

APPLICATION FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: GWS 301

Proposal Contact Person Name: Patricia Cooper


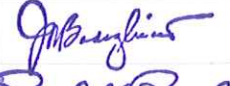
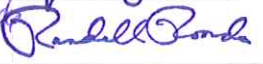

Phone: 257-1388

Email: patricia.cooper@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 faculty	April 23, 2010	Patricia Cooper / 7-1388 / pacoop@uky.edu	
		/ /	
A+S Ed Policy Cmte	9/21/10	Joanna Badaghiacco 714335 jmb@uky.edu	
A+S Ed Policy Cmte	9/21/10	Randall Roorda 711093 rroorda@uky.edu	
A+S Dean	9/21/10	Anna Bosch 716689 bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	12/07/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR NEW COURSE

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
- c. Contact person name: Dr. Patricia A. Cooper Email: pacoop@uky.edu Phone: 7-1388
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GWS 301
- b. Full Title: Crossroads of Gender, Class and Race (SR)
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture _____ Laboratory¹ _____ Recitation 3 Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: 9
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: Specific topics will vary, but all courses taught under this title focus on the contributions, interplay, intersections, constructions, history, and confrontations that the social categories and lived experiences of gender, race and class produce in the United States. Examines opportunities for civic responsibility and social justice. May be repeated up to a maximum of 9 credit hours under different subtitles.

- j. Prerequisites, if any: NA
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

APPLICATION FOR NEW COURSE

4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
- If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available?

YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
- If YES, explain: _____

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO
- If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
- If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

University Senate Syllabi Guidelines

General Course Information

- ✓ Full and accurate title of the course.
- ✓ Departmental and college prefix.
- ✓ Course prefix, number and section number.
- ✓ Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- ✓ Instructor name.
- ✓ Contact information for teaching/graduate assistant, etc.
- ✓ Preferred method for reaching instructor.
- ✓ Office phone number.
- ✓ Office address.
- ✓ UK email address.
- ✓ Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- ✓ Reasonably detailed overview of the course.
- ✓ Student learning outcomes.
- ✓ Course goals/objectives.
- ✓ Required materials (textbook, lab materials, etc.).
- ✓ Outline of the content, which must conform to the Bulletin description.
- ✓ Summary description of the components that contribute to the determination of course grade.
- ✓ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- ✓ Final examination information: date, time, duration and location.
- ✓ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- ✓ Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- ✓ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- ✓ Policy on academic accommodations due to disability. Standard language is below:
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.

syll #2
added
9/16/10
RH

Course Policies

- ✓ Attendance.
- ✓ Excused absences.
- ✓ Make-up opportunities.
- ✓ Verification of absences.
- ✓ Submission of assignments.
- ✓ Academic integrity, cheating & plagiarism.
- ✓ Classroom behavior, decorum and civility.
- ✓ Professional preparations.
- ✓ Group work & student collaboration.

Sample syllabus for GWS 301 Crossroads of Gender, Class and Race (SR)

Latin@s in the U.S.

Dr. Cristina Alcalde

Proposed General Education Course

GWS 301 Fall 2012

Office: Breckinridge 212

Office phone number: 257-9719

E-mail: cristina.alcalde@uky.edu

Time: T, TH 9:30-10:45

Location: TBA

Office Hours: M 9-11; TH 11-12
and by appointment

syllabus also available through Blackboard

Course Description

Latinos are the largest minority group in the U.S. Of the 40 million Latinos living in the U.S., 66% trace their cultural heritage to Mexico, 15% to Central and South America, 9% to Puerto Rico, 4% to Cuba, and 6% to other countries. Some Latinos have been in the U.S. for generations, since even before the U.S. became a nation, while others have recently arrived. Despite the historical and growing Latino presence in the U.S., misunderstandings and stereotypes about Latinos and Latinas are widespread.

What does it mean to be Latina or Latino? What is the role of language, gender, class, national origin, and race in Latino and Latina identities? What cultural traits do different Latinos and Latinas have in common with each other and with other Americans? What differences exist among Latinos, Latinas, and other Americans? This seminar will explore issues of history, culture, gender, class, language, human rights, and representation as it addresses the broader question of the meaning of "Latina" and "Latino" and whether or not it is appropriate to speak of one or many Latin@ cultures in the U.S. Course readings will emphasize an interdisciplinary approach to the study of Latina and Latino identities, especially as gender intersects with other identity markers to inform Latin@ experiences. Lectures, discussions, presentations, and films will allow students to understand diversity and everyday life among Latin@s.

Course Objectives

This course will allow students to develop skills in reading and writing; critical thinking; informed discussion; academic research; and creativity. Seminar members will also gain an understanding of the histories and realities of Latino@ in the U.S. and of diversity among Latin@s and within the U.S. More specifically,

Course Learning Outcomes

By the end of the course, students will be able to

1. Demonstrate an understanding of historical, societal, and cultural differences,

Latin@s in the U.S.
Dr. Cristina Alcalde
Proposed General Education Course
GWS 301 . Fall 2012

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Course Learning Outcomes

By the end of the course, students will be able to

1. Demonstrate an understanding of historical, societal, and cultural differences,

among Latin@s and between Latin@s and non-Latino@.

2. Demonstrate a basic understanding of how differences among Latin@s influence issues of civic participation, discrimination, and efforts towards social justice.
3. Demonstrate an understanding of historical, societal, and cultural contexts relevant to Latin@s.
4. Demonstrate an understanding of differing national identities, cultural beliefs, and forms of power and resistance among Latin@s.
5. Participate in the following two projects that focus on personal and/or collective decision-making and in which students identify and evaluate conflicts, compromises, and/or ethical dilemmas: A) Group project on popular culture portrayals of Latin@s; 2) Individual final paper on a problem or topic related to the Latin@ experience in the United States.

Course Format

The course consists of lectures, discussions, group activities, presentations, and videos.

Course Requirements

Mexicana Encounters Response	10%
Participation and Attendance	15%
Critical Response Papers	20% (2@10% each)
Annotated Bibliography	10%
Testimonio Paper (model from LFG)	10%
Popular Culture Analysis	15%
Final Research Paper	20%

Mexicana Encounters Response: This two to three page book response paper (typed, double-spaced, 12 point) is due XXXXX, in class. Guidelines will be distributed in class.

Attendance and Participation: Attendance is mandatory and roll may be taken. You are expected to attend every class and participate in class discussions following oral presentations and films, as well as to participate in class activities discussions during regular classes. Because discussion is an important component in this course, coming to class every day is not enough to receive an A on the attendance and participation portion of your grade. You must participate by asking questions, discussing assigned topics in groups, and speaking up in an informed manner. To be able to participate in class discussions, readings must be completed before the beginning of the class session in which they are to be discussed. Pop-quizzes may be given to ensure students have completed the required reading. Each student is allowed a maximum of 2 free absences. Each additional absence will result in the loss of two points from the student's final grade for the course. Students are responsible for viewing all films assigned for this class and for completing all reading assignments, regardless of class absences.

Critical Response Papers: You are required to watch all films assigned for this class. You should watch each film carefully. I have carefully selected films for this class; they are not meant to be time off from class. I strongly encourage you to take notes. You will write two critical response papers for this class. The first will be on *Letters from the Other Side* and the second paper will be on *Real Women Have Curves*. Each paper should

- a) Summarize the main ideas of the film.
- b) Connect the film topic(s) to class readings and discussions, using specific examples from the film and readings.
- c) Offer your own views/reflections on what you heard and observed.

Each critical response paper should be one-page, single spaced, 12 pt. Critical response papers are to be turned in at the beginning of the class period on which they are due.

Annotated Bibliography: Your annotated bibliography should be two to three pages long. Please note that while you may use assigned readings for your paper, these readings should be in addition to the five scholarly articles or books. You may not count any assigned readings as one of the five scholarly articles or books. Additional guidelines will be handed out in class.

Testimonio Paper: This paper is due in class on **XXXXX**. For this assignment, students are asked to connect their personal or family histories to the times, events, and/or themes discussed in class. The learning objective is to recognize the shaping impact of history, broad social forces, and social institutions on individuals, families and communities. You need not be Latino/a to critically discuss how your own life, or your family's life/history has been shaped in some ways by such factors as immigration, ethnicity, language, discrimination, privilege, gender, and education. If you so desire, you may fictionalize parts of the autobiography or family history to meet the guidelines. First, pick one (or more) testimonios from the Telling To Live book. Then, use these testimonios as models and begin to write your own testimonio. The final testimonio should be between 5 and 7 pages long. On October 3, we will discuss the testimonios. Each student will talk about (and perhaps read excerpts from) her or his testimonio.

Popular Culture Analysis Assignment: You will conduct a small group research project to examine images of Latin@s in contemporary media. First, select one of the following: a) 5 magazine ads; b) 4 TV commercials; c) 3 songs; d) 2 episodes of a TV show. You will be responsible for creating a handout and Powerpoint and presenting your findings during a 15-minute group presentation. In your presentation, make sure you critically analyze the intersections race, class, gender, sexuality, age, and ability in the construction of Latin@s in your chosen genre using at least two assigned readings and two outside scholarly sources (journal articles or books). Each group member should participate in the presentation. You will be evaluated as a group as well as individually.

Final Research Paper: Your final research paper (8-10 pages, 12 point, double-spaced, 1-inch margins) should be analytical and examine a specific area or problem relevant the study of Latin@s in the U.S.. A list of topic ideas will be handed out early in the semester; other ideas are welcome, provided they are discussed with and approved by the instructor first. During the last week of class, each student will do a 5-minute presentation on the final paper topic.

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.

Grading

Grading Policy

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-97	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			E= 59 and below

*please note that final grades will not include +/-

Readings

Fregoso, Rosa Linda. 2003. *Mexicana Encounters: The Making of Social Identities on the Borderlands*. Berkeley: University of California Press. (ME on syllabus)

Molina-Guzmán, Isabel. 2010. *Dangerous Curves: Latina Bodies in the Media*. New York: New York University Press. (DC on syllabus)

The Latina Feminist Group. 2001. *Telling to Live: Latina Feminist Testimonios*. Durham: Duke University Press. (LFG on syllabus)

Suárez-Orozco, Marcelo and Mariela M. Páez. 2002. *Latinos Remaking America*. Berkeley: University of California Press. (LRA on syllabus)

Articles available online through e-journals, on Blackboard, or as class handouts.

Proposed Schedule

NOTE: All readings should be completed **before class** on the day the reading is listed

DATE	TOPIC	READING
WEEK 1	Introduction to the Course and to Each	Introduction and Ch. 1 (LRA)

	Other Latin@s in the U.S.: Histories, Demographics, and Cultures	
WEEK 2	Latin@s in the U.S.: Histories, Demographics, and Cultures	Ch. 2, Ch. 3 (LRA)
WEEK 3	Latin@s in the U.S.: Histories, Demographics, and Cultures Latin@s in KY	“American Projections” (LRA) Schultz, “Inside the Gilded Cage”; Rich and Miranda, “The Sociopolitical Dynamics” (Blackboard)
WEEK 4	Race and Racism in Everyday Life White Privilege	“White Privilege” (class handout); 192-195 (LFG)
WEEK 5	Media Representations of Latin@s Latinas and Body Politics	National Council of la Raza, “Out of the Picture: Hispanics in the Media” (class handout) Chs. 1 and 2 (DC) Bring one ad, film clip, or game that depicts Latinos and be ready to discuss the item/portrayal in connection to the reading, lectures, and discussions
WEEK 6	Latinas and Body Politics, continued <i>Critical Response Paper Due</i>	Chs. 3, 4, 5 (DC)
WEEK 7	Latino Masculinities	Excerpts from Mirandé, “Hombres y Machos” (Blackboard)
WEEK 8	Sexualities	Selections from LFG TBA
WEEK 9	Family and Education	“The Significance of Race and

	<i>Film: Real Women Have Curves</i> <i>Annotated Bibliography Due</i>	Gender...” (online through JSTOR, see last page of syllabus for complete citation); Ch. 5 (LRA)
WEEK 10	Life on the Border and Borderlands	Chs. 1, 2, 3 (ME)
WEEK 11	Life on the Border and Borderlands Femicide	Chs. 4, 5, 6, 7, 8 (ME)
WEEK 12	Immigration and Labor <i>Films: Letters from the Other Side and Los Trabajadores/The Workers</i>	Ch. 8 (LRA); 104-113 (LFG)
WEEK 13	Language and Identity	Ch. 16 (LRA); 43-54 (LFG); 55-59 (LFG) Ch. 18 (LRA); 177-184, 200-203
WEEK 14	Mexican-American Identities Chican@s Chicana Feminism	69-85 (LFG) Selections from “Separate Roads to Feminism” (available on Blackboard)
WEEK 15	Latin Americanization of the U.S.?	Bonilla Silva, “From Bi-racial to Tri-racial”
WEEK 16	<i>Student Presentations on Final Paper Topic</i>	

Complete References for Reserve and Online Articles:

Barajas, Heidi Lasley Jennifer L. Pierce. 2001. "The Significance of Race and Gender in School Success among Latinas and Latinos in College." *Gender and Society* 15 (6): 859-878.

Bonilla Silva, Eduardo. 2004. "From Bi Racial to Tri Racial: Towards a New System of Racial Stratification in the USA." *Ethnic and Racial Studies*, 27, 6: 931-50.

Shultz, Benjamin J. 2008. "Inside the Gilded Cage: The Lives of Latino Immigrant Males in Rural Central Kentucky." *Southeastern Geographer* 48 (2): 201-218.

Rich, Brian L. and Marta Miranda. 2005. "The Sociopolitical Dynamics of Mexican Immigration in Lexington, Kentucky, 1997 to 2002: An Ambivalent Community Responds." In Victor Zúñiga and Rubén Hernández-León, eds. Pp. 187- 219. *New Destinations: Mexican Immigration in the United States*. New York: Russell Sage Foundation Publications.

Course 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.

Sample for GWS 301 Crossroads of Gender, Class and Race (SR)
THE “WOMEN’S LIBERATION MOVEMENT” 1950-1975:
HISTORY, POLITICS, CULTURE
GWS 301:001 Crossroads of Gender, Class and Race
Meeting times, building and room number

Semester

College of Arts and Sciences

Instructor:

Best way to reach me is: e-mail

Office Phone: E-mail:

Office Address

Office Hours

Course Description

The birth of “second-wave” feminism has been represented largely through caricatures (bra-burners) and a media focus on highly public figures that were either idealized (Gloria Steinem) or demonized (Andrea Dworkin.) Its racial, ethnic, and class diversity have not been recognized, nor has its significant intellectual and political legacy. Many post-structuralist thinkers have become famous for insights that were anticipated by second-wave writers, while those writers themselves have disappeared from the canon of post-sixties critical thinking. Later generations of feminists have sometimes helped legitimate this disappearance through their own caricatures and misunderstandings of the second wave.

Goals and Objectives: This course is dedicated to replacing the cartoons and caricatures with a complex and critical understanding of the historical roots, cultural context, and rich diversity of early second-wave thought and activism (or “The Women’s Liberation Movement,” as it was then called.) As such, the course will also function to provide an exemplar of how, in the right historical circumstances, ordinary citizens from a wide variety of racial, class, and ethnic backgrounds can forge new social identities, become a major political force for change, even in the face of internal struggles for community, inclusiveness, and voice, and ultimately effect sweeping practical and intellectual transformations in the landscape of U.S. history and culture.

Learning Outcomes

This course fulfills General Education requirement in Citizenship, U.S., and will achieve the following learning outcomes:

- A. Students will demonstrate an understanding of historical, societal, and cultural differences, especially those arising from race, ethnicity, gender, sexuality, and socioeconomic class within the U.S. Women’s Movement.
- B. Students will demonstrate an understanding of how these differences influenced political organizing and platforms, ideas about social justice, priorities and themes, and who attained public visibility and influence within the second wave of the U.S. Women’s Movement.

- C. Students will demonstrate an understanding of the historical, societal and cultural contexts that gave birth to the second wave, that shaped its development, and that influenced its legacy.
- D. Students will demonstrate an understanding of societal, cultural, and institutional change over time (1950's-present), civic engagement at many levels of participation from grass roots organizing to national engagement, and dynamics of power and resistance, both internal to the Women's movement and between the Women's movement and larger social and cultural forces.
- E. Students will have participated in and written about their experience in three group projects that require communicative and organizing skills, collective decision-making, identification and evaluation of conflicts, compromises, and dealing with ethical dilemmas.

POLICIES

Attendance:

While I expect students to come to class every day, each student is allowed a maximum of 2 free absences. Each additional absence will result in the loss of 2 points from the student's Attendance and Participation grade. 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. In addition, students are responsible completing all reading assignments, regardless of class absences.

Excused Absences and Verification: Students will notify the instructor at the beginning of the semester (within the first week of class) in writing of any anticipated absences for the purposes of observing major religious holidays. Students who anticipate missing a class period for travel to a professional conference will notify the instructor at the beginning of the semester in writing. Students must request an excused absence in writing via email no later than the end of the class time of the period they will miss. Excused absences are: 1)serious illness 2) death or illness of a family member 3)University-related trips 4)major religious holidays 5) other circumstances found to be 'reasonable cause for nonattendance.'" All excused absences require written documentation.

Make-Ups:

Submitting Your Assignments: All assignments must be submitted on time. Late work will lose 1/3 of a letter grade per day.

Academic Integrity, Cheating and Plagiarism:

Cheating on exams and plagiarizing in papers are serious violations with consequences that can range from an "E" in the course to expulsion from the university. Definitions and consequences of academic offenses, including cheating and plagiarism, are provided in S.R. 6.3 and 6.4, available via <http://www.uky.edu/USC/New/SenateRulesMain.htm> or on the UK Ombud web site at <http://www.uky.edu/Ombud>. In addition, the Ombud provides a document that explains plagiarism – this is available at <http://www.uky.edu/Ombud/Plagiarism.pdf>.

Classroom Behavior, Decorum and Civility:

a) We are all required to respect the rights of others in the classroom. 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 – this is disruptive to others. TURN OFF all cell phones prior to the start of class and store them away, along with any other electronic equipment, **including computers**.

(Exceptions will be made for students with disabilities.)

b) We are all responsible for creating a safe space for the healthy exchange of ideas. This instructor, department, college and university respect the dignity of all individuals and we value differences among members of the academic community. 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. In this classroom, we will conduct ALL discussions with respect, civility and responsibility. Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other 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.

Copyright Policy

All materials from this course, including 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.



REQUIREMENTS:

- Attendance and General Participation: 10%**
- Reflection paper on “Consciousness-Raising” Activity: 10%**
- Reflection paper on “Organizing a Demonstration” Activity: 10%**
- Participation in “Talk Show” Simulation: 10%**
- Reflection paper on “Talk Show” Simulation: 10%**
- Weekly Assignments on Readings: 20%**
- Individual Paper/Project: 30% (This assignment may be used for Gen Ed assessment)**

Note that students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in this syllabus.

Grading Policy:

A = 90-100; B=80-89; C=70-79; D=69-69; E=59 and below.

REQUIRED MATERIALS

[List of books to buy]

.....

Schedule of Topics, Activities, Readings:

1. INTRODUCTION: WHY STUDY “WOMEN’S LIBERATION”?

Interactive Class exercise on student perceptions of 60’s and 70’s feminism
Discussion: The uses and abuses of feminist metaphors, from “Liberation Movement” to “Second Wave” and beyond
Documentary: to be selected

2. BACKGROUND TO THE “SECOND WAVE”

HISTORICAL OVERVIEW

Sheila Tobias, “The Emergence of Women’s Rights as a Political Issue” in Faces of Feminism, pp 11-41.

Paula Giddens, “A Second World War and After” in When and Where I Enter: The Impact of Black Women on Race and Sex in America, pp 231-273.

IDEOLOGIES OF GENDER in POST-WAR U.S.:

Brett Harvey, “Mrs. Someone” in The Fifties: A Women’s Oral History, pp 68- 87

Barbara Ehrenreich, “Breadwinners and Losers: Sanctions Against Male Deviance” in The Hearts of Men: American Dreams and the Flight From Commitment, pp 14-27.

David Halberstam, “Chapter Thirty-Four” in The Fifties, pp 508-520.

Susan J, Douglas. “Fractured Fairy Tales” in Where the Girls Are, pp 21-60.

CONTRADICTIONS, RESISTANCE, AND OTHER “CRACKS IN THE MOLD”:

Sara Evans, Personal Politics, pp 3-23

Joanne Meyerowitz, Ed. “Women’s Employment and the Domestic Ideal in the Early Cold War Years” in Not June Cleaver, pp 382-407.

Susan Bordo, “Fifties Hollywood: The Rebel Male Crashes the Wedding” in The Male Body, pp 107-152.

Wini Breines, “The Other Fifties: Beats and Bad Girls” (class reader)

3. SOURCES OF SECOND WAVE CONSCIOUSNESS AND ACTIVISM, PART I: CIVIL RIGHTS, BLACK POWER, BLACK CULTURE

Ella Baker, “Developing Community Leadership,” in Gerda Lerner, ed., Black Women in White America and Fannie Lou Hamer, “It’s in Your Hands,”

Irwin and Unger, eds., “The Civil Rights Movement” (class reader)

Students will select an issue for discussion, and, following the guidelines laid out in various Women's Liberationist descriptions of group process, will "replicate" a sixties' consciousness-raising session. Afterwards, they will write a piece on the experience and what they learned.

Readings: "New Organizational Forms", pp. 67-82, in *Dear Sisters*

8. FOCUS: CLASS IDEOLOGY AND DIVISIONS WITHIN "WOMEN'S LIBERATION"

Charlotte Bunch, "Revolution Begins at Home" (May 1972) (3pp handout);

Nancy Mryon's "Class beginnings" (March 1971 2pp. handout)

Ginny Berson, "Class Revisited:one step forward" (May-June 1973, 2 pp handout).

"Chicago Women's Liberation Union," in DS, pp. 96-101

"Report on the first National Conference on SocialistFeminism" (1975) (hand-out)

Rita Mae Brown, "The Last Straw", in *Class and Feminism*, edited by Charlotte Bunch (1972).

Barbara Ehrenreich, "What is Socialist Feminism?" (1976) *National Socialist Feminism Conference*.

9. FOCUS: SEXUALITY, part one: The Birth of "Body Politics"

Germaine Greer, Selections from *The Female Eunuch* (Great Britain, 1970)

Ann Koedt, "The Myth of the Vaginal Orgasm" (U.S. 1973), in DS 158-162

Andrea Dworkin, "Pornography" (U.S., 1973) (handout)

Brownmiller, "The Mass psychology of Rape,"(1975) and Interview with Nekenge Toure and Michele Plate, "Black Women Organizing Against Rape" (1977), in DS, pp 196-200)

Luce Irigaray, "This Sex Which is Not One" (France, 1977) (handout)

Audre Lorde, "The Uses of the Erotic" (1978) from *Sister Outsider*, Crossing Press, 1985 (handout)

Brownmiller, "Abortion is a Woman's Right", from *In Our Time*

10. Focus: SEXUALITY, PART TWO: From "The Lavender Menace" to the "Lesbian Continuum"

Radicalesbians, "The Women-Identified Woman" (1970)in *Dear Sisters*, pp. 107-109

Karla Jay, from *The Lavendar Menace*

Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence, in Schneur, 310328

11. FOCUS: RACIAL DIVISIONS AND BLACK FEMINISM

Pauli Murray, "The Liberation of Black Women," (1970), in *Words of Fire*, edited by Beverly Guy-Sheftall. (handout)
Toni Morrison, "What the Black Woman Thinks About Women's Lib," *The New York Times Magazine*, August 22, 1971. (handout)
Ntozake Shange, selections from *For Colored girls Who Have Considered Suicide When the Rainbow is Enuf*, (U.S. 1975) (handout)
Michelle Wallace, "Anger in Isolation: A Black Feminist Search for Sisterhood," (1974), in *Words of Fire* (Handout)
"The Combahee River Collective" (1977) in EFR, pp. 325-330
Audre Lorde, "The Master's Tools Will Never Dismantle the Masters House", and "Open Letter to Mary Daly"
Becky Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism", *Feminist Studies* 28, No. 2, Summer 2002 (handout)

12. "ORGANIZING A DEMONSTRATION" CLASS ACTIVITY.

Students will "simulate" the process of decision-making, allocation of responsibilities and tasks, leadership and public format of a campus demonstration against an issue that they collectively decide on. We may or may not actually "take it to the streets"! They will write a piece on the experience and what they learned from it.

13: MEDIA RESPONSES TO WOMEN'S LIBERATION.

Susan Douglas, "I am Woman, Hear Me Roar", from *Where the Girls Are*
Susan Brownmiller, "Enter the Media" from *In Our Time*

14. TALK SHOW SIMULATION:

Based on the (fictional) premise that their demonstration has achieved national notice, students will assume various roles from among the authors and activists that they have read and learned about in the course, assign (generic and specific) identities to members of the audience, choose a media figure of the period to play the role of host, and simulate a talk-show panel circa 1975. Afterwards, they will write a piece on the experience and what they learned from it.

15: REFLECTING ON OUR EXPERIENCE IN THE COURSE

General Education Course Submission Form

Date of Submission: May 14 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Gender and Women’s Studies

Course Prefix and Number: GWS 301 Credit hours: 3

Course Title: Crossroads of Gender, Class, and Race (SR)

Expected Number of Students per Section: 30 Course Required for Majors in your Program? No

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Dr. Patricia Cooper Email: patricia.cooper@uky.edu

Office Address: 112 Breckinridge Hall Phone: 257-1388

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: May 13, 2010

Dean: Anna R. K. Bosch  Date: 5/21/10

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

Narrative on GWS301 Crossroads of Gender, Class, and Race in the U. S.
as a General Education Course for
Citizenship: Community, Culture and Citizenship in a Diverse U. S. Society

- A. Citizenship: The academic interdisciplinary field of Gender and Women's Studies was founded in the 1970s in the United States and across the globe to address the ways in which traditional scholarship omitted analysis of women's lives and experiences. Gender was soon added to the mix because feminists understood that the social construction of masculinity and femininity had much to do with how societies operate and in particular how citizenship is defined and experienced. Because of the work of international, African American, Latina, Asian-American and other communities of feminists, GWS from the outset recognized that biological sex and socially constructed meanings of manhood and womanhood were linked to other power relations, including geographic region, age, ability, sexuality, class, race, ethnicity, religion, and the inequitable distribution of resources and assets globally. At its very heart, GWS explore notions of "difference" over time and in varying contexts; contested versions of citizenship, inequalities within the legal and political systems, and social justice movements related to particular communities within U. S. society. We have included two sample syllabi that illustrate our intentions with this course: a history of the U. S. Women's Liberation (WL) movement and an exploration of Latino/as (LUS) lives in the U. S. For WL, the outcome is: "Students will demonstrate an understanding of historical, societal, and cultural differences, especially those arising from race, ethnicity, gender, sexuality, and socioeconomic class within the U.S. Women's Movement." For LUS the outcome is: "Demonstrate an understanding of historical, societal, and cultural differences, among Latin@s and between Latin@s and non-Latino@ people.
- B. As the two sample syllabi make clear, this course explores the injustices and achievements associated with civic participation, not only in its legal and political expressions, but also through its social and economic enactment. The Women's Liberation course is completely devoted to exploring a particular social justice movement and the Latina/o course also demonstrates how inequities are expressed, experienced, and addressed. For WL: "Students will demonstrate an understanding of how these differences influenced political organizing and platforms, ideas about social justice, priorities and themes, and who attained public visibility and influence within the second wave of the U.S. Women's Movement." For LUS: "Demonstrate a basic understanding of how differences among Latin@s influence issues of civic participation, discrimination, and efforts towards social justice."
- C. Every GWS course taught under this title necessarily highlights and explores context. Because we are interdisciplinary, we necessarily explore context from multiple avenues including art, music, contemporary scientific beliefs, geographic influences, social stratification, the legal system, language, religious or ethical practices/beliefs, and popular culture. For WL: "Students will demonstrate an

understanding of the historical, societal and cultural contexts that gave birth to the second wave, that shaped its development, and that influenced its legacy.”
For LUS: “Demonstrate an understanding of historical, societal, and cultural contexts relevant to Latin@s.”

- D. Courses under this title will likely engage more than two of the listed topics because all of them are crucial for understanding communities in U. S. society and the broad notion of citizenship. For WL: “Students will demonstrate an understanding of societal, cultural, and institutional change over time (1950’s-present), civic engagement at many levels of participation from grass roots organizing to national engagement, and dynamics of power and resistance, both internal to the Women’s movement and between the Women’s movement and larger social and cultural forces.” For LUS: “Demonstrate an understanding of differing national identities, cultural beliefs, and forms of power and resistance among Latin@s.”
- E. GWS courses, and this course in particular, focus on interactive learning, social activism, and decision-making patterns and possibilities. For WL: “Students will have participated in and written about their experience in three group projects that require communicative and organizing skills, collective decision-making, identification and evaluation of conflicts, compromises, and dealing with ethical dilemmas.” For LUS: “Participate in the following two projects that focus on personal and/or collective decision-making and in which students identify and evaluate conflicts, compromises, and/or ethical dilemmas: A) Group project on popular culture portrayals of Latin@s; 2) Individual final paper on a problem or topic related to the Latin@ experience in the United States.”