

Graduate seminars represent an important opportunity for high-achieving, engaged undergraduate students to work intensively in an area of their academic interest and see how they respond to the challenges of graduate-level work. Graduate seminars will have more comprehensive reading lists than are typical in undergraduate classes and involve in-depth, analytical discussion of the theoretical and empirical subjects explored in readings. Graduate seminar papers may give ambitious undergraduates an excellent grounding for undergraduate thesis research and writing, as well as enhance their writing samples for applications to graduate or professional school or applying for fellowships.

If you are interested in adding a graduate seminar to your class schedule, you will need to contact the instructor for a permission number. It would be helpful to the instructor if you provide a little background to your interest – your major, relevant upper-level courses taken, if you are an honors student, and how the seminar would let you build on your previous studies or build toward a goal (your thesis, perhaps). If you're interested in the possibility of doing something, but aren't sure which one, you may get in touch with one of the departmental Honors Advisors <http://honors.uconn.edu/honors-advising/current-advisors/>.

The following departments offer graduate courses that may have seats available to qualified Honors students and other high achieving undergraduates. Students should contact the professor for more information and to request a permission number.

Further details about graduate courses in particular departments are listed below.

- [Anthropology](#)
- [Communication](#)
- [German](#)
- [History](#)
- [Linguistics](#)
- [Political Science](#)
- [Public Policy](#)
- [Sociology](#)

ANTH 5305-027: Anthropology and the Clinical Encounter

Class# 8412, 3 cr, T 2:00-4:45

Instructor: Sarah Willen

Encounters between clinicians and patients – or, more broadly, between people in distress and the healers whose care they seek – constitute an important field of inquiry for medical anthropologists. In this course, we will consider how social scientific concepts and insights can help us make sense of clinical encounters in a variety of settings (e.g., the United States, Canada, Egypt, Japan, Malawi); at multiple levels of analysis, and both within and beyond the bounds of biomedicine.

Key anthropological questions we will engage include, but are by no means limited to, the following:

- How do healers' and patients' perspectives on clinical encounters differ and why?
- How, and why, are power and authority invested in certain kinds of healers but not others?
- How do the power and authority of biomedicine become entwined with other kinds of power and authority, and with what effects?

- How does clinical training shape clinicians' identity and sense of self? How does clinical training vary (i.e., among different kinds of clinicians/healers; between rich and poor countries; etc.)?
- In what ways are clinical encounters ritual moments?
- Under what circumstances does healing take place, and what obstacles can impede it?
- How have medical anthropologists and others in the medical social sciences/humanities sought to improve the dynamics of clinical encounters, and with what effects?

Interested students should contact the course instructor, Dr. Sarah Willen, at sarah.willen@uconn.edu for a permission number.

COMM 5500 Nonverbal Communication

Class #7607, 3 cr. We 6-9

Instructor: Professor Ross Buck, COMM, director of the Emotional Communication Laboratory

The seminar focuses upon the role of nonverbal/emotional communication in social organization and self-regulation, and the roles of affective and rational cognition in communication and persuasion. The seminar will consider the nature of biological emotions and their subjective, expressive, and physiological aspects; the social learning process whereby children learn about feelings and desires via emotional communication; and the consequences when such learning goes awry. Methods of measuring emotional sending and receiving abilities will be considered, as will the measurement of individual- and dyad-level variables in communication; and the seminar will examine the role of emotional communication in political persuasion and the nature of charisma. Students carry out an individual or group research project as part of the seminar, and are responsible for weekly questions/summaries of the readings and a final report and paper.

This graduate seminar may be regarded as a substitute for COMM/PSYC 4500 (confirm this with your major advisor) and an opportunity to extend your study for Honors students who have taken the undergraduate Nonverbal Communication. The size of the small course (5-10 students) will give ample opportunities for reading and research papers to be tailored to your particular interests in the field of study.

Recommended preparation: a research methods course (COMM 2000Q or PSYC 2100Q/WQ would be excellent preparation, but another social science methods course would be suitable); at least one other upper-level COMM or PSYC course). The opportunity would be particularly relevant to Communication, Psychology, Cognitive Science, Political Science, Education, and Management majors, as well as other interested students.

Please contact Professor Buck (ross.buck@uconn.edu) for a permission number; provide him with a brief summary of your academic studies (GPA, major(s), expected year of graduation, and the basis of your interest in the class).

GERM 6460-001/CLCS 5317 (Studies in Comp. Culture). Modernism and the City

Class# 13245, Tu 4-6:45

Instructor: Brian Jones

Description: This course will examine how the development of Modernism is closely linked to the rise of the modern metropolis. We will consider such themes as the perception of space and time, the changing face of both the home and the workplace, and the parallels between utopian and dystopian visions of the future city. Our focus will be the German-speaking world, where we will draw on a diverse body of material from the fields of art, architecture, literature, and the social sciences. **Contact**

brian.d.jones@uconn.edu for a permission number.

History Courses

If you're interested in the possibility of taking a history graduate seminar, but aren't sure which one, you may get in touch with one of the departmental Honors Advisors, Professor Robert Gross (Robert.Gross@uconn.edu) or Professor Mark Overmyer-Velazquez (Mark.Velazquez@uconn.edu); or with the Director of Undergraduate Studies in History, Professor Sherri Olson, for general advice: Sherri.Olson@uconn.edu, tel: 860-486-3552. This opportunity is of particular interest to History or American Studies majors, but may also be appropriate for majors in other Humanities or Social Science disciplines.

History 5195-001 History of Reading

Class # 11185, W 2-5

Instructor: Robert Gross

Description: Does reading have a history? Do we read differently in the digital era than did our predecessors in past ages of manuscript and print? How important has reading been, compared to other forms of communications, as a means of obtaining information, sharing ideas, expressing authority, enforcing or resisting power, and forming individual and collective identities in the societies of the Americas and Europe? This course will explore these questions through the path-breaking scholarship of such figures as Robert Darnton and Anthony Grafton for Europe in the early modern period and the eighteenth century and as David D. Hall, Mary Kelley, and Janice Radway for early America and the United States. Following this historiographical review, the course will shift focus to conduct collaborate exercises in investigating specific sources for the history of reading, such as the diaries and correspondence of ordinary men and women in nineteenth-century New England, the catalogs and circulating records of public libraries, and the uses of books and the representations of reading in various genres (e.g., novels, reform literature, instructional manuals, evangelical tracts) and among diverse groups (slaves and freedmen, women, the laboring classes). Each student in the seminar will be expected to write a 20-page research paper, based on primary sources, at the end of the term. This course is designed to serve the interests of graduate students in social, cultural, and intellectual history and in a variety of literary studies.

History 5195-003 Human Rights and American Exceptionalism

Class # 11907, Tu 1-4

Instructor: Carol Anderson (Visiting Gladstein Professor of Human Rights)

Description: This research seminar will analyze the factors shaping the U.S. response to human rights policy, both domestically and internationally. Students will research, write, and present a paper in American Human Rights Policy. Also offered as HRTS 5899. Professor Anderson is the Visiting Gladstein Professor of Human Rights in Spring 2013.

History 5316-001 Topics in Medieval History — Saints and Relics: Hagiography and the Holy Living Dead in the Middle Ages

Class # 6815, Th 12:30-3:30

Instructor: Simon Yarrow,

Description: This seminar shall consider medieval saints and their relics through an examination of examples of hagiography, a genre of 'writing about the holy' that endured and proliferated throughout the middle ages. Accounts of the lives of saints and the posthumous power of their material remains gave hagiographers a medium through which to reflect upon the power of charisma, memory, sacred objects and ritual in the lives of their lay and monastic contemporaries. Our chief task will be to explore the historical, rhetorical and polemical contexts that shaped and were shaped by examples of these texts selected from the late antique period to the high middle-ages. We shall examine along the way the

classical origins of this genre in pagan biographical literature, the challenges to historical interpretation that hagiography pose, compared with other medieval narrative genres such as history, the role that these texts play in articulating and transmitting ideas and values among diffuse communities and institutions, and whether relics and sacred objects themselves might provide alternative vehicles for such processes of cultural transmission. Professor Yarrow is a Fellow at the Humanities Institute.

History 5475-001 Histories of the Body: European Perspectives Since 1500

Class # 11182, Tu 1-4

Instructor: Sylvia Schafer

Description: How has the human body been constituted as a place where history happens? What is at stake in writing histories of "the body"? This course explores how historians and other scholars have treated the many ways bodies have come to matter in the European imagination since 1500. Topics may include: the body as a site of law and sovereign power; sexed bodies; bodies in social and political metaphor; the government of life and death; and the history of racialized bodies. Students will read a variety of texts, including primary sources and scholarly writing from across the humanities.

History 5565-001 Topics in the History of Urban America

Class #11183, W 2-5

Instructor: Peter Baldwin

Description: This seminar will explore ways in which historians have interpreted the physical space of the urban United States. We will consider how urban space has been seen as an expression of – as well as an influence on - society, politics and culture. Topics include suburban sprawl, public health, sex districts, downtown development, geographies of race and gender, and the role of public space in public discourse.

History 5630-001 Historical Development of the Caribbean

Class # 11184, Th 1-4

Instructor: Melina Pappademos

Description: This seminar introduces major themes and debates of Caribbean history. It takes as its point of departure current debates on the region's social, political, and economic development. Using both classic essays and major texts in history, anthropology, and literature it will explore some of the central topics of Caribbean historiography, which may include slavery, colonialism, independence movements, state formation, nationalism, race, and US regional involvement from a variety of approaches and perspectives. The seminar also queries Caribbean modernity, political culture, cultural production, and globalization. We will question the intellectual and political value of a Caribbean, regional paradigm, as well as the presumption that the histories and processes of the islands flow primarily from imperial and lingual divides.

LING 6120 Acquisition of Meaning: Semantic and Pragmatic Conceptual Development

Class # 11463, Th 9-12

Instructor: Kate Davidson

Description: This course is a graduate-level introduction to a variety of topics in the acquisition of semantics and pragmatics, i.e. how we acquire the logic of language and how we learn what each other are trying to say. We will read formal linguistic papers as well as experimental psycholinguistic studies, with the ratio of these varying depending on the issue at hand. Topics will include implicatures, focus, number words, event structure, quantifier scope, cross-linguistic differences in disjunction, and the acquisition of meaning in sign languages. Because many of these papers involve experimental studies, we will also spend a portion of each class in a hands-on discussion of methods of experimental design and analysis.

Graduate level language acquisition courses are not a prerequisite, but students should have some familiarity with formal semantics (linguistics students) or developmental psychology (psychology students) at an advanced level.

Course requirements and final grades will be based on in-class presentation of journal articles and on writing a final paper, which may be either a proposal for an experiment or research on a topic of the student's choice in semantics, pragmatics, and/or language acquisition.

Please contact Kate Davidson (kathryn.davidson@uconn.edu) with any questions about the course.

POLS 5410: Black Feminist Theory and Politics

Class # 10055, 3 cr, M 6:30-9:00 pm

Instructor: Evelyn Simien

Despite the emergence of the study of women and politics within the discipline of political science, efforts to transform the curriculum and integrate perspectives of African American women have met with limited success. Few political scientists have written books and journal articles about African American women as political actors—candidates for elective office, grassroots organizers, party activists, voters, or partisan, ideologically engaged citizens—when African American women have a long history of actively participating in politics via anti-slavery networks, civil rights organizations, and black feminist collectives. This course draws a material link between those who have written about African American women as political actors and those who have engaged in black feminist theorizing—e.g., Patricia J. Williams, Patricia Hill Collins, bell hooks, Ange-Marie Hancock, Kimberle Crenshaw, Kimberly Springer, Dorothy Roberts, Regina Austin, Beth Ritchie, Angela Y. Davis, Audre Lorde, Barbara Christian, Evelyn Brooks Higginbotham, Hazel Carby, Anne DuCille, among others. Through critical examination of the character and dynamics of major philosophical and theoretical arguments contesting race, class, gender, and sexual oppression, we hope to arrive at some critical understanding of how interlocking systems of oppression uphold and sustain each other in contemporary American politics.

LEARNING OBJECTIVES

My teaching philosophy promotes **THREE** main objectives, which are outlined below:

FIRST, I want students to develop concrete research and writing skills. I will pose questions, provide specific suggestions, and make constructive criticisms for the purpose of improving both writing and interpretative skills.

SECOND, I expect students to recognize the variance in power associated with multiple group identity. More specifically, I require that students take an in-depth look at experiences determined by race, class, gender, and sexual dynamics evidenced in the lives of individual activists. Through careful examination of new and recent scholarship, students acquire the skills necessary to make keen observations about structural, political, and representational intersectionality via illustrative examples.

THIRD, I insist that students become active, participatory learners. I promote active learning via class dialogue, peer review, short writing assignments, film viewing, and instructional technology. The ability to relate knowledge derived from a rich array of sources and draw interesting conclusions is an asset for students who aspire to think analytically, critically, and independently about interdisciplinary research.

Public Policy Courses

The Department of Public Policy is based in West Hartford, but teaches both in West Hartford and at Storrs. Several graduate seminars taught on the Storrs campus may interest Honors students. Honors students may contact the director of the MPA Program, Professor Bill Simonsen (William.Simonsen@uconn.edu) to request a permission number: make clear that you are an Honors student, outline your relevant background and/or experience, and very briefly explain your interest in taking the course.

PP 5327 Analysis for Management Decision Making

Instructor: Beth Neary, Public Policy

3 credits. Tu 5-7:30 PM. Class #8893.

Analytic approaches to decision making in a public management environment.

(Meets with PP 3098-002. Honors students may request permission to take the graduate section and earn Honors credit.)

PP 5344 Social Policy

Instructor: Erin Melton, Public Policy

3 credits. Mo 5-7:30 PM. Class #11892.

Examination of the concepts and principles of public policy analysis, with applications to important social issues. (Meets with PP 4034. Honors students may request permission to take the graduate section and earn Honors credit.)

PP 5361: Theory of Public Organization

Class # 11890, W 5-7:30

(Meets with PP 3098-001. Honors students may request permission to take the graduate section and earn Honors credit.)

Instructor: Erin Melton

Description: This course invites students to consider how contemporary ideas of public service are grounded in historical theories of administration. From its inception, public administration has been concerned with particular themes such as the improvement of government performance, demands to do more with less, and the relationship between bureaucracy and democracy. Because the twenty-first century calls for solutions to a new set of problems and perspectives, this course acknowledges that the field of public administration is constantly changing. The course involves multiple tools for student learning including lectures, debates, and discussion. Upon completion, students will be able to diagnose and provide solutions to challenges of public organizations. Additional benefits include the development of critical thinking and writing skills, particularly in politically relevant ways, making the course useful for students across disciplines. **Contact Valerie Rogers at valerie.rogers@uconn.edu for a permission number.**

SOCI 5001 Proseminar

Class # 4801, 1 cr, Day & Time TBD

Professor: Michael Wallace

This is the second course of a two-course sequence for first-year graduate students. In this course, we will have weekly visits by members of the sociology faculty in which they describe their research interests, the courses they teach, and their approach to mentoring graduate students. This is an opportunity for students to get to know the faculty and to ask questions about their interests and their approach to sociology.

SOCI 5203 Quantitative Research I

Class # 6387, 3 cr, M 3-5:45

Professor: Mary Bernstein

The aim of this course is to give students a strong understanding of multiple regression and correlation analysis, path analysis, and factor analysis. This course assumes an understanding of basic statistical concepts, including descriptive statistics, 2-variable contingency tables and measures of association, correlations, tests of significance and T-Tests. This course will build on these basics to explore more sophisticated multivariate statistical techniques. Students will conduct original research based on a survey dataset. They will conduct a literature review, create specific research questions which they will then analyze using their datasets. The related goal of this course is for students, working with myself and the TAs to produce a publishable paper.

SOCI 5895 Investigation of Special Topics – Neighborhood Inequalities

Class # 11646, 3 cr, F 12:30-3:15

Professor: Mary Fischer

This course examines neighborhood inequality in the United States. We will begin with the history of racial residential segregation, discussing its roots in federal housing policies prior to the Fair Housing Act of the 1968 and the mechanisms that serve to perpetuate racial segregation over time. We will then discuss the increasing importance of place in outcomes for children and other related consequences of racial residential segregation (health, job opportunities, wealth inequality, etc.). The course concludes with an examination of the current foreclosure crisis and its disparate impact on minorities and minority communities. This is a particularly good follow-up for students who have had Professor Deener's Urban Sociology seminar, but having taken his course is not a pre-requisite for this course.

SOCI 6005 Advanced Topics in Sociology – Human Rights

Class # 11647, 3cr, M 12-2:45

Professor: Bandana Purkayastha

This course offers a sociological perspective on human rights, with a specific emphasis on power inequalities and people's struggles, successes and losses as they attempt to claim human rights. We will examine diverse human rights struggles across the world in order to understand how people have understood and claimed human rights differently as they built lives of human dignity. We will pay particular attention to human rights struggles within the US, India, and South Africa. We will read selections from the rapidly growing corpus of writings in these countries to extend our understanding of political, civil, economic, social and cultural human rights frames, claims, conflicts, and relative successes in a globally connected world.

Objectives: Develop a critical understanding of diverse current sociological literature on human rights. Develop a publishable quality paper on human rights.

Professor Purkayastha is the Co-editor of Human Rights in the US (2011), Human Rights: Voices of World's Young Activists (2012), and the Human Rights Series Editor for Frontpage Publications (London/Kolkata).

SOCI 6205 Advanced Topics in Quantitative Methods -- Multilevel Modeling of Longitudinal Data

Class # 11648, 3 cr, M 12-2:45

Professor: Jeremy Pais

This course will cover two substantive areas of statistical analysis that are often of interest to social scientists: (a) the modeling of hierarchical/clustered data, and (b) the modeling of data that is collected over time. Examples of hierarchical data structures include individuals clustered within families and families clustered within neighborhoods. Examples of data collected over time include longitudinal studies that follow individuals over their life course (e.g., the National Longitudinal Study of Youth and the Panel Study of Income Dynamics). By covering statistical methods that span the literatures on multilevel and longitudinal data analysis, this course provides an efficient means of learning how to

handle two common forms of data dependence. Not only does data dependence require special attention to prevent statistical estimators of effects (e.g., OLS) from being inefficient, biased, and inconsistent; data dependence is also an interesting phenomenon worthy of inquiry in its own right. This course will teach researchers how to handle dependencies that arise when data are clustered and/or temporally ordered and will provide examples of the types of social science research questions addressed by data dependencies of this sort.

The task of covering these two major areas of statistical analysis during a semester long course is greatly simplified by the fact that longitudinal studies generate data that are multilevel in nature. That is, longitudinal data is a type of multilevel data. In longitudinal studies, individuals are observed repeatedly over time, and thus their repeated measures are nested within the individuals themselves. This characteristic of longitudinal data facilitates a fluid transition of course material—from the basic two-level hierarchical design, to random coefficient models of individual change, to modeling contextual determinants of individual change over time—within a unified and intuitive framework. This framework also provides ample opportunity to cover conventional approaches to panel data analysis, as well as more advanced aspects of multilevel modeling, such as cross-classification and the use of alternative variance-covariance structures.

The goal of this course is to provide students with the necessary theoretical understanding underlying a powerful set of statistical tools, and importantly, students should expect these tools to be demonstrated in an applied research setting. This means that I will provide empirical examples with the corresponding computer code for most, if not all, procedures covered in this course. Interpretation of the effects will be strongly emphasized throughout the course. Students are expected to adapt classroom examples to their own original multilevel/longitudinal research project on a substantive area of interest.

SOCI 6231 Qualitative Research II

Class # 5724, 3 cr, W 12-2:45

Professor: Nancy Naples

This course is part two of a year-long sequence designed to train students in the variety of qualitative methods used in the field of sociology. The year-long course has four primary goals: (1) to provide a broad introduction to theory and practice of sociological methodologies, (2) to improve your ability to identify the appropriate qualitative methods for particular research questions; (3) to give you experience in the design and implementation of qualitative research; and (4) to produce an original research paper for a conference presentation, publication and/or that will advance your thesis or dissertation. During the second part of the course, students will concentrate on analysis of the data already gathered and identification of additional data and background information (including relevant literature) needed to complete the research project. This course will emphasize the relationship between epistemology, methodology and method begun in the fall semester. We will also discuss contemporary debates in qualitative methodology and critical perspectives including feminist, Third World and post-colonial approaches to sociological research. Given the focus to ethnography in the first part of the course, we will concentrate on the following in this second half of the course: interviewing, the case method, extended case method, institutional ethnography, narrative analysis, discourse analysis, content analysis, policy analysis, applied research, and activist research. The readings for the course are designed to assist you in locating your own work within the larger sociological tradition.

SOCI 6251 Current Theory and Research

Class # 7087, 3 cr, Th 3:30-6:15

Professor: Claudio Benzecry

This course offers an introduction to contemporary sociological theories including exchange theory, structuralism, functionalism, phenomenology, symbolic interactionism, ethnomethodology, dramaturgical

theory, marxism, critical theory, the theory of practice, post-structuralism, feminism, social studies of science and actor network theory. This seminar presents a tasting menu that will, I hope, provide at least superficial literacy and equip you to probe more deeply the ideas and approaches that you find most stimulating and useful. Since we will link discussion of contemporary theories with classical sociological thought, all students enrolled in this class should be familiar with the principal ideas of the classical theorists, Marx, Weber, Simmel and Durkheim. We will emphasize close readings of the assigned texts, class discussion and student presentations rather than lectures to enhance each student's ability to conduct independent theoretical analysis.

SOCI 6275 Advanced Topics in Culture -- Globalization, Circulation, and Transnationalism

Class # 6275, 3 cr, Tu 3:30-6:15

Professor: Claudio Benzecry

Globalization is a controversial concept and one that is difficult to study empirically. This course looks at a range of qualitative approaches to concepts such as globalization, transnationalism and cultural circulation. The research we will read looks specifically at globalization in a myriad of ways. While we'll start by reading some of the key theoretical treatises (Harvey, Beck, Baumann, Urry, Auge), the class will focus mostly on how to properly conceptualize the phenomena in actual research. We are going to do this in five different ways: a) by reading works that have specified how to study globalization methodologically (Brubaker, Clifford, Appadurai, Burawoy); b) by reading works that have challenged common sense conceptions of what globalization is (Brenner and Theodore; Abu Lughod; Wallerstein; Benedict Anderson; Gilroy) or specified through conceptual refinement how it operates (Sassen, Castells, Knorr Cetina; Zaloom; Appadurai again); c) by engaging with literature that has specified the relationship between the global and the local (Robertson; Ash and Thrift; Molotch, Scott; Garcia Canclini) or re defined it as transnationalism (Sklair; Smith; Stoller); d) by analyzing thorough research on the global transformation or the cultural circulation of a particular product (sugar; cotton; cocaine; fish; pharmaceutical experiments; bananas; clothing; medical and architectural knowledge).

These works are also concerned with broad themes of culture, identity, and social reproduction; because of that we will also be discussing what are the politics of the global, looking at literature on global governance (Babb; Chorev; Eyal; Goldman); outsourcing (Nadeem; Salzinger); and the role of NGOs (Ferguson; Tsing; Thayer; Burawoy).

The course has five parts and is organized according to both a chronological and conceptual progression. In the first two weeks, we will be discussing the dominant approaches to globalization as a contemporary condition and diagnostic; aim to disassemble these by reading texts that point to previous moments and spaces of circulation outside the national sphere as well as by reading methodological work on how to study it. In the second section, we will refine how globalization operates by looking at literature on flows; scapes; and networks. The third section turns to issues of localization and the relationship between the local, the regional and the global scale in the production of culture. The fourth one looks at how things (commodities, raw materials, ideas) travel. Finally, we will be reading work that attempts to bring the global and politics together.