GENERAL EDUCATION COURSE ENHANCEMENT GRANT COMPETITION

1. **Principal Investigator Name(s) and Academic Title(s):** Dr. Glenn Mitoma, Assistant Professor of Human Rights and Curriculum and Instruction, Director of the Thomas J. Dodd Research Center

2. **Email Address(es):** glenn.mitoma@uconn.edu

3. Is this a new course or a currently existing course? **New Course**

4. List the course title and course number of the proposed/enhanced course and name of the sponsoring department or program. **HRTS 2XXX: Introduction to Genocide Studies**

5. **Describe your project and the work that will be done during the grant period** on course content, course design, and/or teaching approach. **Provide a clear statement of the objectives of the project in terms of student learning.**

The proposed project will develop an interdisciplinary introduction to the study of genocide as an historical, legal, social, political, and conceptual phenomenon. The course will serve as a core course in the growing Human Rights Major/Minor, and serve to enhance the more specialized genocide and Holocaust studies courses at the University.

During the grant period, the PI will research and design a critical, interdisciplinary, and integrated course aligned with international best-practices for student learning in genocide education. Research will include the collection and analysis of syllabi for similar courses from peer and aspirant institutions, as well as from universities with robust human rights and genocide studies programs. Alongside the syllabi collections and analysis, the PI will also review standards and principles of genocide and Holocaust education as articulated at the state (e.g. the Connecticut Holocaust Education Advisory Committee), national (e.g. United States Holocaust Memorial Museum), and international (e.g. UNESCO) levels. Informed by this research, the course will be designed to incorporate:

- critical approaches to genocide studies that provide students opportunities to understand genocide in historical, cultural, political, and social context, and to analyze various associated phenomena (discrimination, marginalization, colonization) through the ‘lens’ of genocide;
- varying disciplinary methods and approaches; and
- integrative opportunities that emphasize the fundamentally anti-genocide purpose of the course and allow students to contribute to and/or develop practical efforts commemorate, advocate, or prevent the perpetration of genocide.

Aligned with the critical, interdisciplinary, and integrative grounding of the course, the objectives for student learning encompass areas of knowledge, skills, and values. While precise student learning objectives will be articulated during the course design process, they are likely to encompass the following:

- Students will demonstrate knowledge and understanding of how and why particular genocides have occurred, with reference to the key historical, political, and social contexts.
• Students will analyze social and psychological factors that enable or constrain genocide.
• Students will apply their knowledge to the world outside the classroom to identify contemporary impacts or risks of genocide.
• Students will apply their knowledge to the world outside the classroom to commemorate, advocate, or prevent the perpetration of genocide.
• Students will develop empathy for victims or targets of genocide.
• Students will foster the respect for diversity, common humanity, and justice.

6. How do you intend to evaluate project objectives once the course, as proposed, is offered? Please identify intended learning outcomes and assessment tools.

Once the course is operative, the project will be evaluated in the following ways:
• Student assessments: For knowledge learning outcomes, students will participate in formative assessments, including journals and class wikis, and summative assessments, including short essays and action projects. For skill learning outcomes, students will participate in collaboratory applied projects, such as designing a memorial, with both formative and summative components. For values learning outcomes, students will participate in formative assessments, including dialogues, journals, and reflective essays.
• Student feedback: Course efficacy will also be evaluated through ongoing student feedback, including informal mid-semester student evaluations and customized SETs.
• Peer review and feedback: Peer faculty from the human rights program will be invited to periodically observe and provide feedback on class sessions.
• Community stakeholder feedback: Regular formal and informal feedback will be sought from community stakeholder partners (e.g. Mashantucket Pequot Museum and Research Center, Voices of Hope) involved in the applied learning aspects of the course.

7. Describe how the course will fit into UConn’s General Education curriculum. (The General Education guidelines can be found at: http://geoc.uconn.edu/geoc-guidelines/) How will the course serve the broad goals of UConn’s General Education program (flexibility in thinking, foundations for learning at UConn and later in life, critical analytical skills, etc.)?

The interdisciplinary and applied nature of the course will support the “intellectual breadth and versatility” of students. The critical approaches will allow students to develop “critical judgement” and build “awareness of their era and society” through applying a genocide ‘lens’ to local, national, and international contexts. The explicit anti-genocidal values animating the course will foster “moral sensitivity” and a consciousness of and respect for “the diversity of human culture and experience.” Finally, the course’s emphasis on student action against genocide will provide an opportunity to develop and test their “working understanding of the processes by which they can continue to acquire and use knowledge (emphasis added).” While courses in particular aspects of genocide are offered in various departments throughout the University, there is currently no foundational course offered in this essential field of study.

8. For which content areas (CA1-4), competencies (W, Q), or literacies (Environmental – E) will the course be proposed and how will it address the specific criteria for courses in these content areas and/or competencies?
CA2: This course will provide an introduction to a key theme—genocide—across a variety of scientific fields, including political science, sociology, psychology, anthropology, and law. As a force in history and society, genocide has shaped how individuals, groups, and institutions interact and influence one another and the natural environment. The social issues of race, class, gender, political and economic power, and cultural contact are at the core of genocide, and students will be provided tools to understand the complicated origins, operation, and impact at the individual, local, national, and international level.

CA4: Fundamental to the perpetration of genocide is the rejection of diversity and the destruction of multiculturalism. This course is antithetical to genocidal thinking and works to ensure the commemoration and living legacy of victims and targets of genocide (often minority cultures), at the same time it considers ways of building shared societies in the aftermath of genocidal violence.

9. How will the course add to and/or enhance existing course offerings? If applicable, which of the areas targeted by this year’s competition does it address? Does it fill other important gaps? How does it compare to current offerings or pedagogy? What will be distinctive about the course?

As an introductory course, this will provide a foundation for the other specialized courses addressing genocide and genocide related topics. It also addresses the target area of Integration, not only through its interdisciplinarity, but by providing authentic learning opportunities in genocide commemoration, advocacy, and prevention. Currently, the absence of an introductory course is genocide is a gap in our otherwise robust human rights curricula, and it also allows for better integration with the recent statewide mandate that genocide and Holocaust education be included in K-12 schooling*. This course will be more accessible and interdisciplinary than current upper-level courses covering genocide in ANTH, ENGL, HIST, and HRTS. It will also be distinguished by its objectives that promote not only learning about genocide, but practical strategies against genocide.

10. How will your course serve as a model to assist others in their efforts to improve the general education curriculum?

This course will serve as a model for integrative general education courses that seek to approach critical topics of public concern from an interdisciplinary perspective and provide students with opportunities to apply their knowledge in authentic ways.

11. Is your proposal linked to any others being submitted in this competition? No
12. Has this course even been submitted for this grant in the past? No
13. Has this course been funded by this grant in the past? No
14. Has this course or will this course be funded by any other non-departmental source, e.g. CETL grant, non-university grants, etc? No
15. N/A

* This course will be an excellent candidate for the UConn Early College Experience concurrent enrollment program.
2018-19 GENERAL EDUCATION ENHANCEMENT GRANT COMPETITION

Proposer’s Name(s) _Glenn Mitoma________________________

Proposal Title _HRTS 2XXX: Introduction to Genocide Studies
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<th>Fiscal 2019</th>
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* Buyout: Funds can be used to pay an adjunct to teach a class normally taught by full-time faculty member during the Spring semester so that the faculty member can devote time to course development.
** The 2019 Fiscal Year fringe rate for Special Payroll summer salary is currently 23.6%. (See [http://budget.uconn.edu/fringe-benefit-rates/](http://budget.uconn.edu/fringe-benefit-rates/))

Justification:

The requested budget represents expenditure for two weeks of PI summer salary. This period will provide time necessary to:

1) collect and analyze available syllabi from various peer and aspirant institutions, as well as from universities with robust human rights and genocide education programs;
2) identify and review relevant guidelines produced by authoritative entities for content, pedagogy, and assessment/evaluation best-practices;
3) identify and engage with possible organizations or entities interested in serving as community partners for student projects; and
4) design and draft course syllabus, learning materials, and curriculum action request form.

The work will commence after the end of the Spring 2019 semester and be completed prior to June 30, 2019.