylistic norms-the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation."

As detailed by the UConn writing center, there are four *instructional standards* that distinguish a W course:

- Students will prepare a minimum of 15 revised and edited pages
- The course will follow a deliberate process for revision of writing assignments
- Instructors will teach both content and writing, providing feedback
- *Students must earn a passing grade on their writing to pass the course*

Many of the *handouts* for this course relate to writing. They include the following: BIBLIOGRAPHIC CITATIONS, THE WRITING PROCESS, HOW TO WRITE A THESIS STATEMENT, REVISING, EDITING, PROOFREADING, and PLAGARISM.

COURSE DESCRIPTION: We will examine cities to understand how people's lives are shaped by such factors as urban culture, history, politics, and the economy. Topics include decline and revitalization, public places and parks, social class, sports, leisure and recreation, basically anything that impacts people who live in a city. How does revitalization occur, and why do some efforts succeed and some efforts fail? This course is designed to acquaint you with exploring how city life can be positive or negative. What do people like and dislike about their city? We will focus on the ways people lives are shaped by the city in which they live. Cities provide fine arts, outstanding events, rich and varied services, diversity, and

commerce. As the same time, cities have homelessness, crime, and pollution. Cities can rise and fall, and life in them can become better or worse.

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COURSE OBJECTIVES: We will consider key themes relating to city life, such as how cities impact our lives, how cities develop and change over time, and the functions and consequences of city life. Also, developing your writing skills is a central focus of this course. By preparing a number of writing assignments you will be able to explore areas of interest and present your research findings and observations. You are encouraged to apply your imagination, practice your communication skills, and to expand your knowledge. Hopefully you will feel similar to a UCONN student who wrote, "City Life is a great course that really opens your eyes to the urban community in the U.S."

INSTRUCTIONAL OUTCOMES: The student who satisfactorily completes this course will:

- Write proficiently
- Develop a thesis statement
- Use proper bibliographical citations
- Revise, edit and proofread
- Discuss the various problems and issues associated with city life
- Explain the nature of cities
- Distinguish differences among cities
- Be a more informed scholar of the literature on cities
- Discuss strategies for revitalizing city life
- Understand the impact of living in a city
- Consider where you would like to live

INSTRUCTIONAL METHODOLOGY: Through discussions, readings, assignments, working with peers, field trips, videos, guest speakers, and the internet, you will expand your understanding of city life. Students are encouraged to participate in class. Each student will examine a city in Connecticut. Students will read the newspaper for their chosen city, follow the local news, and learn about issues which personally interest them. We will discuss field trips that may interest you. Students may write and submit articles to local newspapers. These articles will count as part of the fifteen pages required for a "W" course.

GRADING SYSTEM: Grades will be based on the following scale:

Grade	Quality Points	Description
A	4.0	Excellent
A-	3.7	Excellent
B+	3.3	Good
B	3.0	Good
B-	2.7	Good
C+	2.3	Average
C	2.0	Average

C-	1.7	Below average
D+	1.3	Poor
D	1.0	Poor
D-	0.7	Poor, lowest passing grade
F	0.0	Fail

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EVALUATION CRITERIA:

The criteria used to determine the final grade will consist of the following:

1. A take-home examination (essay) worth 20% of the final grade.
2. Two papers representing 40% of the grade. Related presentations will count for 10%.
3. Participation is worth 10% of the final grade.
4. Articles and homework count for 20%.

ATTENDANCE POLICY: Classroom attendance is an integral part of the college experience. Regular class attendance is necessary for a student to derive the maximum benefit from the learning experience and the overall value of the classroom instruction. For absences due to extenuating circumstances, it is the responsibility of the student to contact the instructor.

CLASSROOM PARTICIPATION: Students are encouraged to participate in class because it is through class participation that learning is enhanced.

CLASS CANCELLATION POLICY: All students are expected to come to class regularly and to be on time. Class cancellations due to bad weather will be announced on local radio stations. If the instructor is not present at the beginning of class, students are to wait twenty minutes before assuming that the class is canceled. Students who expect to miss a class will inform the instructor beforehand.

STUDENTS WITH SPECIAL NEEDS -- ADA STATEMENT: Students with physical disabilities who may require accommodations are encouraged to contact the college Health Office. Students with learning disabilities who may require accommodations are encouraged to contact the Office for Students with Learning Disabilities. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations to those students who have completed the appropriate process.

PLAGIARISM STATEMENT: At UCONN we expect the highest standards of academic honesty. Academic dishonesty is prohibited including cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those as your own, either intentionally or unintentionally.

CELL PHONES AND PAGERS: Students are hereby notified that cellular phones and other electronic devices are allowed in class only if they are turned off. Under no circumstances are telephones to be answered in class. When there are extenuating circumstances that require a student to be available by phone or other device, the student should speak to the instructor prior to class, so that together they can arrive at an agreement concerning the device.

COURSE OUTLINE:

<u>Week of</u>	<u>Topic</u>
January 19	Introduction, select city, & establish teams
January 26	Examining city life
February 2	U.S. urban development, cities & suburbs
February 9	Immigrants and the city
February 16	PAPER #1 Drafts due Teams meet & Presentations
February 23	Urban minorities <i>Progress reports 2/27</i>
March 2	Social Class
	PAPER#1 Returned
March 9	Women in cities
	PAPER#1 Revision due
March 16	SPRING RECESS
March 23	Urban economy
	PAPER #1 Returned
March 30	Local government
April 6	PAPER #2 Drafts Due – Teams meet & Presentations
April 13	Federal policy
	PAPER #2 Returned
April 20	City unrest
	PAPER #2 Revision due
April 27	Planning the future of cities
	PAPER #2 Returned
	Course discussion & review take-home exam
May 4	Exam week

Written assignments: **For the papers you will select one city in Connecticut to study and write about this semester. Your paper will present your research on city life. You will discover a diversity of issues in your initial search for a topic for your paper. In paper # 1 you will discuss some of the positive and negative aspects of living in this city. You can touch on crime, culture, weather, sports, night life, inequality, quality of life including health care, pollution, the personality of the city and its residents, housing, the economy, its politics, and so on. You should look at the benefits of living in your city, asking what it is like to live there. Why should people move to this city? You can certainly answer the question, would you live there? What is the economic and political climate of the city? How well is the urban space utilized? How well are civic and community leaders dealing with city problems? Is the city being revitalized or on the way down? Think about the positive aspects of your city. Do its problems outweigh the positives? You may want to present pros such as plenty of shopping, sports, cultural events, colleges or universities, parks, walkable areas, the presence of museums, great restaurants, book stores, business, job opportunities, honest and capable politicians, unique qualities of the city, and so on. The cons could address traffic congestion, pollution, poor schools, poverty, crime, high taxes, unemployment, blight or rundown areas, political corruption, unfriendly people, etc. In your conclusion, consider whether in balance the pros outweigh the cons? In paper #2 you will discuss**

a current issue that impacts people's lives. It will be helpful to keep track of your city through a local newspaper and the internet. By reading the newspaper you should be able to identify several issues that concern the residents and leaders of the city. Pick one of these issues. Discuss also the city's response to the issue. How well is the issue being handled? In your conclusion, you can present your opinion including reasons why this problem is likely to be solved, continue, or even get worse. Our class discussions are likely to assist in developing your papers. Originality and creativity are encouraged. We will discuss plans for the papers in class.

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Document the papers in American Psychological Association format. We will discuss each paper in class, share information on each topic, encourage the further development of your ideas, and work to provide helpful feedback. Please do ask anytime you have questions.

How will my papers be graded?

Your papers will be graded on content. Good papers are well researched, display critical analysis skills, and are grounded in both theory and practice referencing pertinent statistics. Your papers will be graded on writing. This includes a thesis, clear topics, logical arguments, effective transitions, and proper form (design, grammar, spelling, documentation, punctuation, etc.).

What makes an A paper?

An A paper is outstanding. It is excellent in all respects. It is well presented, well organized, and has a clear topic. It is well developed with content that is specific, appropriate, and convincing. An A paper demonstrates critical thinking skills that contribute to enlightening the reader. It has few, if any, grammatical, or spelling errors. An A paper is original and creative.

What makes a B paper?

A B paper is superior. Compared to an A paper, a B paper may have some lapses in organization and development. It may have a weaker focus and less effective development. It may contain some lapses in organization, or awkward transitions. It has more mechanical, grammatical, or spelling problems than an A paper.

What is a C paper?

A C paper is good. It represents an average paper. It is generally competent but compared with a B paper it may be less well integrated, and have lapses in organization, awkward transitions, and more mechanical, grammatical, or spelling problems.

What is a D paper?

A D paper is below average or poor. It most likely presents a vague topic, is not well developed, and displays major organizational problems. It lacks support for any arguments and has confusing transition and poorly constructed sentences which impede understanding.

What is an F paper?

An F paper is seriously flawed. It is likely to have no central topic, displays random organization, lacks support, includes irrelevant details, fails to fulfill the assignment, and contains major possibly repeated errors in grammar, punctuation, or spelling.

Thank you for taking "City Life". Do let me know anytime I can be of assistance in your education or career search.

Professor Gerald Hikel

SOCI 3411
WORK AND OCCUPATIONS
Spring 2011

Professor Michael Wallace
Office: Manchester 130
Office Hours: MW: 10:00-12:00
Phone: 486-3343

E-mail all course papers to: michaelwallace72@gmail.com
E-mail all other correspondence to: michael.wallace@uconn.edu

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

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

BOOKS: There are two required books for the course:

Randy Hodson and Teresa A. Sullivan. 2012. *The Social Organization of Work*. (5th edition) New York: Wadsworth. (REQUIRED)

Robert Perrucci and Carolyn Perrucci (eds.). 2007. *The Transformation of Work in the New Economy: Sociological Readings*. Los Angeles: Roxbury Publishing Co. (REQUIRED).

In addition, there will be a few additional readings that are not in either book.

COURSE REQUIREMENTS: There are several routes to successful completion of the course. Basically, students must complete enough components of the course in order to accumulate 100 points. If students accumulate more than 100 points over the semester, their grade will be determined by the highest 100 points in

their dossier. Every student must take both midterms and the final exam. However, low grades on exams (exceptions are exam grades lower than 60%) may be partially or completely replaced by higher grades from other components (read further!). Students may choose any mix from among the following components:

- | | |
|---|-------------|
| – First midterm (required) | 25 points |
| – Second midterm (required) | 25 points |
| – Final exam (required) | 25 points |
| – Journal of news articles and discussion: | 10 points |
| – 5 page critical book review | 15 points |
| – 10 page term project/research paper: | 20 points |
| – Any combination of extracurricular reports: | 0-75 points |

Each of the various components is graded on a 1-100 basis with pluses and minuses, except for the extracurricular reports which are graded on an A/NO CREDIT. (For the purpose of the math, an “A” on an extracurricular report translates into a numerical score of 97.) Here is a brief discussion of each of these components.

(A) Midterm and Final Exams: As mentioned above, every student must take all three exams -- the two midterms and the final. Each exam is worth 25 points. Missed exams will receive a score of 0 and exam scores under 60% will be permanently retained in the student’s dossier of 100 points. However, low grades above the 60% mark can be partially or completely replaced by higher grades on other components, to the extent that a student’s dossier exceeds 100 points. Exams will utilize different types of questions, including multiple-choice, fill-in-the-blank, short identification, and essay. The final exam is on **Thursday, May 5 at 1:00 p.m.**

(B) Journal of News Articles: Students may choose to collect a journal of news articles on some topic relevant to the course to earn 10 points. These articles should be collected in an ongoing basis throughout the course, photocopied, and compiled in a journal. There should be some unifying theme that binds the articles together, and they should be placed in chronological order in the journal and dated. Somewhere in the journal, the student should provide a 3-5 page discussion that gives an overview of the theme and clarifies the arguments or conclusions that can be drawn from the articles. A good journal should probably contain at least 20 articles, have a good unifying theme, several (perhaps conflicting) points of view, and a good overview discussion by the student. Students must declare their intentions to produce a journal by **Thursday, March 17** and their proposal must be approved by the instructor. Journals are due on **Friday, April 8 at 4:00 p.m.** **NO LATE JOURNALS WILL BE ACCEPTED!**

(C) Critical Book Review: Students may write a 5-page critical book review of a work-related book to earn 15 points. Students who plan to write a critical book review must declare their intentions in writing by **Thursday, March 17** and their proposal must be approved by the instructor. The book review is due on **Friday, April 15 at 4:00 p.m.** **NO LATE BOOK REVIEWS WILL BE ACCEPTED!**

(D) Term Project/Research Paper: Students may choose to write an original research paper dealing with some issue relevant to the course to earn 20 points. The student may elaborate on an issue which we cover in class or he/she may explore an issue which is not raised at all. In any event, the standard by which the student is graded is originality in specifying and discussing the problem at hand, coverage of the relevant literature, and the quality of the conclusions drawn. Topics for the term paper must be discussed with the instructor in advance. Students who plan to write a research paper must declare their intentions in writing by **Thursday, March 17**

and their proposal must be approved by the instructor. The term paper is due on **Friday, April 22 at 4:00 p.m.**
NO LATE TERM PAPERS WILL BE ACCEPTED!

(E) Extracurricular: Up to 75 points of the highest 100 points in a student's grade may be determined by participating in extracurricular activities. Throughout the semester, opportunities will be provided to view videos, hear speakers, or possibly go on site visits to various workplaces. Some of these (speakers, videos) may be done in class, some of them will be online, and some of them will take place out of class. There will be as much variety as possible in scheduling these activities, so that as many students as possible can take part. To encourage participation in the extracurricular portion of the class, students will be given various point values with a grade of "A" (numerical score of 97) for successfully participating (**up to a maximum of 75 points**). The point value for various extracurricular activities will generally adhere to the following formula:

- 1-2 points -- in-class event (lecture, facilitator of class discussion)
- 2-3 points -- out-of-class, on campus event (lecture, video, site visit on campus)
- 4+ points -- out-of-class, off-campus event (site visits; points based on distance and time involved)

All extracurricular activities taking place outside of the regularly scheduled class hours are voluntary, but it is hoped that most students will take the opportunity to participate in at least some of these events. Nobody is expected to participate in all the events and many of them (such as site visits) will be done on a demand basis only. To receive credit for the activity and to get the grade of A, the student must write a one-page reaction paper summarizing his/her observations or conclusions from the experience.

Each one-page reaction paper from extracurricular events will be due **IN CLASS** one or two class periods after the event (specific due dates will be assigned for each event.) **NO LATE REPORTS WILL BE ACCEPTED!** Students may not receive credit for events they do not attend. A grade of “A” (with associated point value) will be given for attendance and satisfactory completion of a one-page report. A grade of “NO CREDIT” for the event will be given if (a) the student did not attend the event for which the report is written, (b) the student fails to complete a report on time, or (c) the report is unsatisfactory. Reports may be deemed unsatisfactory because they are inadequate in content, contain excessive grammatical errors and typos, or they are not neatly typed. **NOTE: FRAUDULENT EFFORTS TO RECEIVE CREDIT FOR EVENTS NOT ATTENDED WILL RESULT IN NULLIFICATION OF ALL EXTRACURRICULAR CREDIT EARNED AND ANY FURTHER OPPORTUNITIES FOR EXTRACURRICULAR CREDIT.**

(F) Thematic Movies. In each segment of the course, an optional thematic movie will be shown in the evening outside of class. Students have the option of attending these movies and writing a 3-4 page reaction paper. These reaction papers will be scored from 1-5 points and those points will be added to the upcoming exam grade. The three thematic movies for this semester are:

- Thursday, February 10 at 7:00 p.m.: “Norma Rae” (Location TBA)**
- Wednesday March 16 at 7:00 p.m.: “Office Space” (Location TBA)**
- Tuesday April 19 at 7:00 p.m.: “A Day without a Mexican” (Location TBA)**

READING ASSIGNMENTS: Reading assignments should be completed by students before every class meeting. The lectures will build on and supplement the reading, but lectures and reading will not overlap completely. Students are responsible for mastering the material presented in the reading, in lectures, videos, and other presentations. Hence both class attendance and completion of the reading are necessary for satisfactory performance in the course.

DAILY SCHEDULE (Subject to Change)

<u>Week #</u>		
1	Tu Jan 18:	LECTURE: Introduction to Course READING: None!
	Th Jan 20:	LECTURE: The Organization of Work in Historical Perspective READING: <u>H&S</u> , Ch. 1; <u>P&P</u> , #1
2	Tu Jan 25:	LECTURE: Social Structures of Accumulation READING: Wallace and Brady, “The Next Long Wave:” <u>P&P</u> , #3, #15
	Th Jan 27:	LECTURE: “The One Best Way:” Frederick Taylor and Scientific Management READING: <u>P&P</u> , #2 VIDEO #1: “Stopwatch”
3	Tu Feb 1:	LECTURE: Studying Work and Occupations READING: <u>H&S</u> , Ch 2, <u>P&P</u> , Kidder, “It’s the Job That I Love”
	Th Feb 3:	LECTURE: How Do Workers Respond to Work? READING: <u>H&S</u> , Ch 3, <u>P&P</u> , #4
4	Tu Feb 8:	LECTURE: The Balancing Act: Work and Family READING: <u>H&S</u> , Ch 5, <u>P&P</u> , #30, #36
	Th Feb 10:	LECTURE: The U.S. Labor Movement READING: <u>H&S</u> , Ch 6, <u>P&P</u> , #38
	Th Feb 10:	THEMATIC MOVIE: “Norma Rae” 7:00 p.m.

- 5 Tu Feb 15: LECTURE: The Turbulent Thirties
 READING: None!
VIDEO #2: "With Babies and Banners"
Th Feb 17: FIRST MIDTERM EXAM
- 6 Tu Feb 22: LECTURE: Organizational Change, Technological Change
 READING: H&S, Ch 7, P&P, #22
 Th Feb 24: LECTURE: Manufacturing Consent: Life as a Blue-Collar Worker
 READING: H&S, Ch 8, P&P, #24, #26
- 7 Tu Mar 1: LECTURE: The Deindustrialization of America
 READING: TBA
VIDEO #3: "Living on the Edge"
 Th Mar 3: LECTURE: The Great Skill Debate
 READING: H&S, Ch 9, P&P, #11, #13
- 8 Tu Mar 8: SPRING BREAK!!! NO CLASS!!!**
Th Mar 10: SPRING BREAK!!! NO CLASS!!!
- 9 Tu Mar 15: LECTURE: Visions of Utopia? The Coming of Postindustrial Society
 READING: H&S, Ch 10
We Mar 16: THEMATIC MOVIE: "Office Space" 7:00 p.m.
 Th Mar 17: LECTURE: Clerical and Sales Workers
 READING: H&S, Ch. 13, P&P, #28
Th Mar 17: DECLARATION DAY!: STUDENTS MUST DECLARE THEIR INTENTIONS TO COMPLETE A CRITICAL BOOK REVIEW, A JOURNAL OF NEWS ARTICLES, OR A TERM PAPER BY THIS DATE!!!
- 10 Tu Mar 22: LECTURE: Discrimination and Its Discontents
 READING: H&S, Ch. 4, P&P, #19, #20
 Th Mar 24: LECTURE: Dying for Work: Dangerous Jobs
 READING: None!
VIDEO #4: "A Dangerous Business Revisited"
- 11 Tu Mar 29: **SECOND MIDTERM EXAM**
 Th Mar 31: LECTURE: Professions and Deprofessionalization
 READING: H&S, Ch. 11, P&P, #21, #23
- 12 Tu Apr 5: LECTURE: What Do Bosses Do? Managerial Work
 READING: H&S, Ch. 12, P&P, #25
 Th Apr 7: LECTURE: Big Corporations, Large Mergers, Huge Consequences
 READING: H&S, Ch 15, P&P, #7, #39
F Apr 8: JOURNAL OF NEWS ARTICLES DUE FRIDAY, APR 8 AT 4:00
- 13 Tu Apr 12: LECTURE: The Wal-Mart Factor
 READING: P&P, #29
VIDEO #5: "Is Wal-Mart Good for America?"
 Th Apr 14: LECTURE: Flexible Work in the New Economy
 READING: P&P, #14, #16
F Apr 15: CRITICAL BOOK REVIEW DUE FRIDAY, APR 8 AT 4:00

- 14 Tu Apr 19: LECTURE: Marginal Work: Bad Jobs in the Good Economy
 READING: H&S, Ch. 14, Kalleberg, Reskin, & Hudson, "Bad Jobs in America"
 Tu Apr 21: **THEMATIC MOVIE: "A Day without a Mexican" 7:00 p.m.**
 Th Apr 21: LECTURE: Working in a Global Economy
 READING: H&S, Ch. 16, P&P, #5, #6

F Apr 22: TERM PAPERS DUE FRIDAY, APRIL 21 AT 4:00
- 15 Tu Apr 26: LECTURE: Race to the Bottom , P&P, #37
VIDEO #6: "Maquilapolis: City of Factories"
 Th Apr 28: LECTURE: Where Do We Go from Here? The Future of Work
 READING: H&S, Ch. 17
VIDEO #7: "The Deep Dive"
- 16 Th May 5 **FINAL EXAM 1:00-3:00 P.M.**

UCONN POLICY REGARDING ACADEMIC MISCONDUCT: PLEASE READ

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

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

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

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: February 2, 2015
2. Department requesting this course: Sociology
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!

SOCI 2995. Special Topics

Either semester. Credits and hours by arrangement. With a change in content, may be repeated for credit. A lecture course. Topics vary by semester.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SOCI
2. Course Number: 2995
3. Course Title: Special Topics
4. Number of Credits: VAR (1-3)
5. Course Description (second paragraph of catalog entry):
Topics vary by semester.

Optional Items

6. Pattern of instruction, if not standard: A lecture course. Credits and hours by arrangement.
7. Prerequisites, if applicable: N/A
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: N/A
9. Exclusions, if applicable: N/A
10. Repetition for credit, if applicable: With a change in content, may be repeated for credit.
11. Skill codes "W", "Q" or "C": N/A
12. S/U grading: N/A

Justification

1. Reasons for adding this course: Special Topics courses can be used as mechanisms for testing and refining new courses before proposing them as permanent offerings. The Sociology Department currently has a 3000-level Special Topics course for this purpose.

We propose adding a similar course at the 2000-level in order to develop courses appropriate for freshmen and sophomores.

2. Academic merit: the proposed course will enable instructors to develop courses at the 2000-level. Offering such courses as a special topics allows instructors to work on pedagogy and content prior to proposing them for listing as permanent courses.

3. Overlapping courses and departments consulted: There is no overlap with existing courses. We have not consulted any other departments.

4. Number of students expected: 60

5. Number and size of sections: 1 section; 60 per section on average

6. Effects on other departments: We do not expect the addition of this course to impact other departments.

7. Effects on regional campuses: We do not expect the addition of this course to impact the regional campuses.

8. Staffing: these courses would be developed by current faculty members as part of their regular teaching assignments.

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.)

NA

Proposer Information

1. Dates approved by

Department Curriculum Committee:

Department Faculty:

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

Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Syllabus

A syllabus for the new course must be attached to your submission email. At this stage there are no syllabi to be submitted. The proposal of a special topics course is a place holder for courses that will be developed once the 2000 level special topics course is approved.

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: February 2, 2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Take out a credit restriction.
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

2705. Sociology of Food

Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended preparation: SOCI 1001

Proposed Catalog Copy

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

2705. Sociology of Food

Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as ~~Sustainability~~. Recommended preparation: SOCI 1001

Justification

1. [Reasons for changing this course](#): The two different special topics of 1) Sustainability and 2) Food are different topics and have now become their own new course numbers: 2705 Food; 2701 Sustainability. Since they are different topics and courses, having taken Sustainability as a special topic or course should not exclude a student from taking the Sociology of Food course.
2. Effect on Department's curriculum: This change will not have any effect the Department's curriculum.

3. Other departments consulted: It is not necessary to consult any other departments.

4. [Effects on other departments](#): We do not expect this change to impact other departments.

5. Effects on regional campuses: We do not expect this change to impact the regional campuses.

6. [Staffing](#): APIR, Faculty or graduate students.

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.)

NA

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 12/03/1014
Department Faculty: 12/03/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Dr. Phoebe C. Godfrey
Email: phoebe.godfrey@uconn.edu
Office: Room 317, Manchester Hall
Office Hours: Tues 9.30-11.30 and Wed 4-6pm

UConn: Sociology of Food
M/W/F 12.20-1.10. Room: Laurel Hall 202

The rich would have to eat money if the poor did not provide food --Russian proverb

When the last tree is cut down, the last fish eaten and the last stream poisoned, you will realize that you cannot eat money-Cree Indians

You are what you eat. -American proverb

Course Description

This course is about the historical and current production (hunting / gathering, farming and animal husbandry), distribution, and consumption of food, and the ways in which our engagement with food shapes the ways in which we engage with each other and the planet. The basic perspective of the course is that the ‘personal is political’, meaning that what you eat is a political act in that it both results from and maintains larger social (race / class / gender / religion / ethics), political (laws / policies) and economic (social class / inequality) forces. We will look at how the food system has become increasingly global, as opposed to local, and critically examine the causes and consequences of this change. Furthermore, we will explore the effects the foods we eat, based on our distinct cultures / geographies, have on our bodies, our lives, and our societies, as well as, on animals and the environment. All humans (and all living beings) need to eat and drink in order to survive and the ways we do so are fundamental to the structure of our society, as well as our physical and mental wellbeing. It is the goal of this course to make students much more aware of all that is involved in the production, distribution and consumption of food so that each of us may make better choices not only in terms of our own health but also the health of others (including animals) and the world.

Required-Books-In bookstore

Readings for each class will be posted on HCT Fridays after class for the following week.

Stuffed and Starved, Raj Patel (Stuffed)

Stolen Harvest: The Hijacking of the Global Food Supply, Vandana Shiva (Stolen)

Bread, Body, Spirit: Finding the Sacred in Food, Alice Peck (Bread)

Cultivating Food Justice: Race, Class, and Sustainability Food, Health, and the

Environment, Alison Hope Alkon & Julian Agyeman (Cultivating)

Ishmael: An Adventure of the Mind and Spirit Daniel Quinn (Ishmael)

In addition:

There will also be many readings and films...etc posted on HCT. Check in time to read / view them before EACH class. It is your responsibility to come to class prepared and ready to engage with the materials / each other.

Key Objective

There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning. [Jiddu Krishnamurti](#)

In light of Krishnamurti's quote my vision for this class is that we do more than just read and write papers. I would like to see us engage in some difficult personal / political discussions, explorations that lead us to share who we are / how we learn / what we have learned / who we want to be...etc. In order to do this you must be willing to be self-reflective, honest and have the courage to share so that we can all learn from each other. This is because central to creating a more just, equal and tolerant society / world is learning to honestly communicate who we really are as people and what we feel / think / believe...etc and to understand why. Finally, we need to learn to be willing to learn, which means we must be willing to grow and thus to change.

You will be doing a number of requirements (see Guidebook) that will help you in this journey of self-discovery but key to the success of this class is your willingness to take responsibility for your own learning so you can make this class a real life changing experience. Central to this course will be learning how to THINK CRITICALLY / ANALYTICALLY about the concept of self, society, the world and globalization. Through a combination of readings, classroom lectures / discussions, group work and your own written work you will be guided to question assumptions you have held not only about society but also about yourself and the universe (wow!). My approach to teaching is that we are ALL active learners (myself included) and that collectively we can explore many more issues and ideas that we can individually.

Course Guidebook.

All the information for this course is in the course Guidebook that is on HCT. You are to read the Guidebook for the second day of class when we will go over all of your questions and concerns. A key point of every aspect of the Guidebook is that everything can be *negotiated* if you communicate. This is a key life lesson – communicate your needs.

Course Requirements

Summary and Grade Percentage:

- 1.Class Participation - 10%**
- 2. Critical Reading Posting -10%**
- 3.Learning Journals - 30%**
- 4.Mid-Term Paper - 20%**
- 5.Group Project / Paper & Presentation - 20 %**
- 6.Class Final - 10% (mandatory attendance)**

=Final Individual On-Line Portfolio

Requirement DUE Dates

- 1.10 Critical Reading Postings -Before Friday's Class (beginning second week for 12 weeks)
- 3.Learning Journals - Two Review Dates for which you will get a grade- FEB 28th & March 28th & then Final Due date 5/2nd
- 4.Individual Paper -Assignment given 3/ 3- Due 3/23th (11.59pm). Rewrites Due 4/15th (11.59pm)
5. Group Project -Assignment given 3/24th- DUE 5/1st (11.59pm)
=Final Individual On-Line Portfolio- due Friday 5/1st
6. Group Presentations = Class Final - 10% (mandatory attendance- date TBA)

First Week Readings

Wed Jan 2^{1st} - Introduction / Questions?

Why study the sociology of food? What is significant about the relationship between food and society? What is problematic about the global food system (industrial food system) and what is happening as a result?

Fri Jan 23rd - Overview of Course Structure

Pls read Guidebook and come with questions. See folder on HCT for more details.

Readings / Dates- All further readings will be posted on HCT Fridays by 5pm for the following week....



UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: February 2, 2015
2. Department: Sociology
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

3703. Modern Africa

(226) Three credits. Prerequisite: Open to juniors or higher.

Cultural patterns, social structure, and political conflict in Sub-Saharan Africa.

Justification

1. **Reasons for dropping this course:** We are no longer offering the course.
2. **Other departments consulted:** It is not necessary to consult any other departments.
3. **Effects on other departments:** We do not expect this change to impact other departments.
4. **Effects on regional campuses:** We do not expect this change to impact the regional campuses.
5. **Dates approved by**
Department Curriculum Committee:
Department Faculty:
6. **Name, Phone Number, and e-mail address of principal contact person:**
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department or Program: Department of Sociology
3. Title of Minor: Sociology
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: Adding an introduction course option

Existing Catalog Description of Minor

Students must complete [SOCI 1001](#), [1251](#), or [1501](#) and 5 different 2000-level or above Sociology courses (totaling 15 credits), including either [SOCI 3201](#) or [3251](#).

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

Proposed Catalog Description of Minor

Students must complete [SOCI 1001](#), [1251](#), [1501](#), or [1701](#) and 5 different 2000-level or above Sociology courses (totaling 15 credits), including either [SOCI 3201](#) or [3251](#).

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

Justification

1. Reasons for changing the minor: SOCI 1701 is being offered more often now and is sufficient introductory material in comparison to 1001, 1251 and 1501 options.
2. Effects on students: This will allow students the option to take SOCI 1701 for the introduction level course for the sociology minor.
3. Effects on other departments: NA
4. Effects on regional campuses: NA
5. [Dates approved](#) by
Department Curriculum Committee: 2/4/2015
Department Faculty: 2/4/2015
6. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

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 Sociology.
(signed) _____ Dept. of Sociology

SOCIOLOGY MINOR FINAL PLAN OF STUDY

Students should file this plan of study to the department during the first four weeks of the semester in which they expect to graduate. For more information, contact Kathy Covey (katherine.covey@uconn.edu) in Room 114, Manchester Hall.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the courses used for the Sociology minor. Substitutions are not possible for required courses in a minor.

Students may declare the SOCI minor at any time. However, there is no guarantee of getting into all required classes and completing the minor. Seats in SOCI classes are prioritized for Sociology majors first. Sociology minors are given permission for seats available after majors have been given the opportunity to register.

1. Courses required for the minor in Sociology:

Soci 1001 or 1251 or 1501 or 1701
(a prerequisite for Soci 3201 and 3251 below).

2. One of these two courses:

Soci 3201 OR Soci 3251

3. Four additional 2000+ level Sociology courses (minimum three credits each)

(Note: Students who take both 3201 and 3251 can count one of the classes here)

Soci

Soci

Soci

Soci

For the student to complete:

Name: _____ Expected date of graduation: _____
mo, yr

StudentAdmin ID# _____ Email _____@uconn.edu

Major _____

I approve the above program for the B.A. Minor in Sociology

(Signed) _____ Date _____
(Minor Advisor in Sociology)

(Signed) _____ Date _____
(Sociology Department Head)

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Make SOCI 1251/W a Content Area 4 course

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

1251. Social Problems

(115) Three credits.

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2.

1251W. Social Problems

(115W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#). CA 2.

Proposed Catalog Copy

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

1251. Social Problems

(115) Three credits.

Major social problems, their sources in the organization of society, public policies for their alleviation, and questions of ethics and social justice: alcohol and drug abuse, physical and mental illness, sexual variances, poverty and inequality, ethnic and racial prejudice and discrimination, women and gender, the changing family, violence, crime and delinquency, the environment, urban problems, and population planning and growth. CA 2. CA4.

1251W. Social Problems

(115W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#). CA 2. CA4.

Justification

1. [Reasons for changing this course](#): This course is a broad, introductory course that covers a range of different topics (including but not limited to those in 40d) rather than a focused analysis of one or a few. It is taught at the societal level, generally focusing on U.S. society, but also incorporating a comparison with other affluent democracies for comparative

purposes. As the title implies, the course looks at social problems in society, possible solutions, and the values and conflicts that underlie those solutions.

2. Effect on Department's curriculum: This course is already being taught and offered as a CA2 course.
3. Other departments consulted: NA
4. [Effects on other departments](#): NA
5. Effects on regional campuses: None. This course is already being taught at some of regional campuses.
6. [Staffing](#): None. This course is already being taught.

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: 11/12/2014
Department Faculty: 12/03/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Social Problems

SOCI 1251W

Spring 2015
Tuesday and Thursday 8:00am-9:15am
Oak Hall, Room 441

Heidi Obach
Manchester Hall, Office 8
University of Connecticut, Storrs Campus
heidi.obach@uconn.edu
Office Hours: Monday, 9:00am-11am or by appointment

Course Description:

This course uses a sociological lens to examine contemporary problems in our social world. Social problems are those that are structured in the organization of society and affect the lives of various groups of people. Gaining an understanding of relevant social problems will enable students to think more critically about our society, the policies we live by, and the different oppressions various groups of individuals face regularly. Learning more about these issues will give students further insight for addressing inequality in American society and the world. Each week we will read about and discuss one or two contemporary and relevant social problems that fall under different topics of investigation. Topics of investigation include gender inequality, economic sociology, income inequality and poverty, racism and white privilege, criminology, issues of health in the United States, education, environmental problems and human rights, population and demography, neighborhoods, urbanity, and immigration. Weekly classes will be composed of both lectures and group discussions. This course also fulfills a writing requirement and will entail the completion of a 15-page research paper assignment.

Required Texts:

Black, Timothy. 2009. *When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers on and Off the Streets*. New York, NY: Pantheon.

Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Under Class*. Cambridge: Harvard University Press.

*All other required reading materials are uploaded to huskyct and are available as downloadable documents.

Graded Assignments:

Assignment	Percent of Final Grade	Due Date
Class Participation	20%	-
Weekly Reading Memos	20%	-
Paper Proposal (3 small paragraphs)	5%	2/12
1st Draft of Research Paper (minimum 5 pages length)	10%	2/26
2nd Draft of Research Paper (minimum 10 pages length)	10%	4/16
Peer Review (minimum 1 pages length)	5%	4/21
Final Research Paper (minimum 15 pages length)	30%	Finals Week

Class Participation: Students must read the assigned material carefully before it is due in class. Because this class is small in size, it lends itself to a more thorough discussion of the reading materials and an exchange of thoughts between students. It is expected that all students come to class prepared with comments or questions on the assigned material and to engage in discussions every week. Speaking in class regularly is worth 20 percent of the final grade and is based on how frequently students make thoughtful comments on the assigned readings.

Weekly Reading Memos: For every week of class, students must choose one assigned reading due that week and write a 150 word (typed/hard copy) memo. This memo must include what question the author is posing, what methods he/she employed, what are the important theoretical or empirical findings, what the significance is of these findings/observations, and lastly, students must pose a question or two that will spur class discussion. Memos are to be turned in at the beginning of class before the assigned reading is discussed. For example, if a reading is due on a Tuesday during that week, the memo must be turned in Tuesday morning. If a student chooses a reading due Thursday of that week, the memo for that week must be turned in Thursday morning. Again, only one memo needs to be written per week of class. In total, 11 memos will be collected for each student by the end of the semester. Together, they compose 20 percent of the final grade. Two final grade points will be subtracted for each missing memo.

Paper Proposal: Students must turn in (hard copy, typed) proposal (3 paragraphs) at the end of class on February 12th that describes three research topics/ideas for the research paper, the topics' relevance for this course, some research questions of interest, as well as some authors/readings in this research area that will be fruitful for further investigation of the research topic. Paper proposals will be returned to students with comments and suggestions. The areas of investigation should be chosen from one of the weekly areas covered in this course. That is, the research paper must center on a sociological problem. The proposal is worth 5 percent of the final grade.

1st Draft of Research Paper: Students must turn in a (hard copy, typed) 5-page research paper draft at the end of class on February 26th which includes the introduction as well as part of the main body of the research paper. Essentially, the first draft is the start of your 15-page research paper. After turning in the first draft, students must sign up for an individual meeting with Heidi the following week to go over the progress of the research paper and potential improvements. Comments on the papers will be addressed during the individual meetings. Students must cite at least two professional references. The first draft is worth 10 percent of the final grade.

2nd Draft of Research Paper: Students must turn in a (hard copy, typed) 10-page research paper draft on April 16th. These drafts must have improvements/edits made to the original first 5 pages handed in in addition to 5 new pages of written work. A total of 5 professional references should be cited. These drafts will be exchanged with other students in the course for peer editing. At the end of the period, these drafts will be returned to Heidi with the peer edits. The second draft is worth 10 percent of the final grade.

Peer Review: Tuesday, April 21st following Thursday's peer editing session, students must turn in at the end of class a 1-page (hard copy, typed) peer review. The first paragraph of this review describes your peer's paper, its topic of investigation, its research questions, and some of the findings/theoretical points made. The second paragraph should include your critique: Was the research question stated clearly? Does the author explain the importance/relevance of the topic? Do the points discussed in the paper belong there? Are they relevant? Do they follow a logical order or is the paper unstructured/difficult to follow? How does the author use evidence to support his/her argument? Is it strong evidence? Are there holes in the argument that should be explained more clearly? Is it grammatically correct? Lastly, what improvements can be made to the paper? These questions (and others students may think of) should guide the critique of the peer's paper. The peer review is worth 5 percent of the final grade.

Final Research Paper: The final research paper will be turned in during finals week. This paper is 15 pages in length and should include the introduction, the body of the research paper (main arguments and supporting pieces of evidence), and a conclusion section. There must be a total of 8 professional references. It is worth 30 percent of the final grade.

Format for All Assignments:

All assignments should adhere to the following criteria (points will be taken away if not followed):

- Font: Times New Roman, 12 pt
- Spacing: Double Spaced
- Margins: 1-Inch Margins on all sides
- Page Numbers: Bottom Center
- Top Left Corner: Name of Student
- Top Center: Assignment Title
- Top Right Corner: Date
- In-Text Citations and References: ASA style (<http://www.docstyles.com/asalite.htm#Sec42>)

Course Schedule (subject to change)

Date	Topic	Readings Due
Week 1: Basics of Sociology		
1/20	Welcome to Social Problems	
1/22	What is Sociology?	<ul style="list-style-type: none"> • Mills, C. Wright. 1959. Chapter 1 in <i>The Sociological Imagination</i>. <p>**No memo will be due this week</p>
Week 2: Gender Inequality		
1/27	Social Construction of Gender and Feminism	<ul style="list-style-type: none"> • Valenti, Jessica. 2007. Chapters 1 and 10 in <i>Full Frontal Feminism</i>.
1/29	Violence Against Women	<ul style="list-style-type: none"> • Tjaden, Patricia and Nancy Thoennes. 2000. "Prevalence and Consequences of Male to Female and Female to Male Intimate Partner Violence as Measured by the National Violence Against Women Survey." <i>Violence Against Women</i> 6:142-161. • Valenti, Jessica. 2007. Chapter 4 in <i>Full Frontal Feminism</i>.
Week 3: Economic Sociology		
2/3	Capitalism and Neoliberalism	<ul style="list-style-type: none"> • Wright, Erik Olin and Joel Rogers. 2011. Chapters 3 and 4 in <i>American Society: How it Really Works</i>.
2/5	Income Inequality in the US	<ul style="list-style-type: none"> • Black, Timothy. 2009. Part 1 in <i>When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers on and Off the Streets</i>.
Week 4: Income Inequality, and Poverty		
2/10	Social Construction of Class	<ul style="list-style-type: none"> • Black, Timothy. 2009. Part 2 in <i>When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers on and Off the Streets</i>.
2/12	Discussion of Black's Book	<ul style="list-style-type: none"> • Black, Timothy. 2009. Part 3 in <i>When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers on and Off the Streets</i>. <p>**Hand in Paper Proposal Today at End of Class</p>
Week 5: Racism and White Privilege		
2/17	Color-Blind Ideology and White Privilege	<ul style="list-style-type: none"> • Bonilla Silva, Eduardo. 2003. Chapter 2 in <i>Racism Without Racists</i>. • McIntosh, Peggy. 1989. "Unpacking the Invisible

		<p>Knapsack.”</p> <ul style="list-style-type: none"> • Dowsett, Jeremy. 2014. “What Riding My Bike Has Taught Me about White Privilege.”
2/19	Racial Inequality and Racial Profiling	<ul style="list-style-type: none"> • Bertrand, Marianne and Sendhil Mullianathan. 2004. “Are Emily and Greg More Employable than Lakisha and Jamal?” <i>The American Economic Review</i> 94:991-1013. • Rugh, Jacob S. and Douglass S. Massey. 2010. “Racial Segregation and the American Foreclosure Crisis.” <i>American Sociological Review</i> 75:62-651.
Week 6: Topics in Criminology		
2/24	Race and Crime (War on Drugs)	<ul style="list-style-type: none"> • Roberts, Dorothy E. 2004. “The Social and Moral Cost of Mass Incarceration in African American Communities,” <i>Stanford Law Review</i> 56:1272-1304. • Alexander, Michelle. 2010. Chapter 2 in <i>The New Jim Crow</i>.
2/26	Prison Industrial Complex	<ul style="list-style-type: none"> • Davis, Angela Y. 2003. Chapters 3 and 5 in <i>Are Prisons Obsolete?</i> <p>**Hand in 1st Draft Today at End of Class **Sign up for Individual Meeting (20 minute slots)</p>
Week 7: Paper Consultation Week		
3/3	Individual Meetings with Heidi	<ul style="list-style-type: none"> • No reading, work on paper
3/5	Individual Meetings with Heidi	<ul style="list-style-type: none"> • No reading, work on paper
Week 8: Paper Consultation Week		
3/10	Individual Meetings with Heidi	<ul style="list-style-type: none"> • No reading, work on paper
3/12	Individual Meetings with Heidi	<ul style="list-style-type: none"> • No reading, work on paper
Week 9: Spring Break!		
Week 10: Topics in Health		
3/24	Racial Disparities in Health	<ul style="list-style-type: none"> • Williams, David R. and Michelle Sternthal. 2010. “Understanding Racial-ethnic Disparities in Health: Sociological Contributions.” <i>Journal of Health and Social Behavior</i> 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology. S15-S27. • Skelton, Joseph A., Stephen R. Cook, Peggy Auinger, Jonathan D. Klein, and Sarah E. Barlow. 2009. “Prevalence and Trends of Severe Obesity among US Children and Adolescents.” <i>NIH Public Access Manuscripts</i>.
3/26	Mental Health	<ul style="list-style-type: none"> • Patel, Vikram, Alan J Flisher, Sarah Hetrick, and Patrick McGorry. 2007. “Mental Health of Young People: A Global Public Health Challenge.” <i>Lancet</i> 1302-13. • Schwarz, Susan Wile. 2009. “Adolescent Mental Health.” <i>National Center for Children in Poverty</i>.
Week 11: Topics in Education		
3/31	Importance of Out-of-School Contexts	<ul style="list-style-type: none"> • Hanson, Sandra L. 1994. “Lost Talent: Unrealized Educational Aspirations and Expectations among U.S. Youths.” <i>Sociology of Education</i> 67:159-183. • Laurea, Annette. 1987. “Social Class Differences in Family-School Relationships: The Importance of Cultural

		Capital." <i>Sociology of Education</i> 60:73-85.
4/2	Issues in Higher Education	<ul style="list-style-type: none"> Hamilton, Laura and Elizabeth A. Armstrong. 2012. "The (Mis)Education of Monica and Karen." <i>Contexts</i> 11:22-27. Buchmann, Claudia, Thomas A. DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." <i>Annual Review of Sociology</i> 34:319-37.
Week 12: Human and Environmental Rights		
4/7	Workers' Rights	<ul style="list-style-type: none"> Armaline, William T., Davita Silfen Glasberg, and Bandana Purkayastha. eds. 2011. Chapters 2 and 15 in <i>Human Rights in Our Own Backyard: Injustice and Resistance in the United States</i>.
4/9	Climate Change and Global Warming	<ul style="list-style-type: none"> Wright, Erik Olin and Joel Rogers. 2011. Chapter 5 in <i>American Society: How it Really Works</i>. Stiglitz, Joseph E. 2006. Chapter 6 in <i>Making Globalization Work</i>.
Week 13: Population and Demography		
4/14	The Demographic Transition	<ul style="list-style-type: none"> Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." <i>Journal of Economic Perspectives</i> 17:167-190. UNFPA. 2011. Read Chapter 1 in <i>People and Possibilities in a World of 7 Billion</i>. U.S. Census Bureau. 2010. "The Next Four Decades: The Older Population in the United States: 2010-2050." <i>Current Population Reports</i> 1-9.
4/16	Peer Editing of 2 nd Draft Today	<ul style="list-style-type: none"> No reading, work on research paper <p>**Bring in 2nd Draft for Peer Editing and Hand in at the End of Class</p> <p>***DO NOT MISS THIS CLASS!</p>
Week 14: Neighborhoods		
4/21	Neighborhood Inequalities	<ul style="list-style-type: none"> Massey, Douglas S. and Nancy A. Denton. 1993. Chapters 1-4 in <i>American Apartheid: Segregation and the Making of the Under Class</i>. <p>**Peer Review Assignment Due Today</p>
4/23	Neighborhood Inequalities	<ul style="list-style-type: none"> Massey, Douglas S. and Nancy A. Denton. 1993. Chapters 5-8 in <i>American Apartheid: Segregation and the Making of the Under Class</i>.
Week 15: Urbanity		
4/28	Population Distribution and Urbanity	<ul style="list-style-type: none"> U.S. Census Bureau. 2011. "Population Distribution and Change: 2000 to 2010." <i>2010 Census Brief</i> 1-10. Frumkin, Howard. 2002. "Urban Sprawl and Public Health." <i>Public Health Reports</i> 117:201-217.
4/30	Closing Remarks	***Optional—may bring in final paper draft for any last minute questions or concerns
Week 16: Finals Week		
TBD	Turn in Final 15-Page Research Paper	

Grading Scale:

A =93-100, A- =90-92,
B+ =87-89, B =83-86, B- =80-82
C+ =77-79, C =73-76, B- =70-72
D+ =67-69, D =63-66, D- =60-62
F <60

Late Work and Makeup Policy:

There are only two conditions for the acceptance of late assignments. The first condition is that the student and Heidi have a prior agreement for the tardiness of completed assignments due to excused reasons. The second condition requires documentation of an event that caused the student to miss the assignment deadline.

'F' Clause

It is the University of Connecticut's policy that for all writing 'W' courses, students must pass the writing component to pass the course. For this course, students must receive a D- or above on the 15 page final research paper.

Students with Disabilities:

Students who qualify for accommodations and services through the Center for Students with Disabilities (CSD) are responsible for contacting the CSD to make arrangements for this course. The CSD can be contacted via email (csd@uconn.edu) or phone (860 486-2020). The CSD is located in the Wilbur Cross Building in room 204, and the website is www.csd.uconn.edu.

Student Conduct, Academic Integrity, and Plagiarism:

Students are expected to abide by the University of Connecticut's Student Conduct Code (<http://community.uconn.edu/the-student-code/>).

Students are expected to follow all procedures of the University of Connecticut's guidelines for academic integrity (<http://community.uconn.edu/the-student-code-appendix-a/>).

Students are required in this course to read the University's *Statement on Plagiarism* as described in the Freshman English Program (<http://freshmanenglish.uconn.edu/documents/Plagiarism%20Statement%20Aug%202012.pdf>).

Failure to act in accordance with the above guidelines and University codes will result in the instructor's application of penalty procedures and an automatic 'F' as the student's grade in this course. Knowing how information is shared and cited is imperative to research and writing.

Class Discussion Guidelines

In this class, all students should feel comfortable speaking their minds and their perspectives on the topics we cover. However, some of the topics are controversial and/or challenge mainstream ideologies. Thus, when speaking in class, it is important to be respectful to students and the instructor. If someone is speaking, do not interrupt. When addressing a point another has made in the class, you must restate the point of contention in a way that the original speaker approves of. When disagreeing with someone, speak to the argument/idea; do not make discussion personal. I will do my best to let everyone who wants to speak have the opportunity to do so.

What a Research Paper is and Helpful Tips

What is a Research Paper?

The following excerpt is taken from Purdue University's Online Writing Lab:

A research paper is not simply an informed summary of a topic by means of primary and secondary sources. It is neither a book report nor an opinion piece nor an expository essay consisting solely of one's interpretation of a text nor an overview of a particular topic. Instead, it is a genre that requires one to spend time investigating and evaluating sources with the intent to offer interpretations of the texts, and not unconscious regurgitations of those sources. The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.

Essentially, what the above excerpt argues is that a research paper offers a new interpretation (from the author's point of view) to a particular problem. A research paper does not recite existing literature but organizes it in such a way that enables the author to collect evidence for a new take on the topic at hand. There is no magical formula for writing a research paper. However, there is an overall structure to a research paper that is often employed. The following are some points that may help to organize your writing:

1. Introduction (can be one to two paragraphs)
 - a. hook (initial statement that grabs the reader's attention)
 - b. general overview of the topic (general statements that refer to your hook)
 - c. pose research question and then highlight points that will be discussed in the main body (important points you will cover)
 - d. thesis statement (your overall argument; it can offer a new perspective on a topic, a critique of the literature, an argumentative point)
 - e. importance of your research question and thesis statement; what does the audience learn and about whom/what are they learning more on
2. Main body (the meat of your paper, can be divided into sub-sections for better organization)
 - a. reviews different points of view on topic and the evidence used to support those views
 - b. can explore points of contention among authors or trace the historical development of the research in the area
 - c. uses evidence to support new perspective/thesis and develops theoretical points in more detail
 - d. in addition, the author will want to acknowledge the weaknesses/biases in his/her own argument
3. Conclusion (can be one to three paragraphs)
 - a. briefly recounts the points made throughout the body of the paper, the research question at hand, and the thesis
 - b. sheds light on authors biases/limitations and recognizes further questions/lines of investigation that have yet to be addressed
 - c. reiterates the importance of continuing investigation of this topic

Helpful Tips

Getting Started: Look over the topics covered in this course and choose a few that speak to your interests or think of a contemporary issue (something in the news you've seen lately) that you've been following (remember, it must be a social issue). Once you have topics in mind, read the articles or book chapters assigned for them just to get an idea of the scholarly work that we will cover in the course. A good place to start is to find a review article of the literature on your area of interest. Review articles typically cover the research that has been done on a particular topic, how this area has changed over the years, the problems/debates among scholars, and where research in the field is headed. It is useful

to note the (big name) authors in the field that the review cites as well as who has recently cited the review article itself. The *Annual Review of Sociology* is an academic journal that covers a wide range of topics.

Read, Read, Read: With a topic underway, read a variety of different journal articles, book chapters, news articles, etc. It is extremely important to read and take notes prior to writing a draft of the paper so that you have a solid understanding of the material and the different arguments surrounding your topic. A research paper is not about picking a position and searching for the literature that suits you; rather, it requires in-depth understanding of the literature and then constructing an argument based on what you have read.

Writing Drafts: This course is designed to help write drafts and revise writing. By writing drafts along the way, you will have the opportunity to improve your writing throughout the semester. Don't wait until the last minute to write an assignment!

Sources:

Here is the link to Purdue's Online Writing Lab for evaluating sources:
<https://owl.english.purdue.edu/owl/resource/553/01/>

Library Links:

UConn Library: <http://www.lib.uconn.edu/>
Library Databases for Sociology: <http://rdl.lib.uconn.edu/subjects/1973>

Writing Center Information: The University of Connecticut's Writing Center offers tutoring sessions and help with written work. Students can make appointments through the writing center or stop by the center for one-on-one help. Tutoring is offered at any stage of the writing process. For more information, visit the webpage:
<http://writingcenter.uconn.edu/>

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Make a Content Area 2 course
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

1701. Society in Global Perspective

(133) Three credits.

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA 4-INT.

Proposed Catalog Copy

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

1701. Society in Global Perspective

(133) Three credits.

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context. CA2. CA 4-INT.

Justification

1. [Reasons for changing this course](#): The Department believes this meets the nature of a Content Area 2 Social Science requirement as well as SOCI 1001, 1251 and 1501 do, which are already approved CA2 general education course options.
2. Effect on Department's curriculum: None. This course is already taught on a

regular basis and will continue to be taught at the current frequency. If called for and resources available, additional sections may be offered to accommodate additional demand.

3. Other departments consulted: NA

4. [Effects on other departments](#): NA

5. Effects on regional campuses: None. The course is already taught on some regionals and this change will not affect frequency of offering.

6. [Staffing](#): No change. This course is already being offered by full time faculty and certified graduate students.

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: 10/15/2014

Department Faculty: 12/03/2014

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

Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Society in Global Perspective
Fall 2014
SOCI 1701-001 from 9:05 am – 9:55 am
Mondays, Wednesdays, and Fridays
Laurel Hall 205
Instructor: Barret Katuna
Email: barret.katuna@uconn.edu
Office Hours: Mondays from 2:30 pm – 4:30 pm and by appointment
Office Location: Manchester Hall, Room 329

Teaching Assistant: Ordoitz Galilea
Email: ordoitz.galilea@uconn.edu
Manchester Hall Basement, office 10A
Office Hours: Mondays from 9.30 to 10.30, and Tuesdays 11.15 to 12.15. Also by appointment.

Teaching Assistant: Michael Rosino
Email: michael.rosino@uconn.edu

September 5, 2014 Draft

COURSE DESCRIPTION

While globalization may not be a new phenomenon, the shape of globalization has certainly changed with the convenience of air transit and connectivity via the Internet. This interconnectedness is visible in communication, economic policy, legislation, media, social, and environmental problems. In this course we will examine the ways in which globalization shapes our experiences in social, economic, political, and cultural manifestations. You will learn how to examine far-reaching global issues with a critical sociological lens.

COURSE OBJECTIVES

Understand what sociology brings to studying Societies in a Global Perspective
Recognize the varying forms of globalization including economic, political, and cultural.
Identify global cities and grasp the role that they play in global processes.
Strengthen critical thinking skills.

REQUIRED TEXTS

Abrahamson, Mark. 2004. *Global Cities*. New York: Oxford University Press. ISBN: 9780195142044.

Manfred B. Steger. 2014. *Globalization: A Very Short Introduction*. New York: Oxford University Press. ISBN: 978-0-19-966266-1.

I will post all other Required Readings on Husky CT.

These texts are available in the Co-op.

POLICIES

Communication with Instructor and Teaching Assistants:

*Please do not email me through HuskyCT.

The only email address to use is barret.katuna@uconn.edu

I will try my best to respond to your e-mails within 24 hours of receiving them.

An example of an email that you will send me:

Subject Line: Society in Global Perspective: Office Hours This Week

Hi Barret, (You can call me Barret, Professor Katuna, or Dr. Katuna – whichever you prefer.)

I would like to come to talk to you during your office hours on Monday, September 8. Would it be possible for us to talk after class?

Thanks.

Sally Smith (First and Last Name Please)

Please note that the subject line title includes the title and time of the course in addition to the purpose of the email. Furthermore, please use proper salutations and signatures. I ask that you put your first and last name in the email. Emails are not text messages and should be treated as a formal method of communication with an instructor.

Furthermore, it may also be a good idea to meet at least two other students in class and exchange contact information with them in case you have a question about an assignment that I cannot immediately answer.

Absences and Tardiness:

Students will never be penalized because of observances of their religious beliefs and shall be given an opportunity, to make up, within the seven day time period following the original due date, any academic assignment that is missed due to participation in religious observances. If you expect that observances of religious beliefs will require you to miss any class meetings or course deadlines, it would be best for you to talk with me beforehand (at least a week in advance) to make alternative arrangements.

If you are on an athletic team or are involved in another extracurricular activity and will miss class because of travel dates, you are required to bring me a list of such dates from your coach or supervisor, so the absence is excused and will not be counted against you since you will not be able to participate in class. You are responsible for making up any work that you miss.

For any absence, be sure to check with a classmate to get the notes from the class you missed. I am happy to meet with you if you have questions after you go over a classmate's notes.

Please keep me informed of any issues that will impede your ability to attend class and to fully participate.

Excessive tardiness disrupts the classroom environment. Tardiness that prevents your ability to participate in class activities will be reflected in your class participation grade.

Academic Integrity Statement:

In this course, we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. If you have any questions, please come see me. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language – whether through direct quotation, summary, or paraphrase – you must formally acknowledge that debt by citing the author whose work you are borrowing or referencing. Even one occasion of academic dishonesty, large or small, on any

assignment will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty please see UConn's Responsibilities of Community Life: The Student Code:

www.dosa.uconn.edu/student_code.html.

Please note that ignorance of academic conventions or UConn's policies never excuses a violation. You are encouraged to see me if you have questions about citations. You would also be wise to have a writing handbook that you can consult.

American Sociological Association (ASA) Citation Guide:

In your writing, please use the ASA Citation format. Please see the following website for more details: <http://www.lib.uconn.edu/research/guides/asa.pdf>

Disabilities Statement:

If you are a student with a documented disability and require accommodations, please (1) contact the Center for Students with Disabilities (CSD) or the University Program for College Students with Learning Disabilities (UPLD) within the first two weeks of the semester and (2) inform me at the beginning of the semester of your disability, how your performance may be affected, and what accommodation(s) you will need (adopted from the Center for Students with Disabilities Academic Accommodations Policy). For more information, please go to:

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

University Writing Center Announcement:

I highly encourage you to visit the University Writing Center. I have taken the following statement directly from the Writing Center's website: "All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to www.writingcenter.uconn.edu."

A Positive and Respectful Classroom Environment:

I understand that many of you have cell phones that you will bring with you to class. While in class, your phones should be either off or in silent mode. This means that your phones should not make any sounds at all. You are also not permitted to read or receive text messages during class. If there are extenuating circumstances that require you to be available by phone, please speak to me before class. We will talk about laptops in class. Some of the matters that we will discuss in class will be controversial issues. Please be respectful of others when expressing your views that may contradict other students' views. Your views and thoughts on the subject matters are important to me and I value all of your opinions.

COURSE OUTLINE

The following is a tentative class schedule that is subject to change depending on the time required to cover the material and your collective needs as a class. Please note that in-class assignments are not always announced.

Note: The material that is listed under a particular date is due that day.

Part I: Introduction: Establishing a Sociological Foundation for the Study of Globalization

- August 25:
Syllabus and Overview. No prior readings required.
- August 27:
Mills, C. Wright. 1959. *The Promise*. Read Pages 3-11. (Stopping at Section 3) **(Husky CT)**. Be prepared to discuss in groups.
- August 29:
Steger, Manfred. 2014. *Globalization: A Very Short Introduction*. Oxford University Press. Chapters 1 and 2.
- September 1:
Labor Day: NO CLASS
- September 3:
Robinson, William I. 2007. "Theories of Globalization" in George Ritzer Blackwell Companion to Globalization. Oxford: Blackwell. **(Husky CT)**.
- September 5:
Continue to Discuss: Robinson, William I. 2007. "Theories of Globalization" in George Ritzer Blackwell Companion to Globalization. Oxford: Blackwell. **(Husky CT)**.
- September 8:
Abrahamson, Mark. 2004. *Global Cities*. Oxford University Press. Chapter 1.
- September 10:
Current Events Assignment: (1) Pick one current events issue that is related to the course material. (2) Find an article that captures the essence of the issue. Be sure to identify the source of the article. (3) Answer how does globalization shape this particular issue? Be prepared for group work and an in-class discussion regarding this assignment.
- September 12:
Hoffman, Stanley. 2002. "Clash of Globalizations." *Foreign Affairs* **(Husky CT)**.

Part II: Economic Globalization

- September 15:
Steger, Manfred. 2014. *Globalization: A Very Short Introduction*. Oxford University Press. Chapter 3. Abrahamson, Mark. 2004. *Global Cities*. Oxford University Press. Chapter 2 (pp. 22-33); Chapter 4 (introduction to the chapter pp. 71-72; pp. 75-86 & pp. 90-92); Chapter 5 (pp. 95-116).
- September 17:
Cowen, Tyler. 2014. "Income Inequality Is Not Rising Globally. It's Falling." *New York Times*. **(Husky CT)**.
Wells, Don. 2009. "Local worker struggles in the global south: Reconsidering northern impacts on international labour standards." *Third World Quarterly* 30(3): 567-579. **(Husky CT)**.
- September 19:
Film: *Xmas Without China* (2013) **(Husky CT)**.
- September 22:
Film and Discussion: *Xmas Without China* (2013) **(Husky CT)**.
- September 24:
Tilly, Chris and Kent Wong. 2010. "Work and Inequality in the Global Economy: China, Mexico, and the United States." *New Labor Forum*. **(Husky CT)**.
- September 26:
Massey, Douglas S. 2009, "Globalization and inequality: Explaining American exceptionalism." *European Sociological Review* 25(1) 9-23. **(Husky CT)**.

- September 29:
- Pande, Rekha. 2007. "Gender, Poverty, and Globalization in India." *Development*. **(Husky CT)**.

Journal #1 Due Today by 8:00 am via Husky CT

Part III: Political Globalization and Resistance

- October 1:
Steger, Manfred. 2014. *Globalization: A Very Short Introduction*. Oxford University Press. Chapter 4.
- October 3:
Keck, Margaret and Kathryn Sikkink. 1999. "Transnational advocacy networks in international and regional politics." *International Social Science Journal* 51 **(Husky CT)**.
- October 6:
- Merry, Sally Engle. 2006. "Transnational Human Rights and Local Activism: Mapping the Middle." *American Anthropologist* 108 (1) 38-51. **(Husky CT)**.
- October 8:
Continue Discussion of Keck and Sikkink (1999) and Merry (2006)
- October 10:
Conway, Janet. 2012. "Transnational Feminisms Building Anti-Globalization Solidarities." *Globalizations* 9:379-393. **(Husky CT)**.
- October 13:
Continue Discussion of: Conway, Janet. 2012. "Transnational Feminisms Building Anti-Globalization Solidarities." *Globalizations* 9:379-393. **(Husky CT)**.
- October 15:
Exam Review in Groups
- October 17:
Midterm, In-Class Today

Part IV: Cultural Globalization

- October 20:
Steger, Manfred. 2014. *Globalization: A Very Short Introduction*. Oxford University Press. Chapter 5.
Appadurai, Arjun. 1990. "Disjuncture and Difference in the Global Cultural Economy." *Theory Culture Society* 7: 295-310. **(Husky CT)**.
- http://www.unc.edu/~jbecks/comps/pdf/appadurai_disjuncture.pdf
- October 22:
Film: *L'Auberge Espagnole* (2002)
- October 24:
Film: *L'Auberge Espagnole* (2002)
- October 27:
Film: *L'Auberge Espagnole* (2002)
- October 29:
- Abrahamson, Mark. 2004. *Global Cities*. Oxford University Press. Pp. 90-92, pp. 121-133 and pp. 80-86.
- October 31:
Groszlik, Rafi. 2013. "Authentic, Speedy and Hybrid: Representations of Chinese Food and Cultural Globalization in Israel." *Food, culture, & society* 16. **(Husky CT)**.
- November 3:

Bekhuis, Hidde, Roza Meuleman, and Marcel Lubbers. 2013. "Globalization and Support for National Cultural Protectionism from a Cross-National Perspective." *European Sociological Review* 29: 1040-1052. (Husky CT).

- November 5:
Continue to Discuss: Bekhuis, Hidde, Roza Meuleman, and Marcel Lubbers. 2013. "Globalization and Support for National Cultural Protectionism from a Cross-National Perspective." *European Sociological Review* 29: 1040-1052. (Husky CT).
- November 7:
- Northcutt, Wayne. "José Bové vs. McDonald's: The Making of a National Hero in the French Anti-Globalization Movement." <http://quod.lib.umich.edu/cgi/p/pod/dod-idx/jose-bove-vs-mcdonalds-the-making-of-anational-hero.pdf?c=wsfh;idno=0642292.0031.020> (Husky CT).
- November 10
Maguire, Joseph. 2011. "Globalization and Sport: Beyond the Boundaries?" *Sociology* 45:923-929. (Husky CT).

Journal #2 Due Today by 8:00 am via Husky CT

Part V: Ecological Globalization

- November 12
Steger, Manfred. 2014. *Globalization: A Very Short Introduction*. Oxford University Press. Chapter 6. Weiss, Thomas G. and Martin G. Burke. 2011. "Legitimacy, Identity and Climate Change: moving from international to world society?" *Third World Quarterly* 32: 1057-1072. (Husky CT).
- November 14
Continue Discussion of: Weiss, Thomas G. and Martin G. Burke. 2011. "Legitimacy, Identity and Climate Change: moving from international to world society?" *Third World Quarterly* 32: 1057-1072. (Husky CT).
- November 17
Lidskog, Rolf, Arthur PJ Mol, and Peter Oosterveer. 2014. "Towards a global environmental sociology? Legacies, trends and future directions." *Current Sociology* (Husky CT).

Part VI: Ideologies of Globalization and its Future

- November 19
Steger, Manfred. 2014. *Globalization: A Very Short Introduction*. Oxford University Press. Chapter 7 and Chapter 8.
- November 21
Film: TBD
Thanksgiving Break: No Class on November 24, 26, or 28
- December 1
Donnelly, Jack. 2014. "State Sovereignty and International Human Rights." *Ethics & International Affairs* 28: 225-238. (Husky CT).
- December 3
Desai, Manisha. 2007. "The Messy Relationship Between Feminisms and Globalizations." *Gender & Society*. (Husky CT).
- December 5
- Course Conclusion

Final Exam: To Be Announced (December 8 - December 14).

EVALUATION PROCEDURES

I will determine your final grade by calculating the combined grades from your performance on 4 items including: 1) Class Participation/In-Class Assignments/Group Work, 2) the Midterm, 3) 2 Journal Entries 4) the Final Exam.

Class Participation/In-Class Assignments/Group Work 30%

Midterm 25%

Journal (2 Submissions) 20%

Final Exam 25%

100%

GRADING SCALE

A = 93-100 B+ = 87-89 C+ = 77-79 D+ = 67-69 F < 60

A- = 90-92 B = 83-86 C = 73-76 D = 63-66

B- = 80-82 C- = 70-72 D- = 60-62

Note: You can receive an A+ on an assignment, but not as a final letter grade according to UConn's policies.

ASSIGNMENTS AND GUIDLEINES

Class Participation/In-Class Assignments/Group Work:

Participating in class means that you are actively contributing to class discussion. This means that you have done the reading and that your comments and questions reflect that you have prepared for class. Class participation also means that you are coming to class. Your grade will suffer if you do not come to class. Exceptions to this rule are excused absences. I will ask you to complete in-class assignments that may include individual and group work.

Midterm:

There will be a Midterm exam in class on **Friday, October 17.**

Journal (2 Submissions):

You are responsible for submitting **2 Journal Entries**. Journal entries are due by **8:00 am** on the assigned dates. You must submit your Journal Entries through Blackboard. There is a section labeled Journal Entries. Submit each entry in the appropriate section (i.e. Journal Entry #1, Journal Entry #2).

Each Journal Entry must include the following elements:

- 1) A summary of the two parts' readings in 200-250 words. Remember: Journal Entries are not book reports.
- 2) What idea, issue, or theme from the readings resonates most strongly with you from each of the two parts and why? In other words, what idea, issue, or theme is most memorable from these readings and stands out to you and why?
- 3) Connect the readings to a current event, class discussion, or a personal matter.
- 4) Comment on any critiques or questions that you might have developed.

Evaluation of Journal Entries:

Strong journal entries address all four components above and demonstrate that you are truly engaging with the readings. Journal Entries should be in **12-point, Times New Roman font, and single-spaced**. The length of each Journal Entry should be between 1-2 pages. I will not read more than 2 pages. Be concise and to the point. I will deduct two points from your grade if you miss the deadline. Then, for each 24 hours that I do not have your journal entry, I will deduct an additional two points.

Final Exam:

I will announce the date as soon as it is available.

From Dean of Students Office website: "**What is finals rescheduling or bunched finals?**: A student may receive permission from the Dean of Students staff to reschedule a final exam if the

exams are bunched (i.e., more than 2 exams in one day) or if the student has extenuating circumstances beyond their control (e.g. religious observances). Proper documentation will be needed at the time of the meeting. Students who are sick during the finals period must be seen by Student Health Services for verification of illness. Student Health Services will provide this information to the Dean of Students Office and we will inform the instructor(s) of permission to reschedule the final. Students who are ill and see Student Health Services do not need to also visit the Dean of Students Office.”

FINAL THOUGHTS

Let's have a great semester together! I want to make this class as interactive, educational, and productive as possible for you. At any point throughout the semester, please feel free to let me know if the course materials, the lecture, or assignments are working/not working for you in terms of the class organization.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Make SOCI 3503/W a Content Area 4 course
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

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.

3503W. Prejudice and Discrimination

(243W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

Proposed Catalog Copy

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

3503. Prejudice and Discrimination

(243) Three credits. Prerequisite: Open to juniors or higher.

Sources and consequences of racial and ethnic prejudice and discrimination.CA4.

3503W. Prejudice and Discrimination

(243W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA4.

Justification

1. [Reasons for changing this course](#): This course examines the sources and consequences of racial and ethnic prejudice and discrimination. This course leads students to develop skills related to understanding the antecedents and effects of prejudice and discrimination and how such dynamics have moral consequences and relate to contemporary social dynamics, especially intra- and inter-racial, gender, sexual, and class undercurrents. Moreover, material covered in Prejudice and Discrimination (SOCI 3503) assists students to hone their critical judgment on how banal and everyday norms and practices may either resist or reproduce prejudice and discrimination and enables students attain an expanded consciousness of the diversity of human culture and experience.
2. Effect on Department's curriculum: This course is already being taught as a Sociology major course.
3. Other departments consulted: NA
4. [Effects on other departments](#): NA
5. Effects on regional campuses: None
6. [Staffing](#): None

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: 11/12/2014
Department Faculty: 12/03/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Soc 3503: Prejudice and Discrimination

Spring 2011

Tuesday, Thursday 12:30 to 1:45

Ratcliffe Hicks 201

Professor Maya Beasley

Department of Sociology

Manchester Hall, Room 211

maya.beasley@uconn.edu

Office Hours: Tuesdays and Thursdays 11:00 to 12:00 and by appointment

What are prejudice and discrimination and how do they affect different minority groups? Focusing on the United States, this course will expose students to the experiences and obstacles currently faced by African, Asian, Hispanic, and Muslim Americans, and consider the relationship between these experiences and the public policies that influence them. The class will also apply theories of conflict resolution and contemporary examples of racial/ethnic conflict in foreign countries throughout the semester. Students will be called upon to critically examine the ways racism appears in different contexts as well as the structural and social influences of prejudice and discrimination.

Grading:

Class Participation	10%	
Journal Entries	15%	3 Due by March 16, 3 Due by April 26
Video and Write-ups (4)	15%	Due Feb. 10, Feb. 24, March 24, April 21
Pop Quizzes	10%	
Midterm Exam	25%	Given March 3, Due March 5
Final Exam	25%	

Requirements:

This class calls for attentive reading and class attendance. Requirements include a midterm exam, a final exam, four write-ups on required videos, and a journal.

Participation in Class

Students *must* read the assigned materials before each class and be prepared to discuss them. Much of the success of the class is based on your preparation for participation in class, as well as your openness and respect of others. Your participation grade is dependent not only upon your presence, but upon your contribution during class as well. The only excused absences are for medical illness (documented by a note from the health center or a doctor) and documented athletic trips.

Journal Entries

Beginning the second week of classes, you will be required to keep a journal about racial issues that come up in spaces outside of this classroom. Your grade for this assignment will not be based upon any opinions you express in these journals, but you are expected to have at least 6 entries spread throughout the semester which are thoughtful. Additional instructions will be provided.

Video Write-ups

Students are required to watch four videos/sets of videos (up to two hours each) outside of class and complete a short write-up for each. These videos will be made available for one week online and students will be expected to discuss them in class the following week.

Pop Quizzes

Over the course of the semester we will have four in-class pop quizzes, each worth 2.25% of your final grade. These quizzes will be based solely on the required readings. You are therefore strongly encouraged to keep up with the readings listed in the syllabus. If you miss a quiz and do not have an excused absence (as specified in the “Class Participation” section) you will receive a zero for that quiz.

Extra Credit:

You will have several opportunities throughout this class to receive extra credit (up to 4 percentage points towards your final grade). The two ways to do so are:

- (1) Attend a non-class lecture or activity that is related to themes in this class (either racial/ethnic stratification or conflict) and write a 1 to 2 page summary of your experience. You may do this twice within the semester; each will be worth 1 percentage point.
- (2) Find a news article (from a source other than the campus paper or the television) and write a 1 to 2 page reflection on it and how it relates to the class. You will be expected to discuss this briefly in class, so please notify me at least one day in advance. You may do this twice within the semester; each will be worth 1 percentage point.

Required Readings

Books are available at the bookstore.

- Wilson, William J. 1996. *When Work Disappears*
- Ferguson, Ann. 2001. *Bad Boys: Public School and the Making of Black Masculinity*.

The other readings which appear on the syllabus are required and are available online through the course website and ECR.

Note: Readings marked with an * are located on the electronic course reserves and readings marked with an ^{HCT} and are located directly on the course website under “Readings”. All readings are REQUIRED.

WEEK 1

January 18: Intro

January 20: What Are Race and Racism?

*Cornell, Stephen and Hartman, Douglas. 1998. *Ethnicity and Race: Making Identities in a Changing World*. Chapter 2.

*Feagin. *Systemic Racism*. Chapter 1

WEEK 2

January 25: Theories of Prejudice and Discrimination

*Olzak, Susan. 1990. “The Political Context of Competition: Lynching and Urban Racial Violence, 1882-1914.” *Social Forces*. 69(2): 395-421.

January 27: The Psychology of Discrimination and Prejudice

*Bonilla-Silva, Eduardo. 2006. *Racism without Racists*. Chapter 2

*Walzer, Michael. 2006. *Just and Unjust Wars*. Chapter 7

WEEK 3

February 1: A History of Prejudice and Discrimination in the US

*Jacobson, Matthew. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Chapter 2

^{HCT}Wilson. 1978. *The Declining Significance of Race*. Chapter 1

February 3: A History of Prejudice and Discrimination in the US

^{HCT}Wilson. 1978. *The Declining Significance of Race*. Chapter 5

*Fong, Timothy. 2008. *The Contemporary Asian American Experience*. Chapter 1

WEEK 4

February 8: Residential Segregation and the Creation of the Urban Ghetto

Wilson. *When Work Disappears*. Chapters 1 and 2

*Massey and Denton. 1993. *American Apartheid*. Chapter 3

February 10: Gentrification and the Perpetuation of the Urban Ghetto

*Patillo. 2007. *Black on the Block*. Chapter 6.

Video Report 1 Due

WEEK 5

February 15: Structure and Culture of Poverty

^{HCT}Massey and Denton. 1993. *American Apartheid*. Chapter 5

Wilson. *When Work Disappears*. Chapter 3

*Tutu, Desmond. 2000. *No Future Without Forgiveness*. Chapter 10

February 17: Residential Segregation Beyond the Urban Underclass

*Oliver and Shapiro. 2006. *Black Wealth/White Wealth*. Chapter 5

*Gibson, James. 2004. *Overcoming Apartheid: Can Truth Reconcile a Divided Nation?* Chapter 7

WEEK 6

February 22: Residential Segregation Beyond the Urban Underclass

*Patillo-McCoy, Mary. 2000. *Black Picket Fences: Privilege and Peril Among the Black Middle Class*. Chapter 5

February 24: Residential Segregation Beyond the Urban Underclass

*Shapiro, Thomas. 2004. *The Hidden Cost of Being African-American*. Chapter 7
Video Report 2 Due

WEEK 7

March 1: Midterm Review

March 3: Midterm Exam (Online Exam, Due March 5)

SPRING BREAK!!!!

WEEK 8

March 15: Educational Resegregation

*Orfield, Gary and Eaton, Susan. 1996. *Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education*. Chapter 3

*Wilson, Richard. 2011. *Writing History in International Criminal Trials*. Chapter 2

March 18: Minority Education

*Kozol. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Chapter 2

Ferguson, Ann. 2001. *Bad Boys*. Chapter 1

*Burnet, Jennie. 2010 "Truth, Reconciliation, and Revenge in Rwanda's Gacaca" in Hinton *Transitional justice: Global Mechanisms and Local Realities after Genocide and Mass Violence*. Pages 176-212

WEEK 9

March 22: Voting and Politics

*Guinier, Lani. 1994. *Tyranny of the Majority*. Chapter 3

March 24: Voting and Politics

*Manza, Jeff. 2006. *Locked Out*. Chapter 7

Video Report 3 Due

WEEK 10

March 29: Criminal Justice

*Loury, Glenn. *Race, Incarceration, and American Values*. Chapter 1

Ferguson, Ann. 2001. *Bad Boys*. Chapter 2

March 31: Criminal Justice

*Alexander, Michelle. 2010. *The New Jim Crow*. Chapter 3

Ferguson, Ann. 2001. *Bad Boys*. Chapter 3

WEEK 11

April 5: Criminal Justice

Ferguson, Ann. 2001. *Bad Boys*: Chapters 4 and 6

April 7: Affirmative Action

*Orfield, Gary and Miller, Edward. Eds. 1998. *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives*. P. 1-31

WEEK 12

April 12: Affirmative Action

*Brown, Michael K. 2003. *Whitewashing Race: The Myth of a Color-Blind Society*. Chapter 5

*Wilson, William J. 1999. *The Bridge Over the Racial Divide*. Chapter 3

April 14: Racism in the Workplace

Wilson. *When Work Disappears*. Chapter 5

*Woo, Deborah. 2000. *Glass Ceilings and Asian Americans: The New Face of Workplace Barriers*. Walnut Creek, CA: Alta Mira Press. Chapter 5

WEEK 13

April 19: Racism in the Workplace

*Collins, Sharon. 1997. *Black Corporate Executives: The Making and Breaking of a Black Middle Class*. Chapters 2 and 3

April 21: Impacts of Racism on Health

*Feagin, Joe and Karyn McKinney. 2005. *The Many Costs of Racism*. Chapters 2 and 3
Video Report 4 Due

WEEK 14

April 26: Impacts of Racism on Social Outlooks and Behavior

*Cose, Ellis. 1993. *The Rage of A Privileged Class: Why Are Middle-Class Blacks Angry? Why Should America Care?* Chapter 2

*Jamal, Amaney and Nadine Naber. 2008. *Race and Arab Americans Before and After 9/11*. Chapter 10

April 28: Review and Wrap Up

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Make SOCI 3601/W a Content Area 4 course
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

3601. Sociology of Gender

(252) Three credits. Prerequisite: Open to juniors or higher.

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language.

3601W. Sociology of Gender

(252W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

Proposed Catalog Copy

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

3601. Sociology of Gender

(252) Three credits. Prerequisite: Open to juniors or higher.

Explores processes contributing to social construction of gender; examines the theories used to explain the system of inequality in the United States with particular attention to the intersection of gender, race, ethnicity, sexuality, and class; and evaluates how men and women are differentially constituted in the family, in education, work, politics, and language.
CA4.

3601W. Sociology of Gender

(252W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA4.

Justification

1. [Reasons for changing this course](#): In this course, students are encouraged to move beyond their personal experience with gender toward a more nuanced and sociological understanding of gender diversity. Through course materials, students learn to recognize gender not as a dyad, but in its multiplicity. Students also gain sensitivity to the ways in which dichotomous understandings of gender are limiting and discriminatory.
2. Effect on Department's curriculum: This course is already being taught as a Sociology major course.
3. Other departments consulted: NA
4. [Effects on other departments](#): NA
5. Effects on regional campuses:
6. [Staffing](#):

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:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Sociology of Gender

Sociology 3601 - Fall 2014

Tuesdays & Thursdays 9:30-10:45 AM

Greater Hartford Campus Library Building room 404

Kim Price-Glynn, kim.price-glynn@uconn.edu, Office: Library Building 418

Office hours: Tuesdays & Thursdays 10:45-11:45 AM and by appointment

Course Introduction:

Gender is a fundamental organizing principle of contemporary U.S. culture. Much of how we reproduce ourselves on a day-to-day basis is gendered. Clothing stores catering to infants provide particularly vivid examples of gender with their pink and blue sections corresponding to (who else) girls and boys, respectively. These gendered facets of our

lives often become visible in what may seem like trivial moments. Yet, as our authors will argue, gender is a highly consequential aspect of our social lives. Just consider how employment, education, family, and sports are gendered. This course explores sociological approaches to the study of gender, primarily in the U.S. Given the multidimensionality of selfhood, we will pay special attention to the intersections of gender and other facets of identity including race, ethnicity, nationality, sexuality, and class. Students will gain an understanding of the impact of overarching structural forces — historical, economic, social, and political — as well as the micro interactions of social

actors that shape performances and understandings of femininities, masculinities, and transgender identities. Introductory readings examine feminist and other theoretical and methodological approaches to the study of gender.

Next, we explore historical gender constructions before moving on to contemporary empirical research on socialization and identity; coupling and parenting; bodies; health, illness and medicine; violence against women; labor and workplace; sex work; politics and social change. Throughout this course we will examine how practices and systems of gender inequality are reproduced, challenged, and transformed.

In this course, we will read texts and watch films that include explicit language and explore sensitive topics, some of which may make you uncomfortable. It is important that you are willing to struggle with these materials, and their implications, while also treating fellow classmates with respect and consideration. We will work together to form a supportive space in this classroom to think about serious and difficult questions together, even if we may not all agree.

Course goals: (1) understand various theoretical and methodological approaches to the study of gender; (2) recognize micro and macro constructions of gender as well as gender's intersections with other facets of identity; (3) identify mechanisms that shape and reproduce gender; and (4) understand possibilities for gender and social change.

Course Requirements:

Readings: This course is reading intensive, but hopefully contains work that is both innovative and compelling. Readings are to be completed by the dates listed below. Students will be asked to participate through in class exercises and classroom discussion. Public speaking facilitates retention of class concepts; it is also an important ability for success outside the classroom. Students should attend class prepared to engage with lecture and reading materials.

Participation is mandatory and contributes toward your final grade.

Written statement workbooks: Students will comment critically upon assigned readings through a collection of written statements. Statements should include: 1) *praise* — what did you learn that

was new and interesting; 2) *critique* — are there limitations or problems with the readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence; 3) *connections* — how are the readings linked together and/or how do they inform current events; and 4) *questions* — are parts of the articles unclear or do they generate broader concerns. For full credit, complete ten two-page statements (choosing *either* Tuesday or Thursday's readings). Please follow the guidelines for writing assignments on page two. Please staple statements together and turn in as a "workbook." Your first workbook of five statements from Part I is due in class at the midterm exam. Your second workbook containing five statements from Part II is due at the last regular class meeting (before final exams). Each submission is worth 5 points, or 10 total (1 point per statement). Initially, statements may address each reading individually, however students should strive to integrate overlapping readings.

Written statement presentations: Each student will present 1 written statement to the class from their written statement workbooks to practice public speaking and provide a sustained contribution to class discussion. These 3-5 minute presentations should follow the written statement guidelines explained previously.

Exams: There will be a mid-term covering the first half of the course and a final covering the second. Exams include short and long essay questions. Written statements provide a good source for review. In addition, a study guide covering potential essay questions will be distributed prior to each exam. Exam questions will be drawn verbatim from this sheet. Make-up exams will only be offered with appropriate documentation and permission from the instructor.

Book review: To expand course boundaries or explore a course topic in more detail, students will choose an outside text to read and review. Two strict parameters for this assignment are: the text must be *scholarly* nonfiction (not fictional, a memoir, or an edited volume) and it must be related to the sociology of gender. Students must approve their book choices by submitting citation information plus 3 paragraphs that provide 1) a brief summary of the book, 2) why you chose it, and 3) how it relates to the sociology of gender. Book choice paragraphs are due on Tuesday's class during week 6. Final book reviews are to be 5 pages in length and follow the writing guidelines below. Final type written book reviews are due on the last day of class (before the final exam).

Guidelines for all writing assignments: Further instructions will be distributed and discussed for each assignment. Assignments must be typed and turned in during class. Assignments handwritten or sent via email will not be accepted.

Please plan to use a reasonable 12-point font (e.g., Arial, Times New Roman), 1-inch margins, and double spaced text.

Late work requires appropriate documentation. Academic honesty is required. Plagiarism will be addressed following the UConn Student Code: http://www.dosa.uconn.edu/student_code.html.

Grades will be determined as follows:

Written statement workbooks = 10% Book choice paragraph = 3% Book review = 20%
Written statement presentation = 4% Exam I – Midterm = 25% Participation = 10%
Library worksheet = 3%
Exam 2 – Final = 25%
Total = 100%

Texts & Films (on reserve in the Trecker library):

1) Raewyn Connell. 2009. *Gender: Short Introduction*, Malden, MA: Polity Press.

2) C.J. Pascoe. 2012. *Dude, You're A Fag*, Berkeley, CA: University of California Press.

3) Laurel Richardson, Verta Taylor, and Nancy Whittier," Eds. 2012. *Feminist Frontiers 9th Edition*, NY:

McGraw Hill. Please Note: Please be sure you have the 9th Edition, earlier editions do not contain all assigned

readings. Referred to as "FF" in the course outline.

4) Webpage readings - available on the course webpage. Referred to as "W" in the course outline.

Course Outline (Changes or additions may be made with advanced notice):

Topic Week Date Readings, Films & Assignments

Part I: Theory and History

Introduction 1

8/26 *Theories & Perspectives*

8/28 Connell, Ch 1, "The Question of Gender" Lorber, "Night to His Day: The Social Construction of Gender" (6 FF) Richardson, "Gender Stereotyping in the English Language" (12 FF)

Signup for written statement presentation

Topic Week Date Readings, Films & Assignments

9/2 Connell, "Transsexual Women and Feminist Thought" (W)

Stryker, "Transgender Feminism: Queering the Woman Question" (8 FF)

Zinn & Dill, "Theorizing Difference from Multiracial Feminism" (9 FF)

9/4 Connell, Ch 2, "Gender Research: Five Examples"

Connell, Ch 4, "Sex differences and Gendered Bodies"

Historical Constructions

9/9 **Library Workshop with Janice Mathews, class meets in the Information Technology Center (ITC) Room 113 for presentation, adjacent room has computer access**

Johnson et al., "Critical Evaluation of Sociological Literature" and "Citing Sources," (W)

9/11 Nanda, "Multiple Genders among North American Indians" (W)

Hoffert, "Gender Identities in the English Colonies (1600-1760)" (W)

Part II: Becoming Gendered

Socialization & Identity

9/16

Connell, Ch 6, "Gender in Personal Life"

Thorne, "Girls & Boys Together...But Mostly Apart" (19 FF)

Pascoe, "Preface to the 2012 Edition"

9/18 **In-class film, Jhally, *Codes of Gender***

Pascoe, Ch 1, "Making Masculinity: Adolescence, Identity & High School"

Pascoe, Ch 2, "Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity at River High"

Pascoe, Ch 5, "Look at my Masculinity! Girls Who Act Like Boys"

Adolescent Sexuality

5 9/23 Tolman, "Doing Desire: Adolescent Girls' Struggles for/with Sexuality" (30 FF)

Armstrong, Hamilton, and England, "Is Hooking Up Bad?" (32 FF)
9/25 **In-class film, Rubin and Shapiro, Murderball**
Pascoe, Ch 3, "Dude, You're a Fag: Adolescent Male Homophobia"
Pascoe, Ch 4, "Compulsive Heterosexuality: Masculinity and Dominance"
Coupling 6 9/30 **Book Choice Paragraphs Due in class**
DeMasi, "Shopping for Love: Online Dating and the Making of a Cyber Culture of Romance" (31 FF)
Gerson, "Moral Dilemmas, Moral Strategies, Transformation..." (28 FF)
10/2 Essig and Owens, "What if Marriage Is Bad for Us?" (27 FF)
Thai, "For Better or Worse: Gender Allures in the Vietnamese Global Marriage Market" (29 FF)

Bodies, Health & Illness

10/7 **Midterm study guide distributed in class**
Connell, Ch 5, "Gender Relations"
Fausto-Sterling, "The Bare Bones of Sex" (37 FF)
Richardson, "Sexing the X: How X Became the 'Female Chromosome'" (W)
10/9 Lorber, "Women Get Sicker, But Men Die Quicker" (W)
Martin, "The Egg and the Sperm" (W)
Topic Week Date Readings, Films & Assignments
10/14 **In class Midterm Exam**
Written Statement Workbook I due
10/16 **In-class film: Lake & Epstein, *The Business of Being Born, excerpts***
10/21 Kessler, "The Medical Construction of Gender" (7 FF)
Lewis, "Waking Sleeping Beauty: The Premarital Pelvic Exam and Heterosexuality During the Cold War" (26 FF)
<http://www.interfaceproject.org/#/the-interface-project-an-introduction>
10/23 Gimlin, "Cosmetic Surgery: Paying for your Beauty" (15 FF)
Thompson, "'A Way Outa No Way': Eating Problems Among African-American, Latina, and White Women" (36 FF)

Part III: (un)Doing Gender

Violence Against Women

10/28 **Guest Lecture, Beth Ann Morhardt**, Intervention Specialist and Domestic Violence DCF Consultant Yllö, "Through a Feminist Lens: Gender, Power, and Violence" (W)
Ptacek, "Why Do Men Batter Their Wives" (W)
Masters, "My Strength Is Not for Hurting" (41 FF)
10/30 Martin and Hummer, "Fraternities and Rape on Campus" (42 FF)
Crenshaw, "Mapping the Margins: Intersectionality, Identity, Politics, and Violence Against Women of Color" (43 FF)
Labor & 11 11/4 Connell: Ch 7, "Gender on the Large Scale"

Workplace

11/6 Bose & Whatley, "Sex Segregation in the US Labor Force" (21 FF)
Whittier, "Median Annual Earnings of Full-Time, Year-Round Workers by Education, Race, and Hispanic Origin, 2006" (22 FF)
12 11/11 Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons" (23 FF)
Hondagneu-Sotelo, "Maid in L.A." (24 FF)
Segura, "Working at Motherhood: Chicana and Mexicana Immigrant Mothers and Employment" (W)

11/13 Barton, "Dancing on the Möbius Strip" (W)
Chapkis, "Trafficking, Migration and the Law" (W)

Politics & Social 13 11/18 Pascoe, "Conclusion: Thinking about Schooling, Gender and Sexuality" *Change* 11/20 Crossley, Taylor, Whittier, and Pelak, "Forever Feminism: The Persistence of the U.S. Women's Movement, 1960–2011" (49 FF)
Aronson, "Feminists or 'Postfeminist'? Young Women's Attitudes" (50 FF)

Thanksgiving Recess

11/22-11/30
12/2 Connell: Ch 8, "Gender Politics"

Final exam study guide distributed in class

12/4 **Written Statement Workbook II and Book Reviews due**
Cohen, "Punks, Bulldaggers, Welfare Queens... Queer Politics?" (54 FF)
Taylor, "Feminist Consumerism and Fat Activists"(14 FF)

Final Exam 16 12/9 Tuesday, 8:30-10:30 AM (**Please note time change**)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Make SOCI 3651/W a Content Area 4 course
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

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

3651W. Sociology of the Family

(250W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

Proposed Catalog Copy

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

3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises. CA4.

3651W. Sociology of the Family

(250W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#). CA4.

Justification

1. [Reasons for changing this course](#): In this course students are encouraged to move beyond their personal experience with the family toward a more nuanced and sociological understanding of family diversity. Course materials emphasize the multiplicity of family forms and stresses how definitions of family are not fixed, but actively constructed through history and culture, the interactions of social actors, legal and biological understandings, social structures, and discourse.
2. Effect on Department's curriculum: This course is already being taught as a Sociology major course.

3. Other departments consulted: NA
4. [Effects on other departments](#): NA
5. Effects on regional campuses: None.
6. [Staffing](#): None

General Education

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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: 11/12/2014
Department Faculty: 12/03/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

Professor: Christin Munsch
Office: Sociology Department, Manchester Hall-Room 321
Email: christin.munsch@uconn.edu
Office Hours: Tuesdays and Thursdays, 3:30 – 4:30pm

Spring 2015

Teaching Assistant: Erika L. Del Villar
Office: Sociology Department, Manchester Hall-Room 9B
Email: erika.delvillar@uconn.edu
Office Hours: By appointment only.
Unavailable from February 12th to March 27th

SOC 3651: Sociology of the Family

Meeting Days and Times: Tuesdays and Thursdays, 2:00 – 3:15pm
Meeting Location: Laurel Hall 201

Overview

The purpose of this course is to examine historical and current variation in the institution of the family, the construction of the "ideal" family, and the impact of this construction for how the family as an institution both contributes to social order and perpetuates inequality.

Course Structure

The class is structured to contain a mixture of lectures, student discussion, and in-class activities. The structure is intended to help you actively engage with the course material, rather than passively listen to me summarize sociological research. If this format of the class is to be successful, each student must be committed to putting serious effort into it. I fully expect that each of you will do your part to make the course a success. I look forward to an exciting and challenging semester. If you are committed to this venture, as I am, I am sure you will find it to be both intellectually and personally rewarding.

Many of the topics in this course are potentially sensitive and emotionally charged. It is likely that a number of students will have strong opinions with respect to the topics covered (e.g., LGBT families, race, religion, abortion). It is important to keep an open mind and be respectful of others in the class whose experiences have likely been very different from yours. We will certainly disagree with each other at times—that is okay and to be expected. In fact, engaging in debate is a great way to learn about these topics. But, you must find ways to disagree while showing respect for each other.

Office Hours and Getting Help

I urge you to come to office hours. Doing so will enhance your experience in the course. My office hours are from 3:30 – 4:30pm on Tuesdays and Thursdays. I am also available by appointment.

Disability Services

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

Course Requirements and Policies

Attendance: Attendance is not required. In other words, I will not penalize you for x number of absences, but note that your presence and participation *will* have a significant impact on your grade. Journals, as well as participation, constitute a large proportion of your grade and you cannot get full credit for the journals or participation credit when you are absent. If you need to miss class for an appropriate reason (e.g., illness, family emergency, religious holiday), please see me as soon as possible so that other accommodations can be made. If you miss a class, please get the notes from another student.

Scholastic Honesty and Academic Integrity: I fully expect you to do your own work. Anytime you are required to turn in work, I expect that what you turn in will be written solely by you for the purpose of this course and will be unique from that of your classmates. Students who attempt to pass off the work of others as their own or assist others in doing so will receive no points for the work and will be subject to disciplinary action as allowed by the university. *Cheating is not worth it!* You may be thrown out of the university or receive a permanent mark on your transcript that denotes you failed the course because of cheating. Please ask if you have any questions about what is and is not acceptable. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards at <http://www.community.uconn.edu>.

Readings: All readings should be completed *prior* to the class sessions for which they are assigned. The readings primarily come from the following text, available at the UConn Co-Op:

Benokraitis, Nijole V. 2015. *Marriages and Families: Changes, Choices, and Constraints*. (8th edition) Upper Saddle River, NJ: Pearson.

In addition to the Benokraitis text, there are additional articles for which you are responsible. These are available on Husky CT or you will be provided a copy of the article in class the day before.

Additional Course Materials:

You will also need an i>clicker 2 for this class. If you have an i>clicker 2 from a previous course, you can use that. If not, they are available for purchase for approximately \$45 at the bookstore and they can be resold for approximately \$22 at the end of the semester. This is one of the ways that I will keep track of your participation in class. It is also the way that your reading assessments will be graded (see below). Additionally, a number of the lectures will consider trends in attitudes toward family-related issues (e.g., gay marriage, single parenthood) and trends in family-related behaviors (e.g., cohabitation, pre-marital sex). In class, using clickers, we will compare national trends to the attitudes and behaviors of the students in this class. The clickers will also allow me to periodically assess student learning.

Points: Your grade will be based on your performance on three exams, in-class reading assessments, journal entries, and class participation and discussion including participation in in-class activities.

<u>Assignment</u>	<u>Points</u>
Exam 1	25%
Exam 2	25%
Exam 3	25%
Reading Assessments	10%
Journal Entries	5%
<u>In-Class Activities, Class Participation</u>	<u>10%</u>
	100%

I use the following scale (with no pluses or minuses): 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F.

Exams

There will be three exams in this course. Questions will be drawn from the course readings, lectures, and discussions - including material covered by guest lecturers, group activities, and films. It is all fair game. While the exams are not cumulative, the course does build on previous material. A solid understanding of the material covered in the beginning of the course is imperative to do well later in the course.

Reading Assessments

Most class discussions will begin with a question or two drawn from the reading or readings for that day. The questions will usually be multiple choice, and they will be answered with your i>clicker 2. These are, in part, quizzes; but they also serve an important purpose. They help focus our attention on the topic of the day's class and ensure that everyone is able to participate in class discussions in a meaningful way. If you have read the readings and attended class, you should be able to easily answer the questions and receive full credit. Reading assessments will be graded as follows: You will receive a "1" if you provide the correct answer, a "0" if you do not. At the end of the year, the sum of your reflection assessment grades will be totaled and divided by the total number of reflection assessments asked throughout the year minus two. For those of you who do not regularly complete the readings, this is the equivalent of dropping the lowest 2 grades. For those of you who do regularly complete the readings, you can actually get more than 100% credit for the reading assessments.

Journal Entries

Periodically, I will ask you to take out a sheet of paper and complete a journal entry. I am a big fan of journaling. The benefits of student journaling in the classroom are well-documented. It supports comprehension, increases student engagement and participation, extends thinking, and bolsters writing skills. They also help me to get to know each of you better and where you are coming from. Don't worry, you aren't being graded on content. As long as you are in class to complete the assignment and thoughtfully respond to the prompt, you will get full-credit. They are worth 10 points per entry and will be averaged and converted to a 100-point scale at the end of the semester.

In-Class Activities and Class Participation: All students are expected to participate in class. I expect that you will actively pay attention during lectures, volunteer to answer questions raised in class, make relevant comments that reflect an understanding/familiarity with the course readings and material, and be involved in group activities. Participating positively (e.g. answering questions, making relevant comments) will result in the maximum percentage. Anti-participatory behavior (e.g. working on work for other classes, talking to your neighbor, sleeping, reading the newspaper, allowing your cell phone to ring) will result in your participation grade being lowered. I will bring a roster to each class for the purposes of taking attendance and documenting positive and negative class behavior. My intention is to reward you for being an active member of the class. It is realistic to get all percentage points for class participation. In fact, that is my expectation for each of you.

Course Readings and Assignments

The reading list below is subject to minor modifications.

Date	Topic	Pre-class Reading, Assignments Due	# of pages
Tuesday, January 20 th	Introductions, Review of Syllabus, Trends in Attitudes		0
Thursday, January 22 nd	What is Family? Families in Historical Perspective,	Benokraitis, pp. 1- 23 in Chapter 1, "The Changing Family."	35

	Demographic Trends	Benokraitis, pp. 69- 81 in Chapter 3, “The Family in Historical Perspective.”	
Tuesday, January 27 th	What is Love?	Benokraitis, pp. 144-162 in Chapter 6, “Love and Loving Relationships.”	18
Thursday, January 29 th	Hooking Up, Sex, and Sexuality	England, Paula, Emily Fitzgibbons Shafer and Allison Fogarty. 2008. “Hooking Up and Forming Romantic Relationships on Today’s College Campuses” pp. 531-545 in M. Kimmel and A. Aronson (eds.), <i>The Gendered Society Reader</i> , 3 rd edition (Oxford University Press.) (Husky CT)	18
Tuesday, February 3 rd	Becoming and Being a Couple	Benokraitis, pp. 209-228 in Chapter 8, “Choosing Others: Dating and Mate Selection.”	19
Thursday, February 5 th	Becoming and Being a Couple, Homogamy and Heterogamy	Schwartz, Christine R. 2013. “Trends and Variation in Assortative Mating: Causes and Consequences.” <i>Annual Review of Sociology</i> 39:451-459 (note, stop at page 459) (Husky CT)	8
Tuesday, February 10 th	Marriage	Benokraitis, pp. 269-278 in Chapter 10, “Marriage and Communication in Intimate Relationships.” Cherlin, Andrew J. 2004. "The Deinstitutionalization of American Marriage." <i>Journal of Marriage and Family</i> 66:848-861.	22
Thursday, February 12 th	Marriage	Kefalas, Maria J., et al. 2011. ““Marriage Is More Than Being Together”: The Meaning of Marriage for Young Adults.” <i>Journal of Family Issues</i> 32: 845–875. (Husky CT)	30
Tuesday, February 17 th	Marriage: Are Married People Happier and Healthier?	Waite and Gallagher, pp. 47-64, Chapter 4 “In Sickness and in Health.” in <i>The Case for Marriage: Why Married People are Happier, Healthier, and Better Off Financially</i> . (Husky CT)	17
Thursday, February 19 th	Exam 1	Exam 1	
Tuesday, February 24 th	Alternatives to Heterosexual Marriage: Singles and Singlism	DePaulo, Bella. 2006. “Science and the Single Person” pp. 28-61 in <i>Singled out: How Singles Are Stereotyped, Stigmatized, and Ignored, and Still Live Happily Ever After</i> . Macmillan. (Husky CT)	33
Thursday, February 26 th	Alternatives to Heterosexual Marriage: Cohabitation	Benokraitis, pp. 256-263 in Chapter 9, “Singlehood, Cohabitation, Civil Unions, and Other Options.” (Husky CT) Miller, Amanda J., Sharon Sassler, and Dela Kus-Appouh. 2011. “The Specter of Divorce: Views from Working- and Middle-Class Cohabitators.” <i>Family Relations</i> 60:602-616.	21
Tuesday, March 3 rd	Alternatives to Heterosexual Marriage: Living Apart Together	Duncan, Simon and Miranda Phillips. 2010. “People Who Live Apart Together (LATs) – How Different Are They?” <i>The Sociological Review</i> 58:112-134. (Husky CT) Film: <i>Two’s a Crowd</i> (in class)	22

Thursday, March 5 th	Alternatives to Heterosexual Marriage: LGBT Families	Benokraitis, pp. 264-267 in Chapter 9, “Singlehood, Cohabitation, Civil Unions, and Other Options.” Bernstein, Mary and Verta Taylor. 2013. “Marital Discord: Understanding the Contested Place of Marriage in the Lesbian and Gay Movement” pp. 1-31 in <i>The Marrying Kind? Debating Same-Sex Marriage within the Lesbian and Gay Movement</i> . Minneapolis: University of Minnesota Press.	34
Tuesday, March 10 th	Children and Parenting: Becoming a Parent	Benokraitis, pp. 301-331 in Chapter 11, “To Be or Not to Be a Parent: More Choices, More Constraints.”	30
Thursday, March 12 th	Children and Parenting: Motherhood and Fatherhood	Hays, Sharon. 1996. “Why Can’t a Mother Be More Like a Businessman?” pp. 1-19 in <i>The Cultural Contradictions of Motherhood</i> . New Haven, CT: Yale University Press.	19
Tuesday, March 17 th	Spring Break	Spring Break	
Thursday, March 19 th	Spring Break	Spring Break	
Tuesday, March 24 th	Children and Parenting: Motherhood and Fatherhood	Chelsey, Noelle. 2011. Stay-At-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change. <i>Gender & Society</i> 25: 642-664. (Husky CT) Edin, Kathryn and Timothy J. Nelson. 2013. “The New Package Deal” pp. 202-228 in <i>Doing the Best I Can: Fatherhood in the Inner City</i> . Berkeley: University of California Press.	48
Thursday, March 26 th	No Class	No Class	
Tuesday, March 31 st	Children and Parenting: Concerted Cultivation, Accomplishment of Natural Growth	Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." <i>American Sociological Review</i> 67: 747-776.	29
Thursday, April 2 nd	Children and Parenting: LGBT Families	Stacey, Judith and Timothy J. Biblarz. (2001). “(How) Does the Sexual Orientation of Parents Matter?” <i>American Sociological Review</i> 66:159- 183. (Husky CT) Film: <i>Daddy and Papa</i> (in class)	24
Tuesday, April 7 th	Exam 2	Exam 2	
Thursday, April 9 th	Problems in Contemporary Families: Domestic Violence	Johnson, Michael. 1995. "Patriarchal Terrorism and Common Couple Violence: Two Forms of Violence against Women." <i>Journal of Marriage</i>	11

		<i>and Family 57: 283-294.</i>	
Tuesday, April 14 th	Problems in Contemporary Families: Jealousy, Infidelity	Munsch, Christin L. 2012. "The Science of Two-Timing: The State of Infidelity Research." <i>Sociology Compass</i> 6:46-59.	13
Thursday, April 16 th	Problems in Contemporary Families: Separation, Divorce; Remarriage and Stepfamilies	Benokraitis, pp. 429-462 in Chapter 15, "Separation, Divorce, Remarriage, and Stepfamilies."	33
Tuesday, April 21 st	Problems in Contemporary Families: Poverty, Achieving Financial Security	Benokraitis, pp. 365-377 in Chapter 13, "The Economy and Family Life."	12
Thursday, April 23 rd	Problems in Contemporary Families: Poverty, Achieving Financial Security	Activity: Life Happens (in class)	0
Tuesday, April 28 th	Problems in Contemporary Families: Motherhood Penalty and Fatherhood Bonus	Correll, Shelley, Steve Benard, and In Paik. 2011. "Getting a Job: Is There a Motherhood Penalty?" pp. 759-770 in <i>The Inequality Reader</i> , edited by D. Grusky and S. Szelenyi (article based on 2007 article in <i>American Journal of Sociology</i> 112:1297-1339. (Husky CT)	11
April 30 th	Problems in Contemporary Families: Work/Family Balance, "Family Friendly" Work, and the Unfinished Revolution	Film: <i>Juggling Work and Family</i> (in class)	0
Tuesday, May 5 th 1:00-3:00 pm	Final Exam Laurel Hall 201 1:00-3:00 pm	Based on preliminary schedule from the Registrar's Office	

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/4/2015
2. Department requesting this course: Sociology
3. Nature of Proposed Change: Make SOCI 3701/W a Content Area 4 course – International.
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

3701. The Developing World

(258) Three credits. Prerequisite: Open to juniors or higher.

Social and economic conditions in Asia, Africa, and Latin America and attempts to improve them.

3701W. The Developing World

(258W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

Proposed Catalog Copy

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

3701. The Developing World

(258) Three credits. Prerequisite: Open to juniors or higher.

Social and economic conditions in Asia, Africa, and Latin America and attempts to improve them. CA4 – INT.

3701W. The Developing World

(258W) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA4 – INT.

Justification

1. **Reasons for changing this course:** The Department believes this meets the

nature of a Content Area 4 Diversity and Multiculturalism – International requirement as it covers issues pertaining to the social and economic conditions in Asia, Africa, and Latin America.

2. Effect on Department's curriculum: This course is already being taught as a Sociology major course.
3. Other departments consulted: NA
4. [Effects on other departments](#): NA
5. Effects on regional campuses:
6. [Staffing](#):

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: 12/3/2014
Department Faculty: 12/3/2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Lynne Goodstein, lynne.goodstein@uconn.edu, 860-486-4184

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: March 2, 2015
2. Department requesting this course: Literatures, Cultures, and Languages
3. Nature of Proposed Change: Number change from HEJS 1104 to HEJS 2104
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

1104. Modern Jewish Thought
(104). Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics, and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, Nahman Krochmal, Ahad Haam, Hermann Cohen, Franz Rosenzweig, Martin Buber, and Mordecai Kaplan.

Proposed Catalog Copy

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

2104. Modern Jewish Thought
(104). Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics, and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, Hermann Cohen, Franz Rosenzweig, Martin Buber, Mordecai Kaplan, Judith Plaskow, and others.

Justification

1. [Reasons for changing this course](#): This course is more appropriate taught at the 2000-level. The materials covered in the original proposal will remain unchanged.
2. Effect on Department's curriculum: None
3. Other departments consulted: None

4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): Jeffrey Shoulson, Sebastian Wogenstein

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)

This course addresses at least two of the categories listed in this area, 1.) Investigations and historical/critical analyses of human experience; 2.) Inquiries into philosophical and/or political theory.

It addresses the first category by examining the development of modern Jewish thought within the framework of historical changes, demonstrating to students the historically contingent nature of intellectual trends, how they reflect and react to changes in historical conditions.

It addresses the second in all of its readings, which deal explicitly with philosophical matters and, frequently, with political questions.

- b. Specify a CLAS area, A-E: D
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

This course is immersed in the study of philosophy and ethics through a Jewish lens. Students will be asked to consider a range of perspectives on questions concerning individual and collective identity, the values sustained by Jewish thought.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty: November 19, 2014
2. Name, Phone Number, and e-mail address of principal contact person:

Jeffrey Shoulson
Jeffrey.shoulson@uconn.edu
860-486-2271

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September xx, 2013

1. Date: 2/17/15
2. Department requesting this course: Molecular & Cell Biology
3. Nature of Proposed Change: Change Credits from 2 credits to variable 1-2 credits to indicate number of credits vary with different sections.
4. Effective Date (semester, year): ASAP

Current Catalog Copy

MCB 5490 Industrial Insights

Two credits. Lecture. Instructor consent required. Instruction in the research and development, regulation, intellectual property protection, and production of commercial services and products from the vantage point of genomics-related industries. Taught as a series of specialized courses with each focused on a different topic related to the genomics, biotechnology, and pharmaceutical industries.

Proposed Catalog Copy

MCB 5490 Industrial Insights

One or two credits, variable depending on section. Lecture. Instructor consent required. Research and development, regulation, intellectual property protection, and production of commercial services and products from the vantage point of the genomics, biotechnology, and pharmaceutical industries.

Justification

1. Reasons for changing this course: Faculty will be able to impose different number of credits for individual sections of this course.
2. Effect on Department's curriculum: None
3. Other departments consulted: N/A
4. Effects on other departments: N/A
5. Effects on regional campuses: N/A
6. Staffing: Same
7. Dates approved by
Department Curriculum Committee: 3/12/15
Department Faculty: 3/13/15
8. Name, Phone Number, and e-mail address of principal contact person:
Elaine Mirkin

860 486-6903
elaine.mirkin@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: 13 March 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Change title and course description.
4. [Effective Date](#) (semester, year): Fall 2015

Current Catalog Copy

ECON 5110. History of Economic Thought from 1890.

The history and methodological underpinnings of modern economic theory. Topics include macroeconomics and business cycles; utility and demand theory; and industrial organization. Particular attention to Marshall and Keynes.

Proposed Catalog Copy

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

ECON 5110. History of Economic Thought.

History and methodological underpinnings of economic ideas from ancient times to the present. Particular attention to Smith, Marx, Marshall, and Keynes.

Justification

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

In the old days, when the history of economic thought was a major interest in the department, we had two graduate courses: ECON 320, which was "before 1890," and 322, which was "after 1890." (1890 saw the publication of Alfred Marshall's *Principles*, a possible marker for the modern or "neoclassical" period in economics.) When we renumbered courses, we (eventually) created a single course at the 6000-level (ECON 6110), but we merely changed the number of 322 to 5110 without changing the title or contents to a single course covering all of history. (I don't remember what happened to 320. I guess we never gave it a new number and it disappeared.) For a variety of reasons, we may want to start offering 5110 (possibly instead of 6110), and the name and content need to be fixed to reflect the fact that content won't start in 1890.

2. Effect on Department's curriculum: None
3. Other departments consulted: N/A
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): Cosgel, Langlois

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 March 2015
Department Faculty: 13 March 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois richard.langlois@uconn.edu (860) 486-3472

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: 13 March 2015
2. Department requesting this course: ECON
3. Nature of Proposed Change: Change title and course description.
4. [Effective Date](#) (semester, year): Fall 2015

Current Catalog Copy

ECON 6110. History of Economic Thought.

Advanced treatment of material in 320W and 322W.

Proposed Catalog Copy

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

ECON 6110. History of Economic Thought.

Advanced treatment of the history and methodological underpinnings of economic ideas from ancient times to the present. Particular attention to Smith, Marx, Marshall, and Keynes.

Justification

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

The only course descriptions for graduate courses seem to be the ones in PeopleSoft. Unaccountably, the description there for ECON 6110 simply refers to two 300-numbered courses that don't exist anymore and fails actually to describe the course. We retain the words "advanced treatment" to differentiate this 6000-level course from ECON 5110.

2. Effect on Department's curriculum: None
3. Other departments consulted: N/A
4. [Effects on other departments](#): none
5. Effects on regional campuses: none
6. [Staffing](#): Cosgel, Langlois

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 March 2015
Department Faculty: 13 March 2015
2. Name, Phone Number, and e-mail address of principal contact person:
Richard Langlois richard.langlois@uconn.edu (860) 486-3472

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

Proposal to Change an Existing Course

1. Date: March 16, 2015
2. Department: Psychology
3. Nature of Proposed Change: Change course name
4. Current Catalog Copy:

Current Catalog Copy

3300W. Emotional/Behavioral Disorders of Childhood

(249) Three credits. Prerequisites: [PSYC 2400](#); [ENGL 1010](#) or [1011](#) or [2011](#).

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

Proposed Catalog Copy:

3300W. Abnormal Child Psychology

(249) Three credits. Prerequisites: [PSYC 2400](#); [ENGL 1010](#) or [1011](#) or [2011](#).

Theory, research, treatment, and prevention in developmental psychopathology from infancy through adolescence.

6. Effective Date (semester, year -- see Note R): Spring, 2015
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. On April 29, 2014, for Item 2014-067, CLAS CC&C approved the title change for PSYC 3300 but not for PSYC 3300W because Psychology had neglected to separately propose that. Inasmuch as the Registrar will not change this new course title until the title of the W version of this course is similarly changed, which will also require GEOC approval, we now formally request that the course name for PSYC 3300 also be changed.

As before, the reasons for changing this course: The current title is cumbersome, and is not consistent with the adult form of this course, Abnormal Psychology, Psychology 2300. The proposed title more succinctly summarizes the content of the course and is consistent with the sequence of abnormal psychology across the lifespan.

2. Effect on Department's Curriculum: None anticipated
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Will remain same
7. Dates approved by (see Note Q):

Department Curriculum Committee: March 10, 2015

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Marianne Barton, 860-486-3666, Marianne.barton@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: 2/19/2015
2. Department requesting this course: POLS
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 3214 Comparative Social Policy

Three credits. Prerequisites: POLS 1202 or 1207 or instructor consent; Open to juniors or higher.

Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: POLS
2. Course Number: 3214
3. Course Title: Comparative Social Policy
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Institutional structures of modern welfare states, including systems of social insurance, healthcare, and education. Assessment of leading political explanations for their growth and cross-national differences among them.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: POLS 1202 or 1207
 - 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":
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: Course was initially approved only with W designation. The requested version would offer the same substantive content without writing instructional components.
2. Academic merit: The course expands students' understanding of social policy in advanced industrial democracies.
3. Overlapping courses: None
4. Number of students expected: 35
5. Number and size of sections: 1
6. Effects on other departments: none different from currently offered 3214W
7. Effects on regional campuses: none
8. Staffing: Dr. Lyle Scruggs

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: 02-19-2015
Department Faculty: 02-20-2015
2. 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.

POLS 3214: Comparative Social Policy

Overview

This course provides an overview of social policies with an emphasis on policies in the advanced industrial democracies. Social policies constitute the bulk of government spending and activity in most countries, but the importance and impact of these policies varies considerably from country to country. This course will cover a few of the major elements of social policy: health care, unemployment insurance, family policy, education, public old age pensions. We will also look at major explanations that have been offered for why welfare states emerged and why they differ across countries. Finally, throughout the course you will gain insight into the consequences of welfare state policies on social well-being.

As a 3000 level seminar, students are expected, though not required, to have completed some courses in sociology and comparative politics. Students with no such background may find the material particularly challenging.

Reading and Assignments

The course reading material is diverse, and much of it is dense (i.e., analytical rather than descriptive), and sometimes difficult. By the end of the semester, you should be able to dissect this kind of material a lot more easily, even when you do not understand everything in a paper. In some cases, there is an hour or two of video to watch along with reading. In all class meetings you are expected to come to class prepared. There are comprehension and discussion questions for each reading assignment posted on Husky CT. Answering these on your own will help ensure that you are prepared for class, exams, and should help you do well on the writing assignments.

Evaluation

Grades are determined at the end of the semester based on a standard 100 point scale.

Midterm and Final: 20 points each

Participation: 20 points

Papers: 40 points, including revisions and peer evaluation. Assignment 1 is worth 10 points, Assignments 3 and 4 are worth 15 points each. Drafts and final papers are assessed a 10 point penalty for each 24 hours they are late.

Readings

There are two books required for the course. We will read almost all of each and you are encouraged to buy them as soon as you can.

Peter Lindert, 2004 *Growing Public: Social Spending and Economic Growth since the Eighteenth Century*.
Volume 1 Cambridge University Press.

Wilkinson and Pickett, 2009. *The Spirit Level: Why Greater Equality Makes Societies Stronger*.
Bloomsbury Press.

Special Needs

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

Course Schedule

The main topics for the course are provided here in the basic order in which they will occur.

Class Schedule

	<u>Section</u>	<u>Topic</u>	<u>Assignment</u>
I.	<i>Introduction</i>	Overview	-Dean “What Is Social Policy?”*

Short paper (for Thursday): Why I became a political science major.

		Goals and Types of Welfare	-Lindert, <i>Growing Public</i> , Ch 1 and 2. (37)
		Comparative policy and analysis	-Wilkinson and Pickett, <i>The Spirit Level</i> . Preface thru Chapter 3, and appendix (circa 50 pp) -Wilkinson’s 2011 TED Talk (15 minutes)
II.	<i>Healthcare</i>	Comparing Health Systems: features	-Frontline. 2008. <i>Sick around the World</i> (video hosted by TR Reid, 50 minutes) -[optional] PBS. 2012. <i>The Good News in American Medicine</i> (video hosted by TR Reid, 50 minutes)
		US Healthcare reform	-Kaiser Foundation, <i>Health Reform Explained</i> (9/2010) -_____ <i>Youtoons Get Ready for Obamacare</i> (11/2013) and -_____ <i>Health Insurance Explained</i> (12/2014) (videos 20 minutes total) -Kaiser Family Foundation. 2013. “Focus on Healthcare: Summary of Affordable Care Act” (#8061-02) -“How to Fix Obamacare.” <i>The Economist</i> Sept 20, 2014. (online edition, also appears in print)
		Comparative Health Outcomes	-Davis, K. et al. 2014. <i>Mirror, Mirror on the Wall: How the performance of the US Health Care System Compares Internationally</i> Commonwealth Fund (publication #1755) (full report about 30 pages) -“Third World Health Care” segment from <i>the Daily Show</i> , March 6, 2014 (Mandvi video segment)

Inequality and Health

-Wilkinson, *The Spirit Level*. Ch. 5-7 (40 pp)
National Geographic, *Stress: Portrait of a Killer*.

Assignment 1: Comparing Health Outcomes

III. *Theories of the Welfare State*

Part I

-Piven and Cloward. 1993. "Poor Relief and Theories of the Welfare State" *Regulating the Poor: The Functions of Public Welfare*. Vintage. Ch 12 (50pp)

Part II

-Lindert, *Growing Public*. Ch. 7 (20 pp.)
This is a good time to review chapters 1 and 2 in this book.

IV *Unemployment*

Unemployment Insurance in the US States

-US Department of Labor. 2014. "Unemployment Compensation: Federal-State Partnership," Office of Unemployment Insurance, April. (15 pp)

Unemployment Insurance Abroad

-Vroman. 2004. "International Evidence on Unemployment Compensation." *International Social Security Association Technical Report 14*. (16 pp)

Assignment 2: Unemployment Insurance in the US States

Midterm

V. *Incarceration*

Wilkinson, *The Spirit Level*, Ch. 11 (11 pp)

Frontline, *Prison State* (original airing date April 29, 2014) 80 minutes

Stark, *The Norden: Nordic Prisons* (10/2014, video)

VI. *Family and Child Policies*

Gault, et al. 2014. "Paid Parental Leave in the United States: What the data tell us about access, usage and economic and health benefits." *Institute for Women's Policy Research*

Heckman, "Giving Kids a Fair Chance: A Strategy that works" (40pp)

[optional] Wennemo. 1992. "The Development of Family Policy" *Acta Sociologica* 35: 201-217.

Wilkinson *The Spirit Level* Ch 9

[How Sweden Avoided the European Debt Crisis](#)
(2011) (video)

- VII. *Education*
- Lindert, *Growing Public* skim Ch 5 (40 pp), read
Ch 6 (40pp)
Wilkinson, *The Spirit Level*, Ch 8. (14 pp)
School Reform Debate (material TBA)
- VIII. *Pensions*
- Overview Lindert, *Growing Public* Ch 8 (15 pp) (Ch. 9 is
optional)
- Reforming Social Security Center for Responsible Federal Budget social
security solvency [app](#)

Assignment 3: Saving Social Security

- IX. *Consequences,
caveats and
reforms*
- Wilkinson, *The Spirit Level* Ch 14, 16 (15 is
optional)
Lindert, *Growing Public* Ch 10-12 (80 pp)

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: 03-01-2015
2. Department requesting this course: Political Science
3. Nature of Proposed Change: Change class title and description to more accurately reflect course content.
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

3245. Chinese Government and Politics.

Three credits. Prerequisite: Open to juniors or higher.

Chinese political processes, with emphasis on ideology and problems of development.

Proposed Catalog Copy

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

3245. Chinese Politics and Economy

Chinese political structure and policymaking process, democratic attempts, process and outcome of economic reforms, development challenges in contemporary China.

Justification

1. [Reasons for changing this course](#): The bulk of the lecture examines the process and outcome of economic reforms in contemporary China. The word "economy" should be added in the title to accurately reflect the content.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. [Effects on other departments](#): None
5. Effects on regional campuses: The course will also be offered by Dr. Yu Zheng, UConn Stamford

6. [Staffing](#): Dr. Meina Cai and Dr. Yu Zheng

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: 03-01-2015
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

Meina Cai
860-486-3352
meina.cai@uconn.edu

CHINESE GOVERNMENT AND POLITICS

Political Science 3245, Fall 2015

Tuesday/Thursday 11:00-12:15, 125 Information Technologies Engineering

Meina Cai

Professor of Political Science

Telephone: 860.486.3352 E-mail: meina.cai@uconn.edu

Office Hours: Tuesday 12:30-3:30, 449 Oak Hall

China has pursued a unique path to development to become the world's second-largest economy behind the United States. While China's three decades of economic liberalization have contributed to tremendous economic growth, the domestic political reform has been caught in a time warp: China remains under authoritarian control by the communist party. This course provides an overview of contemporary Chinese politics and economics. It addresses the following questions: How has China achieved its economic success? How have China's political reforms proceeded and why have they been relatively stagnant? To what extent can China's economic growth be sustainable? What are the development challenges and how has China approached these challenges?

The course begins with an introduction to the socialist system, an important point of departure to assess change. The bulk of the material examines China in the reform era, across a range of topics organized around three themes. The first theme is domestic politics, with detailed discussion on structures of governance, elite politics, policy-making process, and democratic attempts. The second theme is political economy, focusing on industrial sector, fiscal, and land reforms. The third theme is development and challenges, many of which are byproducts of economic reforms, such as economic inequality, social unrest, and environmental degradation.

This course is primarily designed for undergraduate students interested in the political economy of transition and developing countries. Students specializing in regions other than China are welcome. Students may take this course without prerequisites; however, previous background on modern China will be very helpful.

READING MATERIALS

There is one required textbook below. Other required readings are available on HuskyCT course website.

- Barry Naughton, *The Chinese Economy: Transitions and Growth* (Cambridge: MIT Press, 2007).

REQUIREMENTS AND EVALUATION

Your course grade will be based on your performance on:

- | | |
|------------------------------------|-----|
| • An in-class mid-term examination | 30% |
| • A cumulative final examination | 30% |
| • Pop quizzes | 10% |
| • Written assignment | 30% |

It is essential for students to do the reading before class. Lectures will make more sense and be more fun if you do so. I will therefore periodically give pop quizzes at the beginning of class on that day's reading. The quizzes will not be hard if you browse your lecture notes beforehand and if you have done the reading, but they will be close to impossible if you have failed to do so. At the end of the semester, I will throw out your lowest score and average the remaining scores for your quiz grade. Details about the written assignment are provided on the final page of this syllabus.

Both exams on the dates and times noted in the schedule are required components of this course. Do not make arrangements that conflict with them. If you are unable to fulfill these requirements, be prepared to accept a course grade that reflects incomplete fulfillment of requirements. In addition, the due date and time for the paper is a strict deadline. Late submission will be penalized by one letter grade every 24 hours after the due date: an A- becomes a B+, a B+ becomes a B and so on.

In general, all your assignments and exams will be graded by your teaching assistant. If you feel that some assignment has been improperly graded, you may request that it be regraded. You must provide a cover letter indicating the reason for our concern. I will regrade the entire assignment in question, meaning that the revised grade may be higher or lower than what you originally received.

SCHEDULE AND ASSIGNED READINGS

I. SOCIALIST POLITICS AND ECONOMICS

#1 – January 20: Introduction

- Matt Sheehan, "Beijing's Incredible Subway Expansion in One GIF," *The World Post*, January 7, 2015. http://www.huffingtonpost.com/2014/12/29/beijing-subway-expansion_n_6389002.html
- Ian Johnson, "China's Great Uprooting: Moving 250 Million Into Cities," *New York Times*, June 15, 2013. <http://www.nytimes.com/2013/06/16/world/asia/chinas-great-uprooting-moving-250-million-into-cities.html?pagewanted=all>
- Edward Wong, "China Arrests Activist Amid a Clampdown," *New York Times*, January 6, 2015 http://www.nytimes.com/2015/01/07/world/asia/guo-yushan-arrest-china-cheng-guangcheng.html?emc=edit_tnt_20150106&nid=16428923&tntemail0=y&r=0
- Mimi Lau, "How Leaders and an Army of Staff Turned Beijing's Grey into 'Apec Blue'" *South China Morning Post*, November 18, 2014. <http://www.scmp.com/news/china/article/1642445/how-leaders-and-army-staff-turned-beijings-grey-apec-blue>

#2 – January 22: An Overview of Political Economy Under Mao

- Kenneth Lieberthal, *Governing China: From Revolution through Reform* (New York: Norton, 2004), chapter 4.
- Naughton, *The Chinese Economy*, chapter 3.

#3 – January 27: Case Study: Great Leap Forward

- Jasper Becker, *Hungry Ghosts: Mao's Secret Famine* (New York: Free Press, 1996), chapters 5 and 6.

#4 – January 29: Case Study: Cultural Revolution

- Jung Chang, *Wild Swans: Three Daughters of China* (New York: Anchor Books, 1991), chapters 14-17.

#5 – February 3: Documentary: A Century of Revolution: The Mao Years (1949-1976)

II. DOMESTIC POLITICS

#6 – February 5: Political Structure

- Kenneth Lieberthal, *Governing China: From Revolution through Reform* (New York: Norton, 2004), chapters 6 and 7.

#7 – February 10: Political Elites and Elite Politics

- Alice L. Miller, "Institutionalization and the Changing Dynamics of Chinese Leadership Politics," in Cheng Li, ed., *China's Changing Political Landscape: Prospects for Democracy* (Washington D.C.: Brookings Institute Press, 2008), chapter 4.
- "The New Members of China's Ruling Body," *New York Times*. November 14, 2012.
<http://www.nytimes.com/interactive/2012/11/14/world/asia/the-new-members-of-chinas-ruling-body.html>

#8 – February 12: Policy Processes

- Murray Scot Tanner, "How a Bill Becomes a Law in China: Stages and Processes in Lawmaking," *China Quarterly*, no. 141 (1995): 39-64.
- Sebastian Heilmann, "Policy Experimentation in China's Economic Rise," *Studies in Comparative International Development*, vol. 43, no. 1 (2008): 1-26.

#9 – February 17: The Tiananmen Movement

- Zhao Ziyang, *Prisoner of the State* (New York: Simon & Schuster, 2009), pp. 3-49.

#10 – February 19: Village Elections

- Kevin O'Brien and Lianjing Li, "Accommodating 'Democracy' in a One-Party State: Introducing Village Elections in China," *China Quarterly*, no. 162 (2000): 465-489.

#11 – February 24: Local Congress Elections

- Melanie Manion, "When Communist Party Candidates Can Lose, Who Wins? Assessing the Role of Local People's Congresses in the Selection of Leaders in China," *China Quarterly*, no. 195 (2008): 607-630.

#12 – February 26: Social Organizations, Private Business, and the Party

- Tony Saich, "Negotiating the State: The Development of Social Organizations in China," *China Quarterly*, no. 161 (2000): 124-141.
- Bruce J. Dickson, *Wealth into Power: The Communist Party's Embrace of China's Private Sector* (Cambridge: Cambridge University Press, 2008), chapters 2-3.

#13 – March 3: In-class Midterm Examination

III. POLITICAL ECONOMY

#14 – March 5: Documentary

- A Century of Revolution: Born Under the Red Flag (1976-1997)

#15 – March 10: An Overview of Economic Transition

- Naughton, *The Chinese Economy*, chapter 4.

#16 – March 12: Township and Village Enterprises

- Naughton, *The Chinese Economy*, chapter 12.
- Jean C. Oi, "Fiscal Reform and the Economic Foundations of Local State Corporatism, 77" *World Politics*, vol. 45, no. 1 (1992): 99-126.

Spring Recess: March 15-21

#17 – March 24: State-Owned Enterprises & Foreign-invested Enterprises

- Naughton, *The Chinese Economy*, chapters 13 and 17.

#18 – March 26: Institutional Foundation of Economic Growth

- Gabriella Montinola, Yingyi Qian, and Barry R. Weingast, "Federalism, Chinese Style: The Political Basis for Economic Success in China," *World Politics*, vol. 48, no. 1 (1995): 50-81.
- Susan Whiting, "The Cadre Evaluation System at the Grassroots." In Barry Naughton and Dali Yang, eds., *Holding China Together: Diversity and National Integration in the Post-Deng Era* (Cambridge: Cambridge University Press, 2004), 101-119.

#19 – March 31: *Guanxi* and Informal Institution

- Mayfair Mei-hui Yang, "The Resilience of *Guanxi* and Its New Deployments: A Critique of Some New *Guanxi* Scholarship," *China Quarterly*, no. 170 (2002): 459-476.
- Lily Tsai, "The Struggle for Village Public Goods Provision: Informal Institutions of Accountability in Rural China," in Elizabeth Perry and Merle Goldman, eds., *Grassroots Political Reform in Contemporary China* (Cambridge: Harvard University Press, 2007), chapter 6.

#20 – April 2: Taxation and Fiscal Reforms

- Naughton, *The Chinese Economy*, chapter 18.2-18.4, pp.430-442.
- Christine Wong and Richard Bird, "China's Fiscal System: A Work in Progress," In Loren Brandt and Thomas G. Rawski, eds., *China's Great Economic Transformation* (Cambridge: Cambridge University Press, 2008), chapter 12.

#21 – April 7: Land Reform

- Samuel P.S. Ho and George C.S. Lin, "Emerging Land Markets in Rural and Urban China: Policies and Practices," *China Quarterly*, no. 176 (2003): 681-707.

IV. DEVELOPMENT AND CHALLENGES

#22 – April 9: Popular Protests

- Kevin J. O'Brien, "Rightful Resistance," *World Politics*, vol. 49, no. 1 (1996): 31-55.
- Elizabeth J. Perry, "A New Rights Consciousness?" *Journal of Democracy*, vol. 20, no. 3 (2009): 17-20.
- James Pomfret, "Special Report: Freedom Fizzles Out in China's Rebel Town of Wukan," *Reuters*, February 28, 2013. <http://www.reuters.com/article/2013/02/28/us-china-wukan-idUSBRE91R1J020130228>
- Keith Bradsher, Michael Forsythe, and Chris Buckley, "Huge Crowds Turn Out for Pro-Democracy March in Hong Kong, Defying Beijing," *New York Times*, July 1, 2014. <http://www.nytimes.com/2014/07/02/world/asia/hong-kong-china-democracy-march.html?hp&action=click&pgtype=Homepage&version=HpSumSmallMediaHigh&module=second-column-region®ion=top-news&WT.nav=top-news&r=0>

#23 – April 14: Population Planning

- Naughton, *The Chinese Economy*, chapter 7.

#24 – April 16: Economic and Social Inequality

- Naughton, *The Chinese Economy*, chapters 5 and 9.
- Kam Wing Chan and Li Zhang, "The Hukou System and Rural-Urban Migration in China: Processes and Changes," *China Quarterly*, no. 160 (1999): 818-855.

#25 – April 21: Labor and Social Security

- Naughton, *The Chinese Economy*, chapter 8.

#26 – April 23: Environmental Degradation and HIV/AIDs

- Naughton, *The Chinese Economy*, chapter 20.1, pp. 487-495.
- Anna Lora-Wainwright, "An Anthropology of 'Cancer Villages': Villagers' Perspectives and the Politics of Responsibility," *Journal of Contemporary China*, vol. 19, no. 63 (2010), 79-99.
- Documentary: "The Blood of Yingzhou District"

#27 – April 28: The Media and Social Control

- Benjamin L. Liebman, "The Media and the Courts: Towards Competitive Supervision?" *China Quarterly*, no. 208 (2011): 833-850.
- Daniela Stockmann, "Greasing the Reels: Advertising as a Means of Campaigning on Chinese Television," *China Quarterly*, no. 208 (2011): 851-869.

V. CONCLUSION

#28 – April 30: Wrap-Up and Review

- Andrew Nathan. "Authoritarian Resilience: China's Changing of the Guard," *Journal of Democracy*, vol. 14, no.1 (2003): 6-17.
- Minxin Pei, "Is CCP Rule Fragile or Resilient?" *Journal of Democracy*, vol. 23, no. 1 (2012): 27-41.
- Naughton, *The Chinese Economy*, chapter 20.
- **Written assignment due**

Final exam: TBA

Written Assignment: Policy Memo

The written assignment is due on Thursday April 30, by 12:15pm. You may turn in either an electronic copy or hard copy. If you submit an electronic copy, you must send it to HuskyCT (no emails). If you submit a hard copy, you can deliver it either in class or to my office, 449 Oak Hall.

The written assignment is a policy memo to the President of China, Xi Jinping, written as if you were an advisor to the President. Choose an issue of interest to you that mainland Chinese authorities are ignoring, mishandling, or addressing well. The range of possibilities is wide: aging problem, environmental pollution, urban-rural divide, social instability, and food safety are a few examples. The issue that you choose is not limited to the topics covered in class. Your memo should address the following points:

1. Research the issue and how Chinese authorities are meeting the challenges it presents. What has been accomplished, and what is there yet to accomplish?
2. Design an action plan. What realistic goals should the President adopt for the next 3-5 years?

The memo itself should be 2-3 pages in length (single-spaced, one-inch margins, Times New Roman or similar font, 12-point font size). This does not include references. Because this is a memo to the President, you should be clear and concise, translating academic jargon into plain English (do not assume, for example, that President Xi knows what the “soft budget constraint” or “market preserving federalism” means). Do not include any citations in the memo—the President does not need to know precisely what you have read. Please follow this model:

To: President Xi Jinping
From: Meina Cai, Special Advisor to the President
Date: April 30, 2015
Re: The issue you choose

As requested, I have met with various officials to assess ... during the transition...

Your memo should be followed by a bibliographic list of the references used (any standard citation style is fine, so long as you are consistent). Here is a partial example:

Barry Naughton, 2007. *The Chinese Economy: Transitions and Growth*. Cambridge: MIT Press.

Your sources may include both class readings and other material. Consult scholarly sources for your evidence, and do not rely significantly on journalistic sources. Please use normal academic standards to determine whether a source is appropriate. Wikipedia, for example, is not a citable reference.

Important questions you will want to consider:

- What goals are realistic? Eliminating corruption in 3-5 years is probably impossible, but taking concrete steps to reduce corruption in a certain area (e.g., private business) may be doable.
- Why is your issue important? Time and political capital are scarce, so you need to convince the President that the issue you present is critical and needs to be addressed sooner than later.

- Remind yourself that China is still an authoritarian regime. If you want to steer the President toward greater power-sharing because you believe that will improve the well-being of ordinary citizens, but you will need to make arguments that are consistent with his political goals and interests.

Your grade will mainly reflect: (1) your demonstrated research effort, and (2) your success in presenting and supporting a clear argument with abundant specific evidence from relevant scholarly sources. Substantively excellent papers with significant problems of style will not be awarded a grade in the A range, however. You may benefit from the resources provided by the Writing Center (<http://writingcenter.uconn.edu/>).

If you would like advice about sources or the suitability of a topic, you are very welcome to visit me in my office. See me earlier, rather than later.