

COURSE CHANGE FORM

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: <u>Arts and Sciences</u>	Today's Date: <u>8/24/11</u>			
b.	Department/Division: <u>Gender and Women's Studies</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹	(place cursor here for minor change [OSC1] definition)	
e.	Contact Person Name: <u>Patricia Cooper</u>	Email: <u>pacoop@uky.edu</u>	Phone: <u>257-1388</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term ² :	_____	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>GWS 301</u>	Proposed Prefix & Number:	_____		
b.	Full Title: <u>Crossroads of Gender, Class and Race (Subtitle required)</u>	Proposed Title:	<u>Crossroads:(Subtitle Required)</u>		
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	_____	
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>2</u> Lecture	_____ Laboratory ⁵	_____ Recitation	<u>1</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>1</u> Lecture	_____ Laboratory	_____ Recitation	<u>2</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
	Proposed Grading System:	<input type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>			

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i>	<u>9</u>	
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>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.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>N/A</u>	
j.	Current Prerequisites, if any:	<u>NA</u>	
	<i>Proposed Prerequisites, if any:</i>	_____	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>There is not change to course content; ONLY changing title and meeting pattern hours.</u>		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> 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.)	

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.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GWS 301

Proposal Contact Person Name: Patricia Cooper Phone: 7-1388 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 Faculty	8/24/11	Patricia Cooper / 7-1388 / pacoop@uky.edu	
GWS DUS	8/24/11	Srimati Basu / 7-4372 / srimati.basu@uky.edu	
GWS Chair	8/24/11	Patricia Cooper / 7-1388 / pacoop@uky.edu	
College of Arts and Sciences	10/25/11	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	12/6/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

Sample syllabus for GWS 301 Crossroads: (subt. req.) 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

Bulletin description:

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.

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 **Student 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.

Required Materials: 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.

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.

Grading

Grading Policy (NOTE: please note that final grades will not include +/-)

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 +/-**

Final Exam Information

Date, time, location, other information

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

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 Other Latin@s in the U.S.: Histories, Demographics, and Cultures	Introduction and Ch. 1 (LRA)
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 <i>Film: Real Women Have Curves</i> <i>Annotated Bibliography Due</i>	“The Significance of Race and 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 Policies:

Submission of Assignments (see above):

Describe expectations for assignment submissions. Paper vs online. Late penalties, other requirements.

Attendance Policy (see above).

Clearly spell out attendance policies for the course, in accordance with Senate Policy on excused absences.

Excused Absences:

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

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

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

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

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

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

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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

Classroom Behavior Policies (optional)

Describe any policies that you enforce in your classroom, e.g., no cellphones, guidelines for respectful dialogue, etc..

Other Policies (optional)

You may wish to list College or major specific information here.