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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 10/26/2015

Current Prefix and Number: GWS - Gender &amp; Women's Studies, GWS 250 SOCIAL MOVEMENTS

Other Course:

Proposed Prefix and Number: GWS 250

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Global Dynamics

**1. General Information**

a. Submitted by the College of: ARTS &amp; SCIENCES

b. Department/Division: Gender and Women's Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Srimati Basu

Email: srimati.basu@uky.edu

Phone: 8592574372

Responsible Faculty ID (if different from Contact)

Name: Charlie Zhang

Email: charlie.zhang@uky.edu

Phone: 8592576681

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SOCIAL MOVEMENTS

Proposed Title: Social Movements

c. Current Transcript Title: SOCIAL MOVEMENTS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

**2i. Current Course Description for Bulletin:** This course examines women's social movements across at least three different cultural/national world areas, including key theories that explain the origins, strategies, and success of women's social movements. In this course, we critically analyze case studies from different parts of the world to understand how social movements work on the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to, structures of gender, race, ethnicity, class, and sexuality.

**Proposed Course Description for Bulletin:** This course takes you through some ways in which people have organized themselves around local, national, and international issues pertaining to gender. We engage key theories that explain the origins, strategies, and success of different forms of social movements across the world. We also critically analyze case studies from different parts of the world to understand how social movements work on the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to social structures of gender, race, ethnicity, class, and sexuality. This course is required for undergraduate GWS majors and minors.

**2j. Current Prerequisites, if any:**

Proposed Prerequisites, if any:

**2k. Current Supplementary Teaching Component:**

Proposed Supplementary Teaching Component:

**3. Currently, is this course taught off campus? No**

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CAMA239|Carol A Mason|GWS 250 CHANGE Dept Review|20151027

SIGNATURE|ACSI222|Anna C Harmon|GWS 250 CHANGE College Review|20151125

SIGNATURE|JMETT2|Joanie Ett-Mims|GWS 250 CHANGE UKCEC Review|20160418

SIGNATURE|JMETT2|Joanie Ett-Mims|GWS 250 CHANGE Undergrad Council Review|20160418

SIGNATURE|TMUTE2|Tad Mutersbaugh|GWS 250 CHANGE UKCEC Expert Review|20160418

## Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

## Attachments:

[Browse...](#)

Upload File

ID	Attachment
Delete 5647	Global Dynamics Course Review Form-GWS 250.docx
Delete 6664	GWS 250-Syllabus 2016 Fall-Revised Version.pdf

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

Current Prefix and Number:	GWS - Gender & Women's Studies GWS 250 SOCIAL MOVEMENTS	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	GWS 250
What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which dk change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a ch course content or emphasis, or which is made necessary by the significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of: ARTS & SCIENCES		Submission Date: 10/26/2015	
b. Department/Division:		Gender and Women's Studies	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>			
e.* Contact Person Name:		Srimati Basu    Email: srimati.basu@uky.edu    Phone: 8592574372	
* Responsible Faculty ID (if different from Contact)		Charlie Zhang    Email: charlie.zhang@uky.edu    Phone: 8592576681	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR    Specific Term: <sup>2</sup>	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed change affect DL delivery.			
b. Full Title:		SOCIAL MOVEMENTS      Proposed Title: *      Social Movements	
c. Current Transcript Title (if full title is more than 40 characters):		SOCIAL MOVEMENTS	
c. Proposed Transcript Title (if full title is more than 40 characters):			
d. Current Cross-listing:		OR	

	<input type="checkbox"/> N/A		Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>					
<b>Current:</b>	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. St
	Clinical	Colloquium	Practicum	Research	Residence
	Seminar	Studio	Other	Please explain:	
<b>Proposed: *</b>	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. St
	Clinical	Colloquium	Practicum	Research	Residence
	Seminar	Studio	Other	Please explain:	
<b>f. Current Grading System:</b>		ABC Letter Grade Scale			
<b>Proposed Grading System:*</b>		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
<b>g. Current number of credit hours:</b>		3	<b>Proposed number of credit hours:*</b>		3
<b>h.* Currently, is this course repeatable for additional credit?</b>					<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>* Proposed to be repeatable for additional credit?</b>					<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>If YES:</b>		<b>Maximum number of credit hours:</b>			
<b>If YES:</b>		<b>Will this course allow multiple registrations during the same semester?</b>			<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>					
This course examines women's social movements across at least three different cultural/national world areas, including key theories that explain the origins, strategies, and success of women's social movements. In this course, we critically analyze case studies from different parts of the world to understand how social movements work on the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to, structures of gender, race, ethnicity, class, and sexuality.					
<b>* Proposed Course Description for Bulletin:</b>					
This course takes you through some ways in which people have organized themselves around local, national, and international issues pertaining to gender. We engage key theories that explain the origins, strategies, and success of different forms of social movements across the world. We also critically analyze case studies from different parts of the world to understand how social movements work on the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to social structures of gender, race, ethnicity, class, and sexuality. This course is required for undergraduate GWS majors and minors.					
<b>j. Current Prerequisites, if any:</b>					
<b>* Proposed Prerequisites, if any:</b>					
<b>k. Current Supplementary Teaching Component, if any:</b>					<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/>
*	<i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, explain and offer brief rationale:	
6.	<b>Course Relationship to Program(s).</b>	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES <sup>2</sup> , list the program(s) here:	
6.	<b>Information to be Placed on Syllabus.</b>	
a.	<input type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G- or 500-level</b> course you must send in a syllabus and you <i>must include the differentiation</i> between undergraduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** GWS 250 Social Movements

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

From week 3 to week 6, students will read and discuss materials that engage the change of the socio-historical backgrounds from the end of the World War II to the new age of globalization, and the different forms of social movements that took place during this time period across the world.

Brief Description:

These assignments and activities provide students an opportunity to explore how different forms of collective resistance are developed through identities to address concrete social inequalities related with these identities. Through the discussions and readings, students can develop a contextualized and grounded knowledge of the social system of race, gender, class and sexuality and its relationship with broader socioeconomic and political changes.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Reaction Paper #2 requires students to reflect on how the class reshapes their understanding of a social movement, and human societies in general through the lens of the social structures of gender, race, class, and sexuality. It also requires students to discuss how they will apply this knowledge in their future academic/professional career.

Brief Description:

This reaction paper is a personal reflection on how students develop the critical understanding of the complex social system of inequalities. This personal reflection also builds the intellectual foundation for their future civic engagement with the local, national and transnational communities that can lead to positive social change.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

At the end of week 8, student groups will have a debate about a recent social issue related with gender/race/sexuality.

Brief Description:

By assigning students to the competing sides of a recent social issue, this activity provides them an opportunity to fully evaluate the ethical dilemmas, conflicts and contradictions that emerge from this



social issue. This also helps them develop the critical analytical capacity to fully evaluate controversial issues before making decisions and taking actions.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

The final group project requires students to produce a research project about a social movement related with gender, race, class, and/or sexuality, preferably outside the US, which is not covered in class.

Brief Description:

According to the requirement, in this project each student group needs to develop analysis building on the following questions: 1) what is/are the issue(s) that the chosen social movement responds to; 2) the history of this/these issue(s); 3) how is it/are they related to the social structures of gender, race, sexuality, class, and/or nationality, etc.; 4) what strategies do organizers utilize to create activities and empower their communities to address these issues; 5) how these strategies are built on/informed by the categories of gender, race, sexuality, class, and/or nationality, etc.; 6) what strategies are successful and what are not, and why? The student groups are also required to create a wordpress website for their project. In this regard, this project encourages students to develop an in-depth research project about a society by looking at a particular social movement that happened in this context.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

In week 14, students will watch a documentary, God Loves Uganda that explores how the increasing homophobic culture, hate crime, and statist punitive practices against LGBTQ groups in Uganda are informed by and related with the evangelical christian expansion in the area.

Brief Description:

By viewing this film, students have an opportunity to see how the local structures of kinship and ethnicities and the state system in Uganda interact with the global evangelical christian outreach to create new forms of social control and domination.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

In week 8, students will watch a documentary, The Shape of Water that engages women's movements to struggle with the environmental damage afforded by the globalized agricultural industries, protect the biodiversity, and challenge the genital mutilation of women.

Brief description:

This film traces the changes that impact people's daily life, such as water crisis, environmental pollution to broader structural transformations from a transnational perspective. By showing how women take an active role in fighting against these changes, this film also provides students a lens to understand the power dynamics and resistance on a daily basis.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

In addition to their final presentation, each student group is also required to develop a research paper based on the critical analysis of the social movement they choose.

Brief description:

Different from their final presentation, this group paper is focused on the critical analysis of the social movement that they choose to investigate, which will be open to the public through the wordpress website they create for their project.

The non-US focus constitutes at least 50% of the course.

Brief Description:

The non-US focus constitutes at least 65% of the course. One of the three assigned books, *Global Feminisms since 1945: Rewriting Histories* introduces students to a wide variety of women-led social movements across the world. Another assigned book, *The Subsistence Perspective: Beyond the Globalised Economy* explores the ongoing process of globalization through the lens of gender and class in India, Bangladesh, Germany and other places. Half of the journal articles assigned for the class address the non-US contexts as well.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

In addition to the final presentation, each student group is also required to develop a research paper based on the critical analysis of the social movement they choose.

Brief description:

In this project, each student group is required to incorporate at least five academic sources into their paper in addition to the materials used in this class. This assignment encourages students to locate resources through libraries and/or online database to develop their own project.

Reviewer Comments:

**The University of Kentucky**  
**Department of Gender and Women's Studies**  
**GWS 250: Social Movements**  
Fall 2016  
3 Credit Hours  
MWF, 11:00-11:50 am  
Chemistry & Physics Building, 103

**Instructor:** Dr. Charlie Yi Zhang  
**Office:** 208 Breckinridge Hall  
**Office Telephone:** 859-257-6681  
**E-mail:** [charlie.zhang@uky.edu](mailto:charlie.zhang@uky.edu)  
**Office Hours:** F 12:00-12:50 pm, MW 2:00-3:00 pm, or by appointment

**I. Course Description:**

This course takes you through some ways in which people have organized themselves around local, national, and international issues pertaining to gender. We engage key theories that explain the origins, strategies, and success of different forms of social movements across the world. We also critically analyze case studies from different parts of the world to understand how social movements work on the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to social structures of gender, race, ethnicity, class, and sexuality. This course is required for undergraduate GWS majors and minors.

**II. Course Learning Outcomes:**

After taking this course, students will be able to:

- 1) Comprehend gender and social movements at the local, national, and transnational level in contemporary and historical contexts.
- 2) Describe various types of social movements and the reasons why women and men have joined social movements.
- 3) Explain the ways that women and men engage with social movements to forge identities, relationships, and networks within and across differences.
- 4) Analyze the conditions under which social movements become politically and socially influential in diverse settings.

**III. Readings:**

Smith, Bonnie, ed. 2000. *Global Feminisms since 1945: Rewriting Histories*. New York: Routledge. ISBN: 0415184915. (GF)

LaDuke, Winona. 1999. *All Our Relations: Native Struggles for Land and Life*. Cambridge, MA: South End Press. ISBN: 0896085996. (AOR)

Bennholdt-Thomsen, Veronika and Maria Mies. 2000. *The Subsistence Perspective: Beyond the Globalised Economy*. New York: Zed Books. ISBN: 1856497763. (TSP)

Other articles and book chapters are available online through Blackboard, under Course Content—Readings.

#### IV. Assignments:

##### 1. **Reaction papers (2\*50=100 points):**

Reaction papers are personal commentaries of at least four double-spaced pages each. You will be writing two papers with the key theories, concepts, and principles we discuss in class, and analyze how these theories, concepts, and principles facilitate your own critical understanding of specific social movements.

Reaction Paper #1 asks you to critically analyze a social movement in terms of the ways it is informed by and organized through social structures of gender, race, class, sexuality, and/or nationality. You are supposed to draw upon the theories, concepts, and principles covered in the class to develop your thesis and support your argument. Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, and adherence to the assignment guidelines. The paper should be double-spaced, one-inch margins all around, New Times font, at least four full pages long, and include:

- 1) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: "In this paper I will analyze how (the name of the social movement) is informed by the issue of (your chosen object of analysis, e.g. sexism, racism, poverty, environmental crisis, etc.), and organized through (your chosen category of analysis, e.g. gender, race, sexuality, etc.) in (the name of the location where this movement takes place)."
- 2) The social movement and analytical categories you identify should then form the structure of your article, and hence, function as the major framework to develop your thesis and support your argument. In your analysis, you should address these questions: what specific social issues of gender, race, class, sexuality, and/or nationality does this social movement respond to, and how do the organizers mobilize these identities in order to promote activities and empower their communities? What strategies are successful, and why? What strategies are not so successful, and why?
- 3) Please use and explicitly refer to the readings assigned for class in your analysis. Make sure to incorporate the theories, concepts, and principles we discuss in lectures and the readings. Take care to endnote your sources in the format that you are familiar with (APA, Chicago, MLA, etc.)

Reaction Paper #2 asks you to reflect on how this class reshapes your understanding of a social movement, and human societies in general in terms of structures of gender, race, class, sexuality, and other categories. It also encourages you to contemplate how you will apply this knowledge in your future academic/professional career to make concrete social changes. Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, and adherence to the assignment guidelines. The paper should be double-spaced, one-inch margins all-around, New Times font, at least four full pages long, and include:

- 1) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: "In this paper I will analyze how GWS 250: Social Movements has reshaped my understanding of (the name of the social movement, which should be **different** from the one that you discuss in Reaction Paper #1), and social structures of (your chosen category of analysis, e.g. gender, race, and etc.) and how these structures shape people's daily struggle."
- 2) You should compare your understandings of this social movement before and after you take this class, and relate the changes to the theories, concepts, and principles that you have learnt in this class. You should also discuss how this class helps you develop

- gendered, racialized, sexualized, and/or classed perspectives to understand human societies and people's daily struggles with various forms of social inequalities.
- 3) You should also discuss how you will mobilize these new perspectives to help you achieve your goal of academic/professional career, and how you will turn this new knowledge into actions, and make positive changes in your daily life.

## **2. Midterm exam (100 points):**

There will be one midterm exam covering the themes discussed during the first half of the semester. **No make-up exams are given without an excused absence** (i.e., medical reasons, death of family member or significant other, verified extenuating circumstances judged acceptable by the instructor or the institution, and absent in the interest of officially representing the University). A study guide with details about the midterm exam will be posted on Blackboard at least 3 days prior to the scheduled date of the midterm exam. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

## **3. Final exam (100 points):**

There will be a final exam covering the themes discussed during the second half of the semester. **No make-up exams are given without an excused absence** (i.e., medical reasons, death of family member or significant other, verified extenuating circumstances judged acceptable by the instructor or the institution, and absent in the interest of officially representing the University). A study guide with details about the final exam will be posted on Blackboard at least one week prior to the scheduled date of the final exam.

## **4. Group project (300 points):**

For this assignment, you are asked to work in a team of 4-5 people (depending on the final size of the class) to produce a research project about a social movement related to gender, race, class, and/or sexuality, which we have not had the opportunity to examine in details in class. Please remember you are looking at them for how they deal with the intersection of these categories in particular. You should discuss with me and decide the topic of your project by the end of week 3, and make sure everyone has a chance to participate fairly. The possible topics include, but are not limited to the following themes:

- 1) Environmental Justice Movements
- 2) Reproductive Rights Movements
- 3) Human/Animal Rights Movements
- 4) Labor Movements
- 5) National Movements
- 6) Men's Movements, including Father's Rights Movements (I don't just mean movements where only men were members and women were excluded, but movements that focus on men as men).
- 7) "Right-Wing" Women's Movements
- 8) Media/Social Media Movements

You are also encouraged to find other forms of social movements, but need to discuss your chosen topic with me before making a decision.

In this project, you need to discuss: 1) what is/are the issue(s) that the chosen social movement responds to; 2) the history of this/these issue(s); 3) how is it/are they related to the social structures of gender, race, sexuality, class, and/or nationality, etc.; 4) what strategies do organizers utilize to create activities and empower their communities to address these issues; 5) how these strategies are built on/informed by the categories of gender, race, sexuality,

class, and/or nationality, etc.; 6) what strategies are successful and what are not, and why? Each group should create a wordpress website, and make a PowerPoint presentation at the end of the semester to share your project with the class, which is 25 minutes in length. This presentation requires that students become the “teachers” of the class and be responsible for presenting the material to your classmates. Each group will send me an outline giving an account of the group project and each of your roles in it, as well as your PowerPoint document prior to the class period during which you deliver your presentation. Your grade will be based on the performance of the team rather than individual.

**Steps:**

- 1) Finalize the topic for your group project **by Sep 9**. You are encouraged to think comparatively and transnationally—though the US is not excluded as a location, it should not be your only point of reference in the analysis (**15 points**).
- 2) After the topic is finalized, you should create a web page about your project through the website of wordpress (<https://wordpress.com/>). Each group should email me the address of your wordpress website by **Sep 16**, and I will collect the information and share it on the Blackboard (**15 points**).
- 3) You will need to begin working as a team from week 4 (**Sep 19**) to find research sources about your chosen topic. Please divide up the work among team members and be clear about each person’s imminent tasks. Please also meet on a regular basis, and do some preliminary research. Some research strategies are available at <http://www.uky.edu/Libraries/Toolbox/>. Plus help is available from reference librarians. Make a schedule to stay on track with group work, and check in either in person or virtually. You should have at least 5 academic sources (this means academic books and articles from scholarly journals—book reviews, newsletters, reports, etc., **do not** count. Please check with me about what counts as a scholarly journal.). In addition, you are highly encouraged to include any available primary materials, such as newspaper accounts, pamphlets or other publicity materials, interviews with participants, legislative reports. Be on the lookout for images, posters, and videos, etc., which you can use to make your presentation more engaging. If you have chosen a movement that uses the Internet as the primary mode of mobilization, you are allowed to use a limited number of websites in your presentation, but you will still need other academic sources and primary materials. Please do **NOT** rely primarily on the Internet sources for information. You should post the information of the progress of your project on your wordpress website at least every two weeks, following the sequence of the six questions (**60 points**).
- 4) Please submit a full bibliography of sources by **Oct 16**. At this point, also make an appointment to see me as a group so we can discuss your research and presentation strategy, though I highly encourage you to see me at any stage of the process where you could use some help and strategize your presentation (**30 points**).
- 5) Submit a group paper of your project about 15 pages **by Dec 2**. The article should be different from your final presentation with the focus on your own analysis and evaluation of the movement rather than describing it. Please include a bibliography (**90 points**).
- 6) In the presentation, your assignment should address the six questions, and give us a vivid sense of the movement—through images, voices, narratives, analyses—as seen by a. participants; b. critics; and c. commentators, including historians, political scientists, poets, journalists, and cartoonists. Audiovisual and interactive materials are highly encouraged in the presentation. At the class presentation, please also provide a 1-2 page handout where you present a brief profile and bibliography of the

movement—the profile should be an introduction in your own words, but in this handout you can also include any salient quotes, images or websites. The presentation is 25 minutes. Your presentation will be judged on the criteria of breadth of research, diversity and quality of sources, cohesion and innovativeness of presentation, strength of argument, correctness of citations, lucidity and fluency of writing style, lack of grammatical and proofreading errors, and collaboration between group members (90 points).

**5. Debate (50 points):**

You will have one in-class debates where you will work with your group to present arguments on a social movement that takes place recently (within the past year or so). The topic will be assigned by your instructor and announced at least two weeks in advance. It may be possible that you will be arguing a viewpoint different from your own. The goal of the debate is to develop your critical thinking and analytical skills as well as your oral argumentative skills. You need to conduct research ahead of time so that you are prepared to present your arguments and a rebuttal of the opposing team’s stance. This assignment will be graded based on your preparedness, the thoroughness of your argument, clarity of expression, organization and collaboration between group members. You **WILL NOT** be graded on whether I agree with your argument, but rather how well you argue your view and work together as a team.

**6. Pop-up quizzes (5\*10=50 points):**

The instructor will have 5 random pop-up quizzes during the semester. In these quizzes, you are supposed to answer the questions about the readings assigned to that day. Students will have the opportunity of making up for the missed quiz with the excused absence.

**7. Attendance/Participation (100 points):**

Since class participation and daily preparation are vital components of your academic experience, please come to class each day prepared and ready to interact with your instructor and classmates. Readings will be assigned daily and should be completed **before** coming to class that day to ensure your ability to participate fully.

**8. Extra points (3\*5=15 points):**

During the semester, the instructor will announce three opportunities (5 points each) for extra credit to reward those attending the class regularly.

**V. Grading:**

Grade	Point Total
A	720-800
B	640-719
C	560-639
D	480-559
E	0-479

Evaluation Factors	Points	Notes
Reaction Papers	2*50=100	
Mid-term Exam	100	
Final Exam	100	

Group Project	300	
Debate	50	
Pop-up Quizzes	5*10=50	
Attendance/Class Participation	100	
<b>Total</b>	<b>800</b>	<b>Grade based on points (not %)</b>

## VI. Attendance Policy:

This course includes short lectures, but is also driven by our analyses and discussions. This means you are expected not just to be present in class and have done the readings, but also participate actively in the discussion. The grade for class participation will reflect your active engagement with the readings, including substantive comments, critiques and/or questions in response to the readings for each class and previous class discussions. In addition, pop-up quizzes, occasional writing exercises, in-class group work, guest speakers, and film reviews will count towards the participation grade.

We will not necessarily be repeating the assigned essays in lectures, so it is your responsibility to know the materials. Remember to take notes during class lectures, films, and guest lectures, as these constitute class materials for exam purposes.

While I expect students to come to class every day, each student is allowed a maximum of **2 free unexcused absences**. In addition, you are responsible for completing all reading assignments, and catching up with lecture notes from classmates, regardless of class absences (I will not post Powerpoints on Blackboard – you should take all notes in class). Each additional **unexcused absence** will result in the loss of 2 points from the student's final grade for the course. You are expected to come to class on time; if you are more than five minutes late you will be counted as absent for that day. If you have **more than 5 unexcused absences**, your attendance and participation grade will automatically become zero in addition to losing the corresponding number of points from your final grade.

### Excused Absences

Students need to notify the professor of absences prior to class when possible. **Senate Rules 5.2.4.2** defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.



Per **Senate Rule 5.2.4.2**, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. **Senate Rule 5.2.4.2** states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **VI. Academic Integrity, Cheating and Plagiarism:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in **the Code of Student Rights and Responsibilities**. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of **Student Rights and Responsibilities** (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of

someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain (**Section 6.3.1**). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **VI. Accommodations Due to Disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center. The contact information of the DRC is 725 Rose Street, Multidisciplinary Science Building (the building between the T. H. Morgan Building, Biological Sciences and the College of Nursing), Suite 407, Phone: 257-2754, Director: David Beach [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu).

#### **VII. Classroom Behavior, Decorum and Civility:**

1. We are all required to respect the rights of others in the classroom. Please come to class on time, and if you must be late, enter the room quietly and take the first available seat. Please do not read the newspaper or other course materials during class time, and do **NOT** chat with your classmates during class—this is disruptive to others. Absolutely no texting or social media use during class time; please **TURN OFF** all cell phones prior to the start of class and store them away, along with any other electronic equipment during the class period.
2. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum. We also recognize the importance of discussion and scholarly debate in academic discovery, and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. It is, however, essential that we conduct **ALL** discussions with respect, civility and responsibility. Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in a manner detrimental to the atmosphere and function of the class will be asked to leave the room. Persistent problems will be reported to the Dean of Students.
3. Copyright Policy: All materials from this course, including my lecture materials, handouts, etc., are copyrighted. You may **NOT** sell any materials that I provide to students, nor may you or anyone else use these items for commercial purposes. Making a copy for a classmate for her/his own personal use is acceptable; however printing out multiple copies or posting on a web site are not.

#### **VIII. Schedule (Please stay alert for daily changes based on discussions):**

##### **Week 1: Introduction**

8/24: Introduction to Each Other and to the Course

8/26: Margaret Andersen and Patricia Hill Collins, "Conceptualizing Race, Class, Gender," in *Race, Class, and Gender*, edited by Andersen and Collins, 5<sup>th</sup> ed. Thomson, Wadsworth, 2006: 75-98

##### **Week 2: Basic Frameworks, Theories, and Women in Social Movements**

8/29: Kimberle Creanshaw. 1989. Demarginalizing the Intersection of Race and Sex.

8/31: Sheila Rowbotham. "Facets of Emancipation: Women in Movement from the Eighteenth Century to the Present," in *Women Resist Globalization: Mobilizing for Livelihood and Rights*, edited by Sheila Rowbotham and Stephanie Linkogle. Zed: London, 2001: 13-27.

9/2: Myra Marx Ferree and Carol Mueller. "Feminism and the Women's Movement: A Global Perspective," in *The Blackwell Companion to Social Movements*, edited by David Snow, Sarah Soule and Hanspeter Kriesi. Malden: Blackwell, 2004: 576-607.

### **Week 3: Historical and Social (Post-1945) Backgrounds of Collective Resistances**

9/5: No Class (Labor Day)

9/7: Angela Davis. 1983. "Working Women, Black Women and the History of the Suffrage Movement." In *Women, Race and Class*, Vintage.  
Film Screening, Mountain that Takes Wings: Angela Davis & Yuri Kochiyama—A Conversation on Life, Struggles & Liberation

9/9: Film Screening, Mountain that Takes Wings (continued)

<https://archive.org/details/MountainsThatTakeWingAngelaDavisYuriKochiyamaFullDocumentary>

Topic for the Group Project Due (by 5 pm)

### **Week 4: Historical and Social (Post-1945) Backgrounds of Collective Resistances (Continued)**

9/12: TSP, Introduction

9/14: TSP, chapter 1

9/16: TSP, chapter 2

Website of Wordpress Due (by 5 pm)

### **Week 5: Globalization and Social Structures of Inequalities**

9/19: TSP, chapter 3

9/21: TSP, chapter 4

9/23: Film Screening, China Blue

### **Week 6: Globalization and Social Structures of Inequalities (Continued)**

9/26: Chandra Mohanty. 2002. "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles."

9/28: Saskia Sassen. 2003. "Strategic Instantiations of Gendering in the Global Economy," in *Gender and US Immigration: Contemporary Trends*, edited by Pierrette Hondagneu-Sotelo. University of California Press: 43-63.

9/30: Jasbir Kaur Puar. 2001. "Global Circuits: Transnational Sexualities and Trinidad."

*Signs: Journal of Women in Culture and Society*. 26.4: 1039-65

**Week 7: Decolonization and Nation-Building**

10/3: AOR, introduction and chapter 1

10/5: Tetrault, Mary Ann. "Women and Revolution in Vietnam" GF 45-64

10/7: Mangaliso, Zengie A. "Gender and Nation-Building in South Africa" GF 65-78  
Reaction Paper #1 Due (by 5 pm)

**Week 8: Land, Water, and Natural Resources**

10/10: AOR, chapter 2

10/12: AOR, chapter 3  
Film, *The Shape of Water*

10/14: Study Guide for Mid-Term Exam  
Film, *The Shape of Water* (continued)  
Bibliography of Sources Due (by 5 pm)

**Week 9: Food and Subsistence**

10/17: Mid-Term Exam

10/19: AOR, chapter 4

10/21: TSB, chapter 5

**Week 10: Feminist Movement**

10/24: Evans, Sara. "Decade of Discovery: 'The Personal is Political'" GF 141-163

10/26: Zohreh T Sullivan. "Eluding the Feminist, Overthrowing the Modern?: Transformations in 20th-Century Iran." GF 235-264

10/28: Debate

**Week 11: Feminist Movement (continued)**

10/31: Margaret Laware. 2004. "Circling the Missiles and Staining Them Red: Feminist Rhetorical Intervention and Strategies of Resistance at the Women's Peace Camp at Greenham Common." *NWSA Journal* 16.3: 18-41

11/2: Niamh Reilly. 2007. "Cosmopolitan Feminism and Human Rights." *Hypatia*: 180-98

11/4: Guest Lecture: TBD

**Week 12: Labor Movement**

11/7: Miriam Ching Yoon Louie. "Mingjun Feminism: Korean Women's Movement for Gender and Class Liberation." GF 119-138

11/9: Parreaas, Rhacel Salazar. 2001. "Transgressing the Nation State: The Partial Citizenship and 'Imagined Global Community': of migrant Filipina Domestic workers." *Signs*, 26 (4): 1129-1154.

11/11: No Class (I will be attending a conference)

**Week 13: LGBTQ Movement**

11/14: Alkarim Jivani. "It's Not Unusual: Gay and Lesbian History in Britain." GF 164-179.

11/16: John D'Emilio. 2003. "The Gay Liberation Movement," in *The Social Movements Reader: Cases and Concepts*, Blackwell 2003: 32-37.

11/18: Film Screening, God Loves Uganda

<http://digital.films.com.ezproxy.uky.edu/PortalViewVideo.aspx?xtid=66002>

**Week 14: LGBTQ Movement (continued)**

11/21: Film Screening, God Loves Uganda (continued)

11/23 & 11/25: No Class (Thanksgiving Holiday)

**Week 15: Group Presentations**

11/28: Group 1 & 2

11/30: Group 3 & 4

12/2: Group 5 & 6

Group Article Due (by 5 pm)

**Week 16: Review and Study Guide**

12/5: Wrap-up of the Course

12/7: Study Review for the Final Exam

12/9: Q&A Session for the Final Exam

Reaction Paper #2 Due (by 5 pm)

**Final Exam: Dec 14, 10:30 am to 12:30 pm**