

COURSE CHANGE FORM

Signature Routing Log

General Information:

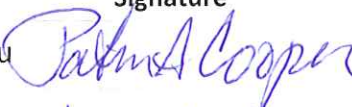



Course Prefix and Number: GWS 201 (chg meeting pattern)

Proposal Contact Person Name: Dr. Patricia Cooper Phone: 257-1388 Email: pacoop@uky.edu

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
GWS, Chair	April 23, 2010	Patricia Cooper / 7-1388 / pacoop@uky.edu	
GWS, DUS	April 23, 2010	Srimati Basu / 7-4372 / srimati.basu@uky.edu	
A&S EPC, Humanities	<i>10/5/10</i>	<i>Ruthall Boorda</i> ⁷⁻¹⁰⁰³ <i>rrboorda@uky.edu</i>	
A&S Assoc. Dean	<i>10/5/10</i>	Anna Bosch / 7-6689 / bosch@uky.edu	
		//	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	10/26/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:
We are submitting this course change form only to add the course to the General Education Curriculum.

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: May 14, 2010
- b. Department/Division: Gender and Women's Studies Department
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Dr. Patricia Cooper Email: pacoop@uky.edu Phone: 7-1388
- f. Requested Effective Date: Semester Following Approval OR Specific Term²:

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: GWS 201 Proposed Prefix & Number: no change
- b. Full Title: Introduction to Gender and Women's Studies in the Arts and Humanities Proposed Title: no change
- c. Current Transcript Title (if full title is more than 40 characters): _____
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|------------------|-------------------------------|-------------------------------------|---------------------|--------------------|
| Current: | <u>3</u> Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other—Please explain: _____ | | |
| Proposed: | <u>2</u> Lecture | _____ Laboratory | _____ Recitation | <u>1</u> Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: 3

¹ 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 sent to appropriate academic Council for normal processing and contact person is informed.

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

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ 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 represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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- h. **Currently, is this course repeatable for additional credit?** YES NO
- Proposed to be repeatable for additional credit?* YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. **Current Course Description for Bulletin:** An introduction to women's history in work, family and creative production. This course presents a set of organizing ideas for examining issues and problems of women in contemporary society, and gives students opportunities for writing, interviewing and discussing issues of gender, class and race from an interdisciplinary point of view. It introduces students to the basic methods of humanistic inquiry in general and humanistic women's studies in particular.

- (submitted this change with Gen Ed request on 8/13/10)*
- ✓ **Proposed Course Description for Bulletin:** Introduces students to basic methods of humanistic inquiry in Gender and Women's Studies, examines cultural beliefs and meanings about men and women, and explores the lives, achievements, and creative expressions of women in a cross-cultural, interactive, and interdisciplinary format.

- j. **Current Prerequisites, if any:** none
- Proposed Prerequisites, if any:* none

- k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ 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 changes do not affect DL delivery.

- l. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
- Proposed Supplementary Teaching Component:* Community-Based Experience Service Learning Both

3. **Currently, is this course taught off campus?** YES NO
- Proposed to be taught off campus?* YES NO

4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO

If YES, explain and offer brief rationale:

[Course content has not changed except to add Learning Outcomes for Humanities. New course description simply updates the old one - does not connote content change.]

5. **Course Relationship to Program(s).**

- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO

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

- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO

If YES⁷, list the program(s) here: _____

6. **Information to be Placed on Syllabus.**

- a. Check box if changed to 400G- or 500-level course you must send in a syllabus and *you must include the*

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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changed to 400G or 500. *differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

SYLLABUS SPRING 2011

INTRODUCTION TO WOMEN'S STUDIES IN THE ARTS AND HUMANITIES

WOMEN'S STUDIES 201-001—Chemistry-Physics Bldg. 211 (3:30-4:45, MW)

DR. JAN OAKS: 213 Breckinridge—office: 257-6681, home: 859-744-1561

office hours: M, T, W 5:00-6:00

email: joaks2@uky.edu

COURSE DESCRIPTION

GWS 201 serves as one introduction to the field of Gender and Women's Studies, emphasizing the arts and humanities. This course will consider backgrounds in literature, language, media, history, the arts, and philosophy in transnational context. Through a variety of in-class presentations, students themselves will articulate the issues emerging from the course text. As well, the class will read/view materials which portray women's experiences in a range of categories, including (but not limited to) those which examine cultural dynamics that influence many if not most women (for example, reproductive rights or women's place in global development).

Students are divided into teams in order to accomplish the major tasks of the course: a presentation, an argument, a creative project, and an activist proposal. Students are expected to explore issues derived, in part, from assigned readings. To enhance their understanding, class members will write original formal arguments. Individual presentations and group activities facilitate interaction with the material (and other students) in ways which enhance and broaden the goals of Gender and Women's Studies. Activist projects provide students with a framework to engage the world in a woman-centered manner. Creative assignments allow students to express their identities in ways which transcend traditional academic methods and reach audiences unmoved by formal discourse.

COURSE GOALS:

*That students understand their lives have political dimensions—that they are affected profoundly by the gendered power dynamics which function, often unseen or misunderstood, within their worlds.

*That students realize and acknowledge their multiple identities—derived through (for example) gender, age, class, sexuality, ethnicity, ability, region, appearance, and talent.

*That students accept and embrace their dual roles in the classroom—as both teachers and learners.

*That students speak knowledgably about international women's issues to both a small group and to a classroom.

*That students write competently about an issue significant for women to a college audience.

*That students demonstrate an original vision through a creative endeavor.

*That students design and execute an activist project within a group.

LEARNING OUTCOMES, GENERAL EDUCATION

1. Demonstrate the ability to present and critically evaluate competing interpretations in Gender and Women's Studies through careful analysis and argumentation, both in writing and orally.
2. Demonstrate the ability to distinguish different interpretive schools of thought and periods in time in the GWS according to the varying approaches and viewpoints characterized

therein.

3. Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different culture and people over time, as well as our own culture. Provide a gender analysis of work of literature, folklore, film, philosophy and religion or history.
4. Demonstrate disciplinary literacy (vocabulary, concepts, methodology) of GWS as it relates to the Humanities in written work, classroom discussions, and oral presentations.
5. Demonstrate the ability to conduct a sustained piece of analysis of some product of the humanities using significant questions, logical argument, coherent thesis, credible evidence and persuasive deployment of it, and proper citations.

LEARNING OUTCOMES, GENDER AND WOMEN'S STUDIES

GWS 201 will introduce you to the following Learning Outcomes this semester.

1. 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.
2. Critically interpret feminist texts and arguments. Recognize and critically assess the theories and methods underlying a range of feminist analytic approaches.
3. Demonstrate ability to communicate clearly and effectively by analyzing and presenting concepts and interpretations orally and writing persuasive and organized essays.
4. Recognize and analyze relations of power marked by gender and how these relations mediate and are mediated by other social distinctions and processes including age, class, colonialism, ethnicity, national origin, race, religion, and sexuality.

POLICIES AND COURSE COMPONENTS

TEXTS: *Women Across Cultures: A Global Perspective* (Shawn Meghan Burn, 2005)
Various articles by feminist writers (end of semester)

FILMS: *Tough Guise* (Sut Jhally, 1999), 57 minutes
Thelma and Louise (Ridley Scott, 1991), 129 minutes
4 Months, 3 Weeks, and 2 Days (Cristian Mungiu, 2007), 113 minutes
(Alternate: *Vera Drake* [Mike Leigh, 2004]), 125 minutes
North Country (Niki Caro, 2005), 126 minutes
This Black Soil (Teresa Koneche, 2004), 59 minutes
Brick Lane (Sarah Gavron, 2007), 102 minutes
Body Politics (Susan Sarandon, 1997), 47 minutes

SPECIAL NOTE ON TEXTBOOKS: You may special order textbooks. However, be aware that the mail is unpredictable. *You must be able to access textbooks in time for reading assignments.* *Women Across Cultures* will be available on 2-hour reserve at Young Library. Remember, the bookstores (Wildcat, Kennedy, and UK) send most textbooks back to the publisher promptly after school starts. Films will be placed on shelf reserve at the Young Media Center approximately one

week before their due dates.

STUDENT ABSENCE: You are allowed 4 absences without penalty (other than losing credit for the work missed and forfeiting participation points). Your final grade will be lowered 1 letter for each absence beyond 4. However, 7 unexcused absences will fail you in the course. Moreover, if you have 7 excused absences—or a combination of excused and unexcused absences which computes to 7—you *must withdraw or fail the course*. This policy applies to athletic and other university-associated absences. Please see me if you anticipate such absences. All absences will impact your participation grade. If you miss a class, you are responsible for any material covered or any assignment made as well as changes in the syllabus or in assignments.

EXCUSED ABSENCE: All excused absences must be verified in writing.

LATE ASSIGNMENTS: In general, I do not accept late work. However, if you have an excused absence, you are eligible to make up the work. Late work is due no later than 2 weeks after the absence.

MAKE-UP WORK: Contact me as soon as possible to make up work missed as a result of *excused* absence. This situation will necessitate a conference. Making up for an absence involves two activities: (1) a written assignment that summarizes and comments upon material discussed in class during your absence and (2) any in-class or out-of class assignment due on the day you were absent. Make-up work must be completed in a timely manner (normally within two weeks of the absence date). **NO MAKE-UP WORK WILL BE ACCEPTED AFTER CLASS TIME ON APRIL 29W.**

INSTRUCTOR ABSENCE: Please wait 15 minutes past class starting time before you assume that I am not coming to class. Ordinarily, someone will notify you of my absence. Prepare the work for both the day I was absent and the next class day.

TARDINESS: If you arrive late and class has started, assume that you have been marked absent. Please inform me of your presence after class. Tardiness jeopardizes your ability to do well in discussions and disrupts the class. Excessive instances of tardiness will accumulate toward absence. If you miss more than 10 minutes of class (for example, coming late or leaving early), you may be marked "absent" for that day. Make sure that your schedule allows you to arrive on time and stay for the entire class. *Except in emergencies, restroom breaks should be taken before or after class.*

FILMS: During the semester, you will view several films out of class. These films constitute part of our course material. Consequently, you will need to arrange to see the films before the due date. Films can be obtained at the Young Library Media Center (basement floor) and viewed—but only inside the library. Check the Center's hours for accessibility. Some films may be available at local video stores or on netflix.

CONFERENCES: I will be happy to meet with you outside of class to discuss your work or any component of the course. If you can't meet during regular office hours (M,T,W 5:00-6:00), contact me for an alternate time. I am often (but not always) in the office on Friday afternoons. Most weeks I am unavailable on Thursday. To contact me at home, call 859-744-1561.

EMAIL: I DO NOT ACCEPT ASSIGNMENTS OVER EMAIL. Electronic communication is wonderful but often unreliable. For this reason, I do not accept homework, classwork, or absence excuses (as verification) over email.

DISTRUPTIONS: Please silence and/or put away all laptops, cell phones and other hand-held devices. These items, as well as daily calendars or planners, cannot be open or used during class. Talking or text messaging on cell phones or opening laptops or planners will result in a grading penalty.

PLAGIARISM: Claiming someone else's ideas as your own is a very serious violation of both personal integrity and UK regulations. Be aware that the penalty for plagiarism in this class is (*at the very least*) failure for the assignment. More serious penalties (failure for the course, expulsion from the university) may be applied as well. Consult "Student Rights and Responsibilities" for more information. For explanations of plagiarism and how to avoid it, go to the UK Ombud web site, at <http://www.uky.edu/Ombud/>.

ACADEMIC ACCOMMODATION: 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@email.uky.edu) for coordination of campus disability services available to students with disabilities.

EXPLANATION OF GRADED ACTIVITIES

15% OF FINAL GRADE (15 points):

The PRESENTATION (about 5 minutes per student) concerns material from a chapter in the course text (*Women Across Cultures--WAC*). One team of students will divide the information from a particular chapter among themselves and present the *significant ideas* to the class. However, merely *summarizing this material is not sufficient*. A critical part of this assignment involves the speaker's offering a *substantial* personal analysis/response to the information, generating discussion by asking questions, and evaluating the ideas generated from the text and by other class members. On the day of the presentation, each student will distribute an outline (31 copies) of her/his own material to the class. The outline should contain a summary of the speaker's personal analysis/response and the original discussion questions as well as material from the chapter. Rather than reading the outline word for word, the presenter should know the material well enough to *present* it confidently to the class.

15% OF FINAL GRADE (15 points):

Each team member will write a *formal* ARGUMENT (1250 word minimum) based on a *focused* idea from a specific chapter of WAC. The ARGUMENT should *not* consist merely of a summary of information from the chapter. Instead, the writer should isolate an idea s/he sees as significant and develop it through her/his own logic, examples, and (outside the textbook) *scholarly* sources. S/he should express her/his personal writer's voice/attitude as well as clarify the issue's relevance to the audience (our class). The student will then offer a draft (11 copies) to be workshopped in

class and polished into a final revision to be handed in on the due date. Each student should consult the group to avoid duplication of topics. The argument must be *original* for GWS 201.

15% OF FINAL GRADE (15 points):

Every individual will construct an *original* CREATIVE PROJECT based on the issues/ideas from the assigned chapter in WAC. The student should write up a plan of action (draft) which describes the creative piece, and distribute copies (11) on the workshopping day. The student and the class will work together in peer review to refine the concept to be translated into a finished version. A commentary (500 word minimum) expressing the student's creative process with regard to the assignment must accompany this finished version due on the date specified in the syllabus.

15% OF FINAL GRADE (15 points):

All students will write a comparison/contrast essay (1250 word minimum) analyzing and interpreting the features of two women's magazines. A feminist publication (for example, *MS.*, *Bitch*, or *Bust*) should be examined in relation to a second "popular" woman's journal (for example, *Vogue*, *Glamour*, or *Cosmopolitan*). Check with me about choice(s). This essay will explore similarities/differences in both textual (articles) and pictorial/design elements. In addition to information from the two magazines, students must include at least one outside (scholarly) source—*course readings do not count as this source*. This assignment involves writing a fully developed essay with a substantial and engaging introduction; a clear thesis; good strong evidence, examples, and logic; and a memorable conclusion. The audience consists of this class.

10% OF FINAL GRADE (10 points):

A specified team of students will work together to create an *original* ACTIVIST PROPOSAL. This assignment will involve the presentation of an *original* plan for positive social change at UK and/or in the Lexington community. The essence of this proposal is to find an organized, realistic way to make women's lives better in (at least one of) these communities. The assignment will entail research about the issue as well as about activism in general. Ultimately, the team will devise a focused *practical* scheme to implement the plan. The team should distribute a draft of the proposal (31 copies) to the class on the day of the presentation. The final portion of the assignment will be a *detailed* written proposal targeting a designated administrative body (submitted to the instructor on the due date). *Students will be given a group grade unless exceptional circumstances arise.*

10% OF FINAL GRADE (10 points):

This category is composed of VARIOUS HOMEWORK AND CLASS ACTIVITIES: for example field trip reports, in-class writings, peer reviews, etc. Routinely students should take notes on all assigned readings and films which may become useful in completing these activities.

10% OF FINAL GRADE (10 points)

Five FILM RESPONSES (500 word minimum—about 2 pages each) will analyze an aspect of an assigned film in relation to a particular chapter from WAC. A sheet detailing these questions will be distributed at the beginning of the semester. *Responses must be typed and double-spaced.* Late responses will *not* be accepted for credit.

10% OF FINAL GRADE (10 points):

ACTIVE PARTICIPATION in class discussion constitutes a *necessary* (not optional) activity in

terms of both the final grade and a full appreciation of this course. Please come to class each day *expecting* to volunteer relevant ideas, and to ask and answer questions—in other words—to interact fully with other class members and me. Failure to participate in this way will affect your final grade negatively. See me ASAP if such participation presents a problem.

OVERALL GRADING SCALE:

A = 100-90 pts., B = 89-80 pts., C = 79-70 pts., D = 69-60 pts., E = Below 60 pts.

SCHEDULE OF ASSIGNMENTS

- Jan. 14W INTRODUCTION TO THE COURSE
- Jan. 19M MARTIN LUTHER KING DAY—NO CLASS
- Jan. 21W Due: film *Tough Guise*
Explanation: Graded Activities
- Jan. 26M Continue discussion of film and explanation
- Jan. 28W Due: *Women Across Cultures* (WAC)--Chapter 1 (pp. 2-15)
- Feb. 2M INTRODUCTION TO UNIT 1: “Women’s Low Status and Power”
Due: WAC, Chapter 2 (pp. 16-45)
& film *Thelma and Louise*
Due: Film/WAC Chapter Response
- Feb. 4W Student Presentations of WAC—Chapter 2 (Blue team)
- Feb. 9M Due: Drafts of Arguments from Chapter 2 (Gold team)
Due: Drafts of Creative Projects from Chapter 2 (Green team)
Student Peer Review (NO CLASS—Red team, Purple team:
Field trip to Rape Crisis Center, VIP, Outsource, or
other venue by arrangement
- Feb. 11W Student Group Presentation of Activist Proposal (Purple team)
- Feb. 16M INTRODUCTION TO UNIT 2: “Reproductive Rights”
Due: WAC—Chapter 3 (pp. 46-73) & film *4 Months, 3 Weeks
and 2 Days* (alternate: *Vera Drake*)
Due: Film/WAC Chapter Response
- Feb. 18W Student Presentations of WAC—Chapter 3 (Red team)
Due: Final Arguments (Gold team),

- Apr. 3F LAST DAY TO WITHDRAW
- Apr. 6M INTRODUCTION TO UNIT 5: “Women and Globalization”
 Due: WAC—Chap. 7 (pp.224-261) & film *Brick Lane*
 Due: Film Response
- Apr. 8W Student Presentations of WAC—Chapter 7 (Gold team)
 Due: Final Arguments (Purple team),
 Final Creative Projects (Red team),
 Final Activist Proposal (Blue team)
- Apr. 13M Due: Drafts of Arguments from Chapter 7 (Green team)
 Due: Drafts of Creative Projects from Chapter 7 (Purple team)
 Student Peer Review
 (NO CLASS—Blue team, Red team: Field trip as above)
- Apr. 15W Student Presentation of Activist Proposal (Red team)
- Apr. 20M INTRODUCTION TO UNIT 6: “The Beauty Myth”
 Due: “Culture” in *The Beauty Myth* (handout)
 & film *Body Politics*
- Explanation: Beauty Myth Assignment
- Apr. 22W Due: Final Arguments (Green team),
 Final Creative Projects (Purple team),
 Final Activist Proposal (Red team)
- Apr. 27M Due: “Selling Hot Pussy” (handout)
 Due: “Scheherazade Goes West” (handout)
- Apr. 29W Due: “The Globalization of Eating Disorders” (handout)
 Course Evaluation
 Concluding Issues

May 5T (Finals Week): DUE: ALL BEAUTY MYTH ASSIGNMENTS
 By NOON in 213 Breckinridge Hall
 NO LATE or E-MAILED assignments accepted