

SIGNATURE ROUTING LOG

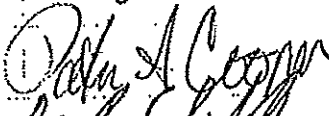

General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GWS 200/416 DL
 Proposal Contact Person Name: see respective DL form Phone: _____ Email: _____


INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|--------------------------|---------------|--|--|
| Gender & Women's Studies | _ / _ /09 | Pat Cooper / pacoop@uky.edu / 7-1388 |  |
| A&S Associate Dean | 12/09/09 | Ted Schatzki / schatzki@uky.edu / 7-5821 |  |
| | / / | | |
| | / / | | |
| | / / | | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ² |
|------------------------------|---------------|--|-----------------------------------|
| Undergraduate Council | 4/1/2010 |  | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments: _____

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

| | |
|-------------------------------------|----------------------------------|
| Course Number and Prefix: GWS 200 | Date: 11/9/2009 |
| | |
| Instructor Name: Patricia A. Cooper | Instructor Email: pacoop@uky.edu |

| Curriculum and Instruction | |
|-----------------------------------|---|
| 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. I have taught this course many times over the past 16 years in the classroom. The online experience is comparable because the basic content of the course is the same and my goals for them are the same. I also use take-home essay exams, which also means they have to reflect on the same issues and they can use their readings to do that. |
| 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. Most of my assignments are open book. I also use plagiarism software and announce that on my syllabus. I don't need proctors. I also give students a short test on plagiarism and what constitutes it. This too is open book and it encourages them to be sure they know the rules. |
| 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? No. This would not constitute such a large percentage of our Major as suggested above. It is one of two pre-major courses required for the major. Having it online would enable students to get it out of the way in the summer so that their schedules would be more open to electives we offering during the year. If yes, which percentage, and which program(s)? |

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

| | |
|---------------------------------------|---|
| | <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p> |
| 5. | <p>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?</p> <p>The course is provided on Blackboard. Outstanding web site addresses are provided. Students with access to a computer can easily access everything that my students on campus can access. There is so much good material on women right online. The only thing that will be different are the films I sometimes show. I think I can substitute some utube and hula segements of shows and add some video to my course shell so that the experience may be different, but it will achieve the same result. I am assuming that all students have access to contemporary popular magazines for the Advertizing Assignment I give where they have to analyze the gendered and racialized meanings in at least two magazine ads.</p> |
| Library and Learning Resources | |
| 6. | <p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>They have to report on particular web sites. Plus Blackboard has some interesting learning resources that are available in modules. There are also online documents and collections that students can access to do some additional research.</p> |
| 7. | <p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>No equipment is needed except for a computer with access to the internet. This should be available at any public library.</p> |
| Student Services | |
| 8. | <p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus will list both support sources and encourage students to contact them. The individual teaching the course will also be available via e-mail to answer questions and try to solve problems. Blackboard makes it easy to submit assignments, create and monitor discussion groups, and</p> |
| 9. | <p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p> |
| | <p>Does the syllabus contain all the required components, below?</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> |

Preferred method for reaching instructor, e.g. email, phone, text message.

Maximum timeframe for responding to student communications.

Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

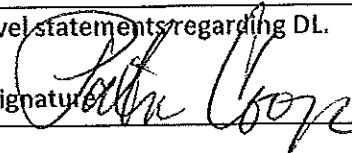
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

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

Instructor Name:

PATRICIA COOPER

Instructor Signature



Introduction to Gender and Women's Studies in the Social Sciences

GWS 200-229, Summer 2010
Department of Gender and Women's Studies
College of Arts and Sciences
University of Kentucky

Instructor: Emily A. Dotson

Best and quickest way to contact me is e-mail: ead@uky.edu

Response time: I will respond to your e-mails within 48 hours except for weekends when it may take longer

Virtual office hours: I will be available [2 hour time slot] each week

Table of Contents

| | |
|---|----|
| I. IMPORTANT INFO YOU NEED FOR AN ONLINE COURSE | 1 |
| II. GWS AS AN ACADEMIC FIELD | 2 |
| III. OUTCOMES AND GOALS | 4 |
| IV. READINGS AND REQUIREMENTS | 6 |
| V. GRADING | 8 |
| VI. COURSE POLICIES | 9 |
| VII. SCHEDULE OF READINGS AND ASSIGNMENTS | 10 |

Welcome!

Welcome to GWS 200 online! Ms. Emily Dotson and Dr. Pat Cooper (who designed the course) hope you will find working on this course comfortable and enjoyable. It fulfills a USP requirement for social science, but it also fulfills part of the pre-major requirements for the GWS major and it counts towards the minor too. We're experimenting with this new format so that you can take this course over the summer and get almost everything you'd expect from it if you were on campus. We will be very interested in your feedback. So let's get started! [Click here (2 links): welcome from me and one from Emily Dotson]

[Click Here to a blog where you all introduce yourselves to each other]

I. IMPORTANT INFO YOU NEED FOR AN ONLINE COURSE

1. **Technology requirements:** You will need frequent access to a computer with a webcam or use a separate webcam. You will need headphones such as [give example of a type here]
2. **Software:** You need these or similar programs that will

- a. read pdf documents such as Adobe Reader. Go to <http://get.adobe.com/reader/otherversions/> to download this program for free.
- b. play Videos/films such as [I need suggestions here].
- c. play music, such as iTunes or another program that can handle music.
- d. a browser that will work smoothly with Blackboard, our class web site. Firefox is an excellent choice for this purpose. You can download it here: <http://www.mozilla.com/en-US/firefox/personal.html>
3. **Blackboard questions**, link to [UK Blackboard Wiki](#)
4. **Contact information for TASC and UK Information Technology Customer Service:**
 - <http://www.uky.edu/TASC/>; 859-257-8272
 - <http://www.uky.edu/UKIT/>; 859-257-1300
5. **Procedure for resolving technical problems:**
 - a. Contact instructor first to notify area of complaint, then follow-up as needed with College of A+S Information Technology Coordinator, [who is this and what is the contact information?] with input from TASC and ITCSC as needed.
 - b. **Information on Distance Learning (DL) Library Services:**
 - *<http://www.uky.edu/Libraries/DLLS> Carla Cantagallo, DL Librarian
 - *Local phone number: 859-257-0500, ext. 2171
 - *Long distance phone number: 1-800-828-0439 (option #6)
 - *Email: dllservice@email.uky.edu
 - *DL Interlibrary Loan Service:
 - <http://www.uky.edu/Libraries/libpage.php?webid=2534lib1d=16>
5. **Logging In to Blackboard:** Point your browser to: <https://elearning.uky.edu>. Then login with your LinkBlue id and password.
6. **Student Resources:**
 - *Unresolved academic issues issues: [Student Rights and Responsibilities](#)
 - *UK Student Academic Services *Resources List for Students*: [click here](#)
 - *Central Advising Student Resources list: [Student Resources](#)

II. GWS AS AN ACADEMIC FIELD

What Is Gender and Women's Studies?

Background

As a field of academic inquiry and scholarship, Gender and Women's Studies began in the 1970s in the United States and across the globe. Early efforts were inspired by feminist thinking in the broader culture, drew on existing research on women and challenged all disciplines to recognize their gender biases. Over time, GWS has generated an enormous scholarly literature, which has had a profound impact on most academic disciplines, on the University generally, and on public policy. Today there are over 1000 programs across the globe—in the U. S., China, the Netherlands, South Africa, India, Great Britain, Canada, Venezuela, Ghana, Germany, Costa Rica, Barbados, Chile, Uganda, Japan, Pakistan, and Australia, among many others. In the U. S. alone there are about 700 programs or departments, and they offer everything from several courses to undergraduate minors and graduate certificates to B. A., M.A. and Ph.D. degrees. The professional organization in the U. S., the National Women's Studies Association (NWSA), hosts an annual meeting attended by thousands of academics and activists throughout the country. There are multiple international academic organizations that work to advance GWS around the world, including the International Interdisciplinary Congress on Women and the Worldwide Organization for Women's Studies. Google them and see what you find.

Subject Matter

What is the subject matter? The obvious answer might seem to be women, but this answer raises new questions. What does it mean to refer to this category of humans? Is there a single group of people we can identify as women and what are our criteria – only biology? Do all women have the same experiences? Is every baby born either as male or female? Just what issues are women's issues—reproduction seems clear, but what about transnational corporations, poverty, and access to water and seeds for planting? What about war? Is GWS only concerned with women in the United States? How might that distort what we know? Diversity among women seems obvious, but are not some women situated more powerfully than others are? Why? What about men? What social roles exist relative to men and women in a given society?

Gender

Cultures create norms and rules about what it means to be a woman or a man and these vary across physical and cultural spaces and over time. Gender is the word most scholars use to refer to these socially constructed (i.e. what people have invented) meanings. When we can look at gender norms in any culture (gender norms are beliefs about what is appropriate for

women and for men to do and be), we can understand much more about how that culture works and about the lives and experiences of people within it. What people believe to be true is often more powerful than what might be scientifically proven to be true. Our efforts this semester will necessarily include gender analysis, understanding how our and other cultures "see" gender and reproduces it in very subtle ways. Since ideas about gender never occur in a vacuum apart from other beliefs and relations of power including those based on race, class, sexuality (including sexual orientation/preference), nation, etc., we need to address these inequalities as well. So gender meanings are ultimately multiple and complex, rather than uniform. As U. S. historian of African American women Elsa Barkley Brown has explained: "all women do not have the same gender."

Teaching and Learning in GWS

How do GWS courses approach teaching and learning? They tend to be interactive and emphasize collaborative learning, not passive note-taking and long lectures from the professor. We also work together in GWS to think about how knowledge is created and how we know what we know. We will use videos, web sites and documents in addition to our readings, and we will spend our time together responding to and analyzing what we have seen, heard and/or read. We will think carefully about evidence – what constitutes credible evidence and how do we assemble it to answer questions we have about gendered power relations in any given society?

Across Social Science Disciplines

Overall, Gender and Women's Studies aims to be interdisciplinary. It uses insights and approaches from various disciplines to study women and gender. This particular course emphasizes intellectual inquiry into the social sciences, including geography, political science, law, psychology, sociology, and social work. While we take this emphasis, we will also discuss ways in which dividing knowledge into social science and humanities has its limitations as well as its benefits. GWS 200 crosses boundaries and blends together social science perspectives and theorizing to examine issues such as families, the workplace and the economy, gender and the body, sexuality, social locations, religion and spirituality, health, violence and non-violence, crime and criminalization, global economic patterns, and the environment.

III. OUTCOMES AND GOALS

Learning Outcomes

This course will likely soon meet the General Education requirements for the Social Science Template of Intellectual Inquiry. It introduces the following outcomes:

1. Demonstrate knowledge of the theories associated with GWS, either broadly or as applied to an important social science topic.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.
3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Demonstrate knowledge of how GWS influences society.
5. Demonstrate an ability to identify a well-formulated question pertinent to a GWS and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Our Department also has its own set of Learning Outcomes that parallel this social science focus. This course introduces all of these outcomes, but emphasizes outcomes 8, and 9. Other GWS courses develop them more fully.

6. Demonstrate an ability to conduct basic (primary/secondary) interdisciplinary research in gender and feminist studies, to identify salient research questions, and to critically evaluate a variety of texts and other sources of information.
7. Critically interpret feminist texts and arguments. Recognize and critically assess the theories and methods underlying a range of feminist analytic approaches.
8. Demonstrate ability to communicate clearly and effectively: Analyze and present concepts and interpretations orally and writing persuasive and organized essays.
9. Recognize and analyze relations of power marked by gender: and explain how these relations mediate and are mediated by other social distinctions and processes including age, class, colonialism, ethnicity, national origin, race, religion, and sexuality.

Teaching Goals and Objectives

In this course you will learn to:

1. Identify and define basic terms and concepts in the field of GWS.
2. Comprehend and respond to disciplinary and interdisciplinary feminist scholarship.
3. Examine the similarities and differences among women within and across cultures.

4. describe gender socialization and its consequences.
5. identify gender and sex-based inequities.
6. analyze how these factors, with the privileges and disadvantages they confer, have shaped one's own experiences, presumptions, viewpoints, and sense of identity.
7. recognize the reproduction of normative assumptions about sex and gender in a text and explain how a text may resist normative assumptions about sex and gender through its content or formal strategies.
8. employ interdisciplinary, feminist scholarship, methodologies, modes of analysis, or theoretical perspectives in a paper, homework assignment, or oral presentation.
9. integrate scholarship, methodologies, modes of analysis, or theoretical perspectives from more than one discipline in an essay.
10. Integrate several different pieces of scholarship on a particular subject.
11. scrutinize documents and primary texts using a gender analysis.
12. examine how gender operates on a daily basis in your community.

Shaping Our Class Together: Sharing the Responsibility

Part of what happens in this class depends on your reading and writing, e-mail communications with me, discussions online, and blog posts. We root our writing and discussions in our readings, the activities we undertake outside of class, the creditable evidence we collect outside of class, mini-lectures, and the films and film clips we view together. This means that each week everyone of you needs to be prepared for each module and any accompanying homework. We can all learn individually and from each other. Think of others in the class as colleagues who will help you become smarter, not as rivals with whom you need to compete. Reread that last sentence.

I urge you to express your thoughts and reactions freely and honestly both with me and in the online discussions and blogs we'll have available for you. There is no such thing as a stupid question or perspective so it is important to state your mind. Do not be surprised, however, if I or someone else contradicts or disagrees with something you say. Our goal in our assignments is to push ourselves to think and reflect further. Our various writing assignments will help you try out and develop your ideas. We aim to stay open and receptive in order to offer unfamiliar perspectives some space.

Staying open isn't easy because in our culture we learn to defend ourselves as though what we think is actually who we are. That can sometimes keep us tightly committed to certain ideas that feel comfortable instead of exploring the discomfort and finding out what it can teach us. Strong emotions can arise related to many of the issues we discuss. Ultimately, what you believe and think is your own business. In this class, however, we are free to explore and

consider various viewpoints, whether or not we ultimately choose to revise our own.

That said, it is important to realize the difference between ideas that fly off the tops of our heads and those that are rooted in evidence and concrete examples. We aim for the latter, while recognizing that spontaneous reactions can sometimes lead us to deeper explorations. I will insist that you understand and investigate the ideas presented in the readings and films required for the course. You do not have to agree with them or me, but you have to be able to demonstrate that you fully comprehend the perspective the author expresses.

This kind of interaction also requires us to be mindful of how we express our thoughts to each other. It means that we have to avoid personalizing our disagreements, deriding another person's ideas, or using hurtful language. This is sometimes called using "round words." It simply means that we pay attention to the way we deliver what we want to say.

In this course, I encourage you to claim your share of responsibility for what you learn and accomplish. Find out for yourself what we can do together!

IV. READINGS AND REQUIREMENTS

Purchase These Books

Gwyn Kirk and Margo Okazawa-Rey, Women's Lives: Multicultural Perspectives 4th edition (McGraw-Hill, 2007).

Asra Q. Nomani, Standing Alone: An American Woman's Struggle for the Soul of Islam (HarperSanFrancisco, 2005). **START THIS BOOK NOW.**

Requirements

| | |
|---|-----------|
| Discussion, Participation, Blogs/Comments | 10 points |
| Two Exams | 60 points |
| Homework and Film Reactions | 15 points |
| Paper on Nomani's book | 15 points |

Explanations of Requirements

Attendance: We don't have "attendance" per se, but you must "show up" in all aspects of the course in order to succeed. You need to read the assignments for read day and prepare the homework and/or blogs that need to be submitted. You will spend at least an hour a day online for this course.

Participation: Discussion and blogging are really important in this class because learning involves interacting with each other. Stay on track and avoid getting behind. In an 8-week course you have to be on your toes the whole time. I explain blogging at Blackboard under Course Assignments and provide you with step-by-step instructions.

Blogs/Comments on Readings: For each module to class, write about a key point that you found in EACH reading, something that you thought was worth further reflection. This involves just a few sentences about each reading. You can also pose questions. You will post these on blogs for each reading (do not e-mail them to me). These are asynchronous, i.e. you don't have to all be online at once.

Text Chat: On Fridays, we will have real-time text chat about what we read for the week. I expect you to jump in and do your share of the conversation and I will grade your participation. Real time text chat will take place Fridays from noon until 2 p.m. Make sure you are logged on for at least an hour.

Exams: You have a midterm and a final. They are open book exams and you have a 24-hour grace period for turning them in. However, you may not work together on your exams. Your exam must be your own work only. Due dates are in the syllabus. Mark your calendars now. After that grace period deadline you will lose 1/3 of a letter grade for every day the exam is late. You must turn in both of your exams at our Blackboard web site under Course Assignments. You may not e-mail me exams.

Paper on Nomani's book: Write a 4-page essay on the entire book. Instructions are at Blackboard under Course Information. Please note that I will use advanced software to catch any form of plagiarism. Do not use any outside sources for this paper – only the book and what you have read in class. If you use a source, but don't cite it, the paper is an automatic E. Other consequences follow. See plagiarism policy. Submit via Blackboard under Course Assignments

Film Reactions: There are links to several films and you will need to watch them at the time you do your module. For each film, you need to write a 1-2 page response paper. The first half summarizes the film. The second half reflects on its content and relates it to the course. Type, paginate, and double-space them. Submit on Blackboard under Course Assignments.

Homework: The syllabus lists several homework assignments every week. Be sure you submit them at Blackboard on time. They are located in Homework under Course Assignments. These always involve written assignments. Type, double-space, and paginate them. Turn them in on time at Blackboard. There is no grace period unless you have an extension from me. Extensions are only available for illnesses or a death in the family, and they require documentation. I reserve the right to add additional homework assignments. You may, however, complete assignments in advance.

Your second homework assignment is called the Gender Transgression Assignment and you cannot do this at the last minute so start working on it right away. You will need to do something that violates your customary gender role in our culture. That is, you must do something that is ordinarily viewed as uncharacteristic or inappropriate for your sex. This could involve clothing, rules of behavior, placing yourself in space [legal only, please! Do not use the

restroom of the opposite sex. [It is illegal in Kentucky to do so.] that is normally reserved for the other sex, or engaging in some behavior that is not normally something your sex does. A man in one of my classes once shaved his legs in the lobby of his dorm. Think about the unconscious rules about gender roles in our culture and think of an activity that upsets these rules. Please read the **INSTRUCTIONS** at the Blackboard website under Assignments. You will need an Observer who watches the entire event and takes notes. You have specific questions to answer. See Module 6, June 17. This is due next week!

The rest of your homework is listed below on the date due. Mark your calendars in advance so you budget time to prepare them!

V. GRADING

You will earn scores on all assignments except for the comment sheets, which will earn check marks. A check plus means that it was above average and worthy of note, a check mark means it is acceptable, and a check minus means that it did not meet minimum expectations. Your final grade will be based on a weighted average according to the scale below (minus any deductions for absenteeism). Note that completing all requirements is necessary to pass the course, but not sufficient for an "A" grade. This grade means outstanding and only work that demonstrates extra effort, intellectual engagement, and analysis at a very high level will merit it. A grade of "B" is for very good work. This means you did more than simply complete the requirement – you brought something extra to the assignment. A "C" means average: you did what was required, but no more. A "D" means you completed the work but did so at a below-average level. "E" is a failing grade: the work is unacceptable.

I always grade your writing. Use a style manual and a dictionary to make sure your writing flows smoothly and is free of all typographical, grammar and spelling errors.

Grading Scale: A+=98-100; A=93-97; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+=78-79; C=73-77; C-=70-72; D+=68-69; D=63-67; D-=60-62; F=59 and below.

You will receive a Midterm Evaluation of your performance so you know where you stand at this halfway point.

VI. COURSE POLICIES

- **Policy on Academic 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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

- **Policy on Requirement Completion:** You must complete all requirements in order to pass the course.
- **Policy on Academic Integrity:** All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. Be sure you understand the meaning of plagiarism the beginning of the second week. Many students are unaware of the actions that constitute plagiarism. Read the documents I've placed at Blackboard about plagiarism (listed under Course Information), and if you have any questions, please ask. Plagiarism is unethical and intolerable, and I pursue all plagiarism cases vigorously. Ignorance regarding the policy will not be a valid excuse. Examples of plagiarism include copying anyone else's work without attribution, using the exact or even just the paraphrased language of a reading without using quotation marks and a citation to show that the passage is not your original work, using information from the Internet that you do not cite in your work. Documents on plagiarism are located on Blackboard under Course Information. See also: <http://www.uky.edu/Ombud>. NOTE: I use software to detect plagiarism on everything you turn in.
- **Policy on Incompletes:** I do not give Incompletes except in extreme cases. You have to request an Incomplete in writing at least two weeks before the end of semester and you should not expect to receive one automatically. Incomplete work results in failure in the course.
- **Policy on Late Work:** All work is due on the date indicated on this syllabus. You may have a 24-hour grace period for all work except for Comment Sheets. After that, you will lose 5 points for every day the assignment is late. These deductions begin immediately on assignments with no grace period. All work turned in on time receives extra credit, which I bank for you until the end of the semester.
- **Policy on Missed Work:** Don't expect me to remind you about missed work. Feel free to inquire any time, but you must stay on top of this.
- **Policy on Civility and Decorum:** The virtual classroom needs to be a place of civility and decorum. Rude or insensitive behavior or language is not acceptable. The university, college and department all have a commitment to respect the dignity of each individual and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully

disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (§R, 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other similar factors.

VII. SCHEDULE OF READINGS AND ASSIGNMENTS

Week One

Module 1 Introduction and Welcome to the Course
 June 10 Mini lecture about the course and GWS
 Read at Blackboard under Course Articles: Jennifer Baumgardner and Amy Richards, "A Day Without Feminism." [add full citation]
 Click here to write a reflection on this reading. What is feminism and what has it accomplished according to the authors?
 Film: Girls' Hoops - SC-V2585. Click here to view this film.
 After watching the film today, what did you learn about girls' high school basketball in the state of Kentucky? Why did the program stop in the 1930s? Who helped bring it back and when did it reappear? What does this tell you about gendered beliefs about men's and women's bodies? What myths about women do you find here? What federal legislation affects women's sports today? Don't forget that you need to write a response paper for each film we watch and submit it at Blackboard under Film Responses.

PART ONE KNOWING AND UNDERSTANDING

Module 2 What is Women's Studies?
 June 11 Mini-lecture about knowledge
Women's Lives (hereinafter WL), read "Preface," xvii-xx; the inscription on page xxi; and Chapter 1 "Women's Rights, Women's Liberation, Women's Studies" 3-18. Be sure here and in every chapter to read carefully the Questions for Reflecting, Finding Out More on the Web, and Taking Action.
 Questions/comments to help you think about what you read: What have feminists done that affects your life today? Why is feminism an "F" word? What are some popular myths about feminism? What are the "waves" of feminism and what is problematic about discussing the history of feminism in this way? What are some of the different theoretical orientations of the 1960s-70s? How did this change in the 1980s and 1990s? What do the authors aim to do

in this book? How would you describe their political perspective? What do they mean by a sustainable future? What do they mean by linking the personal and the global? How is that possible? Looking over the Table of Contents for the book, what topics seem most interesting to you? How could you make an argument in favor of teaching women's history using what you find in this chapter?

Homework: Find out who Audre Lorde is, the author of the inscription on p. xxi, and type a short paragraph about her to submit in class. Include the sources you used to learn about her. Give full web address and name of the web site. Use at least two sources, but do not use Wikipedia.

WEEK TWO

Module 3

June 14

Feminism: Roots and Legacies

Mini-lecture about feminism

WL Paula Gunn Allen, "Who Is Your Mother? Red Roots of White Feminism," 18-25; "Declaration of Sentiments and Resolutions, Seneca Fall (1848)," 25-27; Frederick Douglass, "Editorial from *The North Star*," 28; and Becky Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism," 38-49.

Questions and Comments: Why have standard histories been inadequate according to both Allen and Thompson? What evidence do they offer to persuade us that this is the case? How do they revise conventional stories about women's rights and feminism in the United States? Who wrote the Declaration of Sentiments and what did they use as a model? What appears to be the most radical resolution? Why? What does Douglass mean by "right is of no sex"?

Prompt: Be sure your Homework assignment for Module 6 is already underway.

Module 4

June 15

Feminist Theories and Theorizing

Mini-lecture about theory

WL Chapter 2, "Theories and Theorizing," 51-63; Judith Lorber, "The Social Construction of Gender," 64-67.

Questions and Comments: What is theory and why do we use it? What is the difference between the dominant perspective and alternative perspectives? What is patriarchy? Name and explain some old and new theoretical frameworks for understanding women's lives. What does post-colonial theory involve? Why is it important? How could you apply what you've learned about standpoint theory? What does intersectionality mean? Give an example of it. What is a "matrix of oppression and resistance"?

Who first used this concept? What is "situated knowledge"? What is the "banking" method of learning? Why do the authors find it inadequate? Be sure to look closely at the questions about theorizing in the box on page 53.

Homework: TV News. Watch the same TV news program on 3 different occasions. Using the box on p. 61, write a paragraph about your observations of the program you watch. You don't have to answer the questions, but how would the answers possibly affect the content of the program? Include the name of the show, the network, and the date and time of the show.

Module 5
June 16

Theories and Theorizing

Mini-lecture about Pat Hill Collins and Chandra Mohanty
WL Patricia Hill Collins, "Black Feminist Thought," 76-81; Chandra Talpade Mohanty, "Genealogies of Community, Home, and Nation," 81-90.

Questions: Collins's essay is "canonical" now. What does that mean? Why did it become so influential? What does Collins mean by a distinctive black feminist thought? How does she explain knowledge? What evidence does she use to make her argument? Again, I ask: how do we know what we know? Does everyone have a race? What about sexuality? How would you define yourself in terms of your sexual orientation? Where is home for you? What does home mean to Mohanty? How does one's identity shift depending on the context? Describe the "space" that Mohanty has created for herself. How is gender central to our social structure? If gender is socially constructed, who constructs it and how? What things help reproduce these dominant meanings?

Module 6
June 17

Gender Transgression Assignment

WL Allan G. Johnson, "Patriarchy, the System: An It, Not A He, a Them, or an Us," 68-76.

Questions: Now how do you define patriarchy? What is the "system"? What is privilege? What does it mean to think and do things "habitually"? What kinds of evidence does Johnson use to make his central argument about patriarchy. Did you find him persuasive? Why or why not? What habits does your Transgression disrupt?

Homework: Everyone reports on her/his Gender Transgression Assignment. Turn in your papers today, but also logon to the GTA blog and tell others about what you did - this is a short version of your paper. No grace period. Note that the articles you have read

are crucial when you select a transgression and when you analyze what happened. Instructions are at the Blackboard web page. Follow directions!

WEEK THREE

Module 7 Identities and Social Locations

June 21 Mini-lecture introduction

WL Ch. 3, "Identities and Social Locations: Who Am I? Who Are My People?" 91-112; Frederica Y. Daly, "Perspectives of Native American Women on Race and Gender," 104-111.

Questions: How do the authors for today describe their own social locations? What kinds of evidence do they use to make their arguments about identity in this chapter? How is that different from identity? What terms would you use to describe your identity? Did you feel a need to specify your race? If you did not, speculate about why. What is privilege? How does it operate? What does "race" mean? How real is it? Why do we use this category? How could you use Mohanty here to discuss the complexity of social identities and locations?

Homework: Ask your parents or other older relatives about your family's history. How do they describe themselves? How would you describe what you know about your family and its history? Write a page about what you learned from this exercise. Did different family members describe your family and its history in similar or divergent way (or both)?

Module 8 Identities and Social Locations

JUNE 22 Mini-lecture introduction

WL Mary C. Waters, "Optional Ethnicities," 130-137; Christina Leano, "Listening to the Voices of my Spiritual Self," 138-40.

Questions: What does Leano mean by her "spiritual self"? Do you have a spiritual self? Is this the same thing as your religion? Why or why not? Why do some people have "optional" ethnicities and others do not? What is the difference between ethnicity and race?

PART TWO OUR BODIES, OURSELVES

Module 9 Women's Sexuality

June 23 Mini-lecture introduction

WL Chapter 4, "Women's Sexuality," 149-161; Audre Lorde, "Uses of the Erotic," 161-64; Sandra Cisneros, "Guadalupe the Sex Goddess," 164-67.

Questions: What is sexuality? Is it set at birth or can it change? Why is our culture so invested in either/or gender presentation? Are

there more than two sexes? Why is sexuality so politicized? What are some sexual taboos in our culture? What do you think of the questions on p. 152? What is funny about the cartoons on pp. 152 and 153? What is a sex/gender binary? How have scholars disagreed in theorizing about sexuality? Why has research on sexuality been controversial? What are some of the different ways of thinking about desire? What is queer theory and why has it been so important in the cultural study of sexuality? What is "self-naming" and why is it important? What are the links between Lorde's essay and Leono's? Many religions connect sexuality and shame. How does Cisneros use a religious icon to experience sexuality as something joyful?

Homework: Pick one organization mentioned in this chapter and find out more information about it. Write this up in less than a page bring it with you to share with the class and turn in. Cite at least two sources. What makes you think that the sources you used are creditable? Find a picture of writer and activist Leslie Feinberg online. If you met her at an event, how comfortable would you feel?

Module 10
June 24

Sexualities

Mini-lecture Introduction

WL Leslie Feinberg, "We Are All Works in Progress," 187-92; Judith Halberstam, "The Brandon Archive." 192-204.

Questions: What is a masculine female? Why does Feinberg receive such unwelcomed responses? What is her method for getting us to think in new ways about gender presentation? Who was Tina Brandon? What kinds of sources does Halberstam use in her essay? How does the author demonstrate the difficulties of researching "queer" rural life? How does the author critique the movie *Boys Don't Cry*?

Homework: Find a picture of writer and activist Leslie Feinberg. If you met her at a conference how comfortable do you think you would feel? Why does a masculine female or a feminine male make so many of us uneasy? How are they transgressive in cultural terms? Write up a couple of paragraphs about her and your reactions to her.

WEEK FOUR

Module 11
June 28

Women's Bodies

Mini-lecture Introduction

WL Chapter 5, "Women's Bodies, Women's Health," 207-224, Rosemarie Garland Thomson, "Feminist Theory, the Body, and the Disabled Figure,"

Questions: What are "beauty ideals" and why do the authors find them harmful? Why does race/ethnicity matter when it comes to bodies in our culture? What does the phrase "body politic" mean? What is the World's "Deadliest Disease" according to the box on p. 217? What are some dominant discourses in our culture about women's bodies? About women and reproduction? How have women sought to control their fertility? In what ways is reproduction "politicized" in our culture? How do race, class, and gender beliefs affected health care in the U. S.? Elsewhere? What gender patterns do you discern in Americans' mental and emotional health? What is a holistic health approach?

Homework: Go to <http://www.about-face.org/> and look through the Gallery of Offenders, Gallery of Winners, and Your Voice. Look also at Making Changes and Resources, especially the Facts section. Write down your thoughts about this web page. What did you find here that seems especially important to you?

Film: *Killing Me Softly 3* AV-V2731. Click here to watch the film.

Module 12
June 29

Bodies and Body Images
Mini-lecture introduction

WL Jean Kilbourne, "The More You Subtract the More you Add: Cutting Girls Down to Size." 231-39; Asian Communities for Reproductive Justice: Vision, Analysis, and Action for a Stronger Movement," 242-46. "The Burka and the Bikini," in Estell Disch, *Reconstructing Gender: a Multicultural Anthology*, 212-214, copy on Blackboard.

Questions:

Homework: Select an ad from a popular magazine. Try to select something other than a "men's" magazine. Photograph the ad you're your cell phone or digital camera. Write a gender analysis of the ad (about 2 pages). Upload both at Blackboard under Homework. What symbols, if any, do you see? What is the ad's message about women or men or children? Race or ethnicity? What might Jean Kilbourne say?

Module 13
June 30

Violence Against Women
Mini-lecture introduction

WL Chapter 6 "Violence Against Women," 257-73; Andy Smith, "Sexual Violence and American Indian Genocide," 274-83; "The Chiang Mai Declaration. Religion and Women: An Agenda for Change," 2979-99.

Questions: What is violence? Non-violence? What would a feminist analysis of violence look like? What sources do the authors use in writing this chapter? How does Andy Smith use evidence to support his claims in his essay? Explain the Power and Control Wheel on p. 259. How are women's experiences affected by class, race, national origin, sexual orientation or disability? What are the theoretical explanations of violence against women? Which theory do you find most persuasive and why? What is problematic about micro-level explanations? What strategies does the UK VIP Center use to diminish the incidence of violence against women on campus? Which public policies appear to work best? What evidence can you use to make a case for a particular policy?

Homework: Select an organization that works on violence that is not located in the U.S. How does this issue look different when you take a global perspective?

WEEK FIVE

July 5

Exam I. This is take-home exam on Parts I and II of the course and it is due today. You have a 24-hour grace period. Submit your exam on Blackboard.

PART THREE WOMEN'S PLACES: HOME AND WORK IN A GLOBALIZING WORLD

Module 14

July 6

Home/Work

Mini-lecture Introduction

WL Chapter 7 "Making a Home, Making a Living"

Questions: What is the point of the cartoon on p. 303 about how society views women who work and women who stay home. What is a family? How would you describe your family? How have families changed in the past 50 years? Name 3 pro-family public policies that you support. How likely do you think it is that any of these will be adopted? Why? What is marriage and who controls this institution? The box on p. 306 was written in 1980. Do these gendered notions about working men and women still exist? What is the "second shift"? What evidence could you use to make an argument that the wage system in the U. S. is inequitable? How have feminists theorized about women's work?

Homework: Examine the following web sites and select one that you find compelling. Write a paragraph about what you found there.

<http://www.freedomtomarry.org>

<http://www.ftmmass.org> (The Freedom to Marry Coalition of Massachusetts)

<http://www.rcfm.org> (The Religious Coalition for the Freedom to Marry)

<http://www.indiebride.com>

<http://www.unmarried.org>

<http://www.southnewground.org> (Southerners on New Ground)

Module 15
July 7

Work

Mini-lecture introduction

WL Gloria Albrecht, "Spending Time When Time Is Money," 328-37;
Ann Crittenden, "The Mommy Tax," 337-45.

Questions: What are some of the key issues that working women face today in the U. S.? What arguments do the authors make about capitalism and market-oriented work and how do they support their claims? What kinds of protections do workers currently have? What is the "Mommy Tax" and how does it reflect gendered thinking? What kinds of policies and programs do you think would most help people get out of poverty?

Film: Freedom Bags AV-V3168. Click here to watch this film.

Module 16
July 8

Living in a Globalizing World

Mini-lecture introduction

•WL Ch. 9 "Living in a Globalizing World," 371-92; Shailja Patel, "Shilling Love," 399-401.

Questions: What is Globalization? Why is it so problematic? Sweatshops disappeared in the 1930s thanks to federal legislation, but have reappeared in the last thirty years. What are sweatshops and why are they back? What is colonialism? How does this connect to contemporary disparities among nations? What, according to the authors, are some of the alternatives to the current globalization system?

•Homework: Take a look at the following websites. Write a paragraph about the one that interests you most.

<http://www.maquilasolidarity.org/>

<http://www.sweatshopwatch.org/swatch/codes/>

<http://www.corpwatch.org/trac/nike/index.html>

<http://www.globalexchange.org/economy/corporations/campus/overview.html://www.cwgl.rutgers.edu>

<http://www.umich.edu/~sole/usassy1/index.real.html>

<http://www.behindthelabel.org/eye2eye.php>

<http://www.uniteunion.org/>

Film: Chain of Love - AV-V4604. Click here to watch this movie.

WEEK SIX

Module 17

July 12 Mini-lecture on Wal-Mart

Living in a Globalizing World

WL Ursula Biemann, "Remotely Sensed: A Topography of the Global Sex Trade" 410-113; V. Spike Peterson, "The Virtual Economy," Vandana Shiva, "Building Water Democracy. People's Victory Against Coca-Cola in Plachimada," 438-41.

Part FOUR SECURITY AND SUSTAINABILITY

Module 18 Women, Crime, and Criminalization

July 13 Mini-lecture Introduction

WL Chapter 9 "Women, Crime, and Criminalization," 443-57; Suad Joseph and Benjamin D'Harlingue, "Media Representations and the Criminalization of Arab Americans and Muslim Americans" 476-80; and Julia Sudbury, "Women of Color, Globalization, and the Politics of Incarceration," 481-92.

Questions:

Module 19 Women and the Military

July 14 Mini-lecture introduction

•WL Chapter 10, "Women and the Military, War and Peace," Cynthia Enloe, "Sheak Attack" 511-12; Suzuyo Takazato, "Report from Okinawa" 519-525; RVerbend, "Baghdad Burning: Girl Blog from Iraq", 525-30.

Questions: How might you argue that the U. S. military depends on women? What is terrorism and why is gender important when discussing it?

Film: *The Women Outside* - AV-V2298. Click here to watch this film.

Module 20 Women and the Environment

July 15 Mini-lecture

WL Ch. 11 "Women and the Environment," Sandra Steingraber, "Rose Moon," 549-58; "Principles of Environmental Justice," 562-63; "Gender Aspects of Climate Change," 574-80.

Questions: How can ordinary women make a difference in environmental quality? What is an ecological footprint? Whose are the largest in the world? What are three different feminist approaches to studying the environment?

Film: In-class clips about Julia Butterfly Hill

WEEK SEVEN

PART FIVE ACTIVISM AND CHANGE

Module 21 Creating Change: Theory, Vision, and Action

July 19 Mini-lecture introduction

WL, Ch. 13 "Creating Change: Theory, Vision and Action," 583-98;
 Abra Chernik, "The Body Politic," 599-603; Barbara Ransby,
 "Katrina, Black Women and the Deadly Discourse on Black
 Poverty in America," 616-21; Peggy Antrobus, "The Global Women's
 Movement: Definitions and Origins," 629-36..

Film: clips from Evelyn Williams SC-V2127 and Women of Change AV-
 V4775, and Not Secret Anymore: the Times of Del Martin & Phyllis
 Lyon - AV-V5062.

Module 22 Embarking on the Journey

July 20 Mini-lecture introduction

Asra Q. Nomani, Standing Alone: An American Woman's Struggle for
 the Soul of Islam "Preface," Part 1.

Module 23 Starting the Pilgrimage

July 21 Part 2, 35-75.

Questions:

Homework:

Module 24 Starting the Pilgrimage

July 22 Part 2, 75-112.

Questions:

Homework:

Module 25 Making the Pilgrimage

July 23 Part 3

Questions:

Homework:

WEEK EIGHT

Module 26 Continuing the Pilgrimage

July 26 Part 4

Questions:

Module 27 Bringing the Pilgrimage Home

July 27 Part 5

Questions:

Module 28 Asserting the Lessons of the Pilgrimage
July 28 Part 6
Questions:

Module 29 Harvesting the Fruits of the Pilgrimage
July 29 Part 7, Appendices and Afterward
Questions:

Module 30
July 30 Wrap-Up
Final Discussion

August 3 FINAL EXAM IS DUE ON BLACKBOARD. 24 hour grace period.