Syllabus for UNIV 3784 Section 81, Fall 2015

GLOBALIZATION: CURRENT CHALLENGES

Richard Watnick watnick@uconn.edu use email at will. Do not limit yourself.

Office room 338 / Monday and Wednesday 8 to 9 am and Wednesday 7:30 pm. Ignore my office phone because I ignore it most of the time.

Cell phone 203 521 8522 / Tuesday, Thursday, and Sunday 10 to 11 pm, Friday, 10 to 11 am / I’ll keep my cell off when I can’t receive calls. Feel free to try to call anytime. Text at any time.

Emails and texts are the best ways to leave a message. Voicemail takes more time to retrieve and provides no lasting written record for me to act on.

SCHEDULE

1 September 2 September 2: Serkan Gorkemli, ENGL the globalization of lesbian and gay identities
2 September 9 September 9: Ricardo Salazar-Rey, HIST the drug war
3 September 18 September 18 Nicole Jackson, MGMT talent and management in the age of complexity
4 September 23 September 23: Open discussion
5 September 30 September 30: Self-Directed Iran treaty
6 October 7 October 7: Mark Boyer, POLS / STORRS global climate, change, and local action
7 October 14 October 14: Samuel Martinez, ANTH / STORRS the local relevance of international efforts in human rights
8 October 21 October 21: Speaker invited by human rights institute indigenous people, lands, territories, and natural resources
   Lieberman Human Rights Lecture: Candace Ducheneaux
9 October 28 October 28: Open discussion
10 November 4 November 4: Kanda Naknoi, ECON international monetary policy
11 November 11 November 11: Fred Roden, ENGL
12 November 18 November 18: Jay Perrone, PSYC the psychology of the recruitment of terrorists
13 December 2 December 2: Student presentations
14 December 9 December 9: Student presentations
15 December 16 December 16: Final
Responsibility 1: Reading and preparing for each class so you can fully participate in each seminar class meeting.

Readings are to be completed prior to the lesson with the guest who has provided the assignment. This list includes the dates of the lessons and the name of the guest.

Full citations are included with the documents or are provided on our HuskyCT class site.

Note that the assignment for Nov 11 is a complete work, not just an article or chapter.

September 2, Gorkemli: Identity, cultural change, and the struggle for self, Baumeister. This chapter is on our HuskyCT site. Plus, we will arrange for a showing of the Turkish documentary, “My Child”.

Sept 9, Salazar: The Drug War Hits Central America” and “The Tormented Isthmus,” The Economist, April 16, 2011. Supplied by guest. Plus:

Violence in El Salvador [link]
NYT; Next Test for Guatemala’s Protest Movement: Improving Citizens’ Lives [link]
Al Jazeera; UN rejects Haitian damages claims over cholera [link]
Last Week Tonight with John Oliver: Prison [link]

September 18, Jackson:
* SHRM Global Management Review Paper (will be provided as an attachment to an email)
* The Ambidextrous Organization – accessed through the following link [link]
* Your Company’s Culture and the Impact on Performance and Profitability – accessed through the following link [link]

September 30, Open discussion: Our assignment to ourselves:
Packet from Congressman Himes’ Office on the treaty with Iran. These documents are on our HuskyCT page. Supplement this with your own search for an alternate <<opposing>> source.

October 7, Boyer: “Global Climate Change and Local Action: Understanding the Connecticut Policy Trajectory”. This document is on our HuskyCT page

October 14, Martinez: The local relevance of human rights: A methodological approach, Aguilar. Plus: Outline, notes, and talking points from Martinez. These documents are on our HuskyCT page.

November 4, Naknoi: “Historical Development of the International Monetary System”. This document is on our HuskyCT page

Responsibility 2. Show up and participate

Responsibility 3. Contribute to our extended discussions on HuskyCT. React to readings and prep. React to class. Respond to each other. You can stay within individual topics, find connections between topics, make connections, or show relevance beyond our course topics. You can clarify, ask questions, identify personal highlights, critique or criticize. Ideally, we will respond to each other, not just provide separate individual comments. There is no specific required number of posts. Consider this to be extended class participation. Your level of participation may vary with interest, ability to add something, and need to ask questions.

Responsibility 4. We will design our Final Exam, together. 
This section was added, after the course ended. Here is what we chose for our final exam:

We will form small groups. Each group will choose approximately three of the seminar classes or topics. Your group will summarize the topics <<inform without editorializing>>, find connections between these topics, and offer your own analysis of the topics or lessons <<editorialize>>. Consider this a polished and significant discussion post. Some of this will be done during the scheduled final exam time for the course. Some can be prepared ahead of time. Specifics were provided in class, two weeks before the final. At that time, we formed our groups and chose our topics.

Responsibility 5. Term paper or project.

You are to complete a project in your own field under the supervision of a faculty member in your departmental major. The topic should intersect some aspect of our seminar theme and your <<potential>> research interest. This should be a growth experience enabling you to progress as a researcher, based on your current starting level of experience. For those in the Honors Program, it would acceptable, even desirable, to have this be part of your exploration of an honors thesis topic or part of your honors thesis itself. Your individual supervising faculty member has final judgment on all matters related to the term project or paper. I advise supervisors to treat this as a term paper or project in one of their own 3000 or 4000 level courses. Expect and require no more and no less. Even if this is part of an honors thesis, the portion done to satisfy the course requirement should be determined and graded as the individual supervising faculty member would for her own non-honors course in the major. The size, deadlines, drafts, format, topic chosen, expectations, meeting schedule for guidance, and grade are all determined by the supervising faculty member. I do not attempt to define a one-size-fits-all set of parameters. Your individual supervising faculty member does not want or need me to decide what is best. I will discuss this with faculty participants to make sure that realize that his is not an honors defined task, but is to be performed entirely on their terms. I will help you find a faculty member and get started. Then you will be responsible for meeting all of your individual faculty supervisor’s expectations ad deadlines. Also, you are to make sure the faculty member knows that to submit a grade to me by the end of the final exam week.
Responsibility 6. Each of you will present your term paper or project to the class, during class time. You are not expected to have completed the project at that time. Your presentation will be based on your progress at that time. The purpose of this assignment is to interact, learn from each other, gain experience presenting, and share our interests with each other.

Course Grade:
50% of the grade is the grade submitted to me by your term paper or project faculty supervisor. The assignments, class participation, electronic discussion, term project presentation and final, are elements of participation and will determine the other half of your grade. I will be looking for each student to contribute to the success of the seminar. You are responsible for the seminar. I am looking for you to do your share to make this a valuable experience for all of us. I want you to take ownership of this and not look for me to tell you exactly what, or how much, to do.

Additional note, NOT part of the syllabus distributed to students:
The grading policy is unorthodox. Initially, I was uncomfortable with not having a more clearly defined rubric for the 50% that is seminar participation. However, after offering this seminar annually for more than twenty years, I find that this policy works and fosters the desired attitude.
Spring 2015 Course Offering – The Health of Communities - INTD # 3784 (3 credits)

The course is a special offering primarily for Rowe Scholars. A central purpose in offering this course is to provide a dedicated forum for the Rowe Scholars to work, to learn, and to bond as a team in a health context centered on appreciating the social determinants of health. For Spring 2015, the course is offered for new and continuing Rowe Scholars who were not enrolled in the course previously and for a few other selected students.

Course Overview:

This course will focus on understanding and appreciating the role of social factors that impact and determine health risks of individuals (such as income, work environment, social cohesion, life necessities, social network, and transportation systems). Students will review and consider readings on various public health interventions with attention to intervention efficacy, appropriateness, and ethical ramifications. Students will consider historical antecedents to contemporary community health center models of care with special attention on the needs of vulnerable populations. The class will explore the concept of social medicine, the complexities and nuances of any categorization of persons in discussions of health and illness, and the ethical issues related to community-based research. Student will attend the Global Health Conference at Yale University in April, 2015. The class will feature numerous guest speakers from a broad range of health perspectives including public health, nursing, medicine, dentistry, and epidemiology. Other speakers from community health centers, community health agencies, and service programs will address the class as well. Students will identify and select a community service activity. Students may participate in the design and implementation of a service project working with such groups as the Student Health Service, the Urban Track Program, the Migrant Farm Workers Program, and Mission of Mercy. Projects could address topics such child or adult obesity health interventions, measuring improved health outcomes utilizing a comprehensive health service approach, evaluating early behavioral health intervention in school settings, assessing health literacy interventions in health professions settings.

Major Readings:

Starr, THE SOCIAL TRANSFORMATION OF AMERICAN MEDICINE
Kawachi and Berkman, NEIGHBORHOODS AND HEALTH
Sered and Fernandopulle, UNINSURED IN AMERICA
Rhodes, Battin & Silvers, eds., MEDICINE AND SOCIAL JUSTICE
Marriott and Wilkinson, eds., SOCIAL DETERMINANTS OF HEALTH
Farmer, PATHOLOGIES OF POWER
Annadale, THE SOCIOLOGY OH HEALTH AND MEDICINE

Note: Modifications may be made in major readings

Assignments and Expectations:

Regular attendance and informed participation in discussion for a two-hour class meeting each week; one-page informal written responses to assigned readings; three short (2-3 page) commentaries on assigned readings; attendance at class trips to Global Health Conference and community service agencies.

Course Format: Seminar
Course Grading: Graded
Course Level: Undergraduate
Course Instructors: Coordinated by Keat Sanford, Guest lecturers and presenters from School of Medicine, School of Dental Medicine, Pharmacy, Nursing, Allied Health, Honors Program.
Preliminary Syllabus Plan

Class #1 The Idea of Social Medicine


Class #2 Neighborhoods and Community Health Center: the person, the place, the space


Class #3 A Review of Social Epidemiology


Class #4 Illness and Community - Theorizing Pathways


Class #5 Health Inequalities: Framing the Picture/Telling the Story


Class #6  How do we know what matters? Deciding what counts.


Class #7  Social Geography: Matters of Race

Shaw, Mary, Danny Dorling and George Davey Smith, “Poverty, Social Exclusion, and Minorities.” In Marmot and Wilkinson, Ch. 8. Pp. 196-225


Class #8  Social Geography: Visibility


Class #9  Cases and conflicts: the person, the place, the borders


Class #10  You never stop needing; you never stop giving. How do we do crossing over?


Class #11  Stigma and Compassion


Class #12  Agency and Circumstance

Robertson, Aileen, Eric Brunner and Aubrey Sheiham, "Food is a Political Issue." In Marmot and Wilkinson, Pp. 172-195.

Class #13  Understanding Structural Violence/ Sustaining Hope


Class #14-Review of major themes. Where do we stand? Where do we want to be? Can we get there?

Class trips may include: Global Health Conference at Yale University, Urban Service Track, Migrant Farm Workers, and Mission of Mercy

Original syllabus based on course at Wesleyan University organized and taught by Peggy Best, Premedical Advisor. Respectfully submitted, Keat Sanford, 1.17.2015
The Canon of American Legal Thought:

Prof. Michael Fischl

SEMINAR DESCRIPTION & REQUIREMENTS

This seminar will examine what are widely regarded as the "greatest hits" in American legal thought, essays and articles that have significantly influenced the development of law and legal theory in the U.S. since the early 20th Century. The essays exemplify the principal schools of modern legal thought -- including legal realism, law and economics, the law and society movement, and various branches of critical legal theory -- and they feature legal thinkers from Oliver Wendell Holmes, Jr., and Karl Llewellyn to Duncan Kennedy and Catharine Mackinnon.

Class will meet on Wednesdays from 3:30 to 5:30 p.m. in Gentry 140, and each week we will analyze and critique selected essays, most of which will be found in our textbook, *The Canon of American Legal Thought* (David Kennedy & William W. Fisher III, eds. 2006). A handful of additional readings will be available at a later date via email. Please be sure to purchase Kennedy & Fisher early enough to do the very important reading assigned for our first class meeting on January 20.

Grades will be calculated in the following manner: 1/3 will be based on class participation; 1/3 will be based on your performance on a series of weekly quizzes; and 1/3 will be based on a final exam, which will be administered from 3:30 to 5:30 p.m. on Wednesday, April 27, our final day of class. (If the timing of the examination presents unforeseen difficulties for you, please let me know ASAP.)

CONTACT INFORMATION AND OFFICE HOURS

I can be reached via email at Michael.Fischl@law.uconn.edu and by phone at 860.670.7173. My regularly scheduled office hours -- in Hosmer 114 on the Law School campus in Hartford -- are Tuesdays and Thursdays from 3:30 to 4:30 p.m., but I live in Storrs and will therefore be happy to meet you instead at a mutually convenient time at Dog Lane Café, Starbucks, or a similarly suitable venue. Finally, please save Wednesday evening April 27 -- immediately following the exam -- for a celebratory end-of-semester dinner at a suitable venue in Storrs (my treat). I look forward to meeting you next month!

SYLLABUS

January 20:
Introduction to the Course (*Canon*, pp. 1-16)

January 27:
Oliver Wendell Holmes, *The Path of the Law* (1897)
Wesley Hohfeld, *Some Fundamental Legal Conceptions as Applied in Judicial Reasoning* (1913)

February 3:
Robert Hale, *Coercion and Distribution in a Supposedly Noncoercive State* (1923)
The Canon of American Legal Thought


February 10:
Karl Llewellyn, *Some Realism About Realism* – Responding to Dean Pound (1931)

February 17:
Lon L. Fuller, *Consideration and Form* (1941)

February 24:

March 2:

March 9:

March 16: Spring Break

March 23:

March 30:
Abram Chayes, *The Role of the Judge in Public Law Litigation* (1976)

April 6:
Duncan Kennedy, *Form and Substance in Private Law Adjudication* (1976)

April 13:

April 20:
The Canon of American Legal Thought


April 27: Final exam

*These readings will be available in .pdf format for download from the course TWEN site.