

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: GWS 302

Proposal Contact Person Name: Dr. Srimati Basu Phone: 7-4372 Email: srimati.basu@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	August 25, 2010	Patricia Cooper / 7-1388 / pacoop@uky.edu	<i>Patricia Cooper</i>
GWS DUS	August 25, 2010	Srimati Basu / 7-4372 / srimati.basu@uky.edu	<i>Srimati Basu</i>
<i>AAS Ed Policy Cmte</i>	<i>9/21/10</i>	<i>Richard Roorda 7 1033 rroorda@uky.edu</i>	<i>Richard Roorda</i>
<i>AAS Ed Policy Cmte</i>	<i>9/21/10</i>	<i>Wendy Bedaghiacco 7 14335 wjimb@uky.edu</i>	<i>Wendy Bedaghiacco</i>
<i>AAS Dean</i>	<i>9/21/10</i>	<i>Anne Bosch 7 1689 abosche@uky.edu</i>	<i>Anne Bosch</i>

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	12/07/2010	Sharon Gill	<i>CEO</i> <i>10/6/10</i>
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

## NEW COURSE FORM

**1. General Information.**

- a. Submitted by the College of: Arts & Sciences Today's Date: August 26, 2010
- b. Department/Division: Gender & Women's Studies
- c. Contact person name: Dr. Srimati Basu Email: srimati.basu@uky.edu Phone: 7-4372  
u
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

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

- a. Prefix and Number: GWS 302
- b. Full Title: Gender Across the World: (Subt. Req.)
- c. Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

2 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	1 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: Interdisciplinary, comparative and transnational examination of issues of gender focused around particular themes and locations. Thematic focus explicating gender which also illuminates questions of history and political economy in specific locations. Introduces students to research and a variety of analytical questions in the field, as well as the interaction between locales/people and structural processes. May be taken up to 9 credit hours under different subtitles.

- j. Prerequisites, if any: None
- k. Will this course also be offered through Distance Learning? YES  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

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

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

<sup>3</sup> 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)

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

## NEW COURSE FORM

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

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: Every 1-2 years

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? 65

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 program? YES  NO

If YES, explain: This course is proposed as a General Education course under the Global Dynamics rubric.

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 requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, 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.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

## Distance Learning Form Sharon Gill

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

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

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

Course Number and Prefix: GWS 302	Date: September 15, 2010
Instructor Name: Dr. Srimati Basu	Instructor Email: srimati.basu@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The course will use wikis that students build together and discussion board on Blackboard. Students will e-mail with the professor.. Yes course will conform to Senate Guildelines for Distance Learning.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>This course will be the same as the one taught in the classroom except that the intereactions among students and between students and faculty will take place online. The course will be run asynchronously.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Exams will either be open book or will be available only for particular times and days with password protection. No proctors will be needed. Policies on plagiarism will be clear on the syllabus.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students will be able to purchase books online and access any electronic reserves online right from</p>

## Distance Learning Form

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	Blackboard. Information on IT and other services appear on the syllabus.
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Blackboard will be an essential tool for making direct links to particular resources, film clips, and documents that students will be able to use to learn about the topic</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Everything needed for this course, except the textbooks, is available online and the books can be purchased online.</p>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The Online syllabus will contain links to TASC and to the UKIT address. I</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li> <li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>

## Distance Learning Form

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

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Srimati Basu Instructor Signature: <i>Srimati Basu</i>
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PAC*

**GWS 302 Gender Across the World (subtitle req.): Asian Women**  
**ONLINE VERSION Summer 2011**

**Contact Information:**

Instructor: Ana Hasemann

Office: Lafferty 102 H

Skype ID: ahasemannlara

E-mail communication: You may contact me through your Black Board account, using the built in email option.

Virtual Office Hours: Mondays and Thursdays 3-4pm. This is a 2-hour period each week when we can communicate through Connect Pro. Skype will be an alternative means to communicate during office hours.

Contact Information: Generally the fastest way to contact me is through e-mail. I will check my e-mail within a 48-hour period, and intermittently on weekends, so budget your time accordingly.

**Course Description:**

“Gender” is a cultural (rather than a biological) category: in a given cultural group, concepts of gender affect what it means to be masculine or feminine, how the physical body is interpreted according to these ideas, how work should be distributed or public status evaluated according to these notions, or how marriage and the distribution of resources rely on these concepts. Anthropologists and feminist scholars have been interested in analyzing these patterns in order to find out how gender shapes cultural systems and is shaped by them, whether there are universal commonalities in the ways cultures understand gender, and how far economic or political issues determine meanings of gender. One of the ways to study gender is to focus on women’s lives (relatively neglected in classic anthropological accounts), while other ways might be to study masculinity or transgender issues, or to reflect on situations of fieldwork. The course examines some such critical questions in cross-cultural studies of gender: debates about universal markers of status, work, kinship and reproduction, power and the State, and inscriptions of the body.

**Course Outcomes:**

At the completion of the course, the student should be able to:

Define and discuss gender, sex, masculinity and femininity.

Identify cross-cultural variations in gender across a range of categories such as kinship, labor, sexuality, religion, politics.

Explain how gender is mediated by other factors such as class, race, religion, mode of production, economic development in the above categories.

Analyze particular concepts and terms in the readings by applying them to media and popular culture sources.

Research and present on a particular topic related to cross-cultural variations, and document the research in APA format.

**Required Readings:**

Brettell, Caroline and Carolyn F. Sargent. 2005. *Gender in Cross-Cultural Perspective*. 5<sup>th</sup> ed. Upper Saddle River, NJ: Pearson. (GCC in Syllabus)

Maggi, Wynne R. 2001. *Our Women are Free: Gender and Ethnicity in the Hindukush*. Ann Arbor: University of Michigan Press.

Articles: Available on Blackboard.

**Class Time and Location:**

To access our course visit <http://elearning.uky.edu> and login to Blackboard with your LINK BLUE username and password. You can also log into <http://myuk.uky.edu> and click on the Blackboard link at the top.

This class is designed to be asynchronous overall, other than the option of office Hours. For your own convenience, you are welcome to set up some synchronous times on Discussion Board if you want to ‘meet’ other students in class.

**“Attendance”:**

All course materials are on-line and it is YOUR responsibility to access material in a timely manner. Please arrange to download material in advance in case there is a problem with Internet connections, and similarly, arrange to submit your assignments when there is not a last-minute rush. Use the Syllabus and Course Outline to keep you on

track.

You should count on 4-6 hours of reading for most modules (more time will be needed for books and journal articles, less for chapters from Brettell/ Sargent), in addition to time required for writing assignments and exams. Please budget time accordingly. Lectures contain a great deal of compressed material and dense concepts -- plan to watch online lectures more than once. You will have to pause lectures at designated points to note down additional information not covered in readings, and you may have to re-view the lectures both before and after completing the readings.

### **Technology Requirements:**

You will need a webcam, a microphone and headphones for this class.

In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site:

<http://wiki.uky.edu/blackboard/wiki%20pages/bb%20hardware%20and%20Software%20Requirements.aspx>

Note: the use of Internet Explorer is NOT recommended for use with Blackboard. Firefox is the recommended Internet browser for the course. You can download Mozilla Firefox (free) at this site:

<http://www.mozilla.com/en-US/firefox/upgrade.html>

You will need to install a number of plugins on your computer. Please make sure these are installed before you are ready to go through class materials. The links to the specific plugins required for this course can be found in Module 0 of the Syllabus.

About ConnectPro and Skype: The internet address is [ukconnect.acrobat.com/gws416](http://ukconnect.acrobat.com/gws416), you will be able to access this meeting room around the clock as a guest. This space can also be a forum for students in the class to interact and discuss each other's interests and doubts concerning the class. If you cannot make it to the virtual office hours, or have other questions, e-mail me or make a Skype appointment [my Skype id is ahasemannlara. You will need to get a Skype account in order to get in touch with me through Skype.]

E-mail Communication: As mentioned above, we will use the "E-mail" feature on Blackboard found in the main menu, instead of using our personal e-mail addresses. You must be logged in to Blackboard in order to access this feature. You will each have an individual Inbox/Outbox. Make sure you check email at this address every day for notifications and other communication.

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. Their hours are 7am – 6pm Monday through Friday. You may reach them at 859-257-1300 or by e-mail at [helpdesk@uky.edu](mailto:helpdesk@uky.edu). Please also inform the course instructor when you are having technical difficulties.

The **Teaching and Academic Support Center** (TASC) website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful distance learning experience. They may also be reached at 859-257-8272.

### **Distance Learning Library Services**

As a Distance Learning student you have access to the Distance Learning Library services at

<http://www.uky.edu/Libraries/DLLS>.

This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or other libraries. The DL Librarian may be reached at 859-257-0500, ext 2171, or 800-828-0439 (option #6) or by mail at [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu). For an interlibrary loan visit:

[http://www.uky.edu/Libraries/linpage.php?lweb\\_id=253&lilib\\_id=16](http://www.uky.edu/Libraries/linpage.php?lweb_id=253&lilib_id=16)

### **Disabilities/ Medical Conditions:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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](mailto:jkarnes@email.uky.edu)) for



coordination of campus disability services available to students with disabilities.

### **Academic Offenses:**

Please be aware of plagiarism and academic integrity policies (<http://www.uky.edu/Ombud/Plagiarism.pdf>), of what you may quote directly and how you should acknowledge quotes; check with me or with the Writing Center in case of any doubts. Note, in particular, the following passages from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.

*"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."*

*"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.*

*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 acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work..... 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."*

Charges of an academic offense will be made against any student that cheats or commits plagiarism. Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. **I have a zero-tolerance policy regarding academic offenses.**

NOTE\* In addition to the circumstances listed above, the following activities are considered evidence of cheating:

- 1) Any talking to another student during an examination.
- 2) Looking at another students work during an examination, or allowing another student to look at your work.
- 3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, even if you acknowledge the participation of the other student. ALL SUBMITTED WORK MUST BE DONE BY YOU ALONE.

### **Student Conduct**

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

### **Unresolved Academic Issues**

Consult the University of Kentucky *Student Rights and Responsibilities* regarding the steps for addressing unresolved academic issues.

[Other Staff Information: Professor Srimati Basu, Department of Gender & Women's Studies, 214 Breckinridge, [srimati.basu@uky.edu](mailto:srimati.basu@uky.edu). Do not contact Professor Basu for questions about daily schedules or assignments; you may communicate with her regarding broad concerns or questions.]

**Reading Assignments:** Listed below on the syllabus. **All assigned readings are potential exam material whether covered in online lectures, or not.**

### **Grade Distribution (All components must be completed in order to obtain a passing grade):**

Paper:	20% [80 points]
Presentation:	10% [40 points]
Midterm Exam:	25% [100 points]
Final Exam:	25% [100 points]
Short Writing Assignments/ Discussion Board Participation:	20% [80 points]

### Grading Scale (final grades will not include +/-):

A+ > 98	B+ = 88-89	C+ = 78-79	D+ = 68-69	F <59
A = 93-97	B = 83-87	C = 73-77	D = 63-67	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

### Graded Assignments:

1. **Paper and Presentation:** Find a topic related to our class readings that you can research from scholarly books and scholarly journals. You will be writing a 10 page (double-spaced, one-inch margins) paper on the topic which must make specific connections with and further elucidate or contradict (at least 4) class readings. Papers should have a clearly developed argument and a logical structure, and be free of grammatical and proofreading errors. You must fully document all sources using APA style – please check APA style formats and follow them fully.

You should include at least 6 academic books and journal articles in framing your research paper. Possible topics: fictive kinship; gender transgressions; racial and sexual divisions of labor; effects of State policies on gender; fandoms; socioeconomic class, consumption and gender; medicalizing gender; power and violence.

Papers are due to me by 7/28 4pm (KY time); submit the paper through the “**Final Paper**” **Feature found in the main menu** in Blackboard. An initial prospectus is due on 6/27 4pm (KY time) – in about a page, you should describe your project, how it pertains to our class readings, and the scholarly sources you will be drawing on. Your prospectus should also be turned in through the same “**Final Paper**” **Feature**. I will accept, modify or amend your topic at this point, depending on the overlap in topics and also their viability. A progress report, with a full list of bibliographic sources is due on 7/15 4pm (KY time). Both these steps will count towards your overall paper grade; your final paper will not be accepted unless you have successfully completed these steps.

Prepare a presentation that you share with the class based on your research topic and submit it using **Jing (details forthcoming)** on Blackboard. Remember that a presentation is not just a description of the paper, but a different format to present similar material: think about how to foreground your questions, how to include images and statistics, how to present your conclusions. After you add your own presentation, reenter File Exchange when everyone’s presentation is turned in, and earn up to 3 participation points for substantively commenting on and drawing connections with others’ presentations.

I highly encourage you to contact me throughout the semester with questions on format or analysis for the paper and presentation. This will also be an excellent subject for some of our Connect Pro Virtual Office Hours. In particular, be careful about what constitutes an academic versus a popular source (research databases often include popular magazines, newspapers and newsletters, which will not count as sources); you should double-check with me to be sure.

2. **Exams:** The exams will include essay questions on the readings, as well as some short answer questions. All material for the class, including online lectures and links, are part of the preparatory material. Exams will be broadly non-cumulative, but you are generally expected to be informed of earlier concepts and theories in the later exam.

There will be no makeup exams other than for documented excused absences. A missed exam will result in a score of zero for that exam, unless an acceptable written excuse is presented within 24 hours of the missed examination.

### Examination Schedule: (all times are Lexington, KY time):

Midterm Exam: Thursday, July 8th from 8pm-12am

Final Exam: Thursday, August 5<sup>th</sup> from 8pm-12am

### ONLINE EXAMINATION INFORMATION

The **online examinations** must be taken electronically through Blackboard and must be submitted by the stated deadline (12 a.m.). The examination will be available during the times above; it is your responsibility to make sure that you access the material during that time period. You can access the examination at any time during the four

hour window but you will have an hour and half to complete it once you start. You can only submit answers once. If you go over the time you will not be able to submit it and will receive an automatic score of zero for that examination. **It is your responsibility to watch the time and submit the examination in time.**

Online examinations are **CLOSED BOOK** examinations. You cannot use your text book or any other notes when taking an examination. **You are on your honor to take the examination on your own without the assistance of any other person or materials.**

**If you encounter problems when taking an exam:** First try contacting me at – I will be available during the whole exam period. I will contact you ASAP.

**3. Short writing assignments:** As marked on the syllabus, short assignments are due each week, to be shared with the entire class (Let me know in advance if you want yours to be confidential for a particular reason). They should be about 300-500 words long. These may include a link to the object being analyzed, a photograph using the still feature of your webcam, or a video image, depending on the assignment. Submit the assignment **as an attachment** (i.e. do not cut and paste into the text window; attach your file) through the **“Blog” Feature found in each respective module in Blackboard**, so that others are able to view your work. Again, no makeups may be turned in; you will receive a grade of zero if you do not submit it in time. You must complete **at least 12** of these assignments [Of these 12, the Map Quiz and the Kalasha Quiz are compulsory; you **must** take them, and at least 10 others of your choice]. If you turn in all of them, I will count the top 12 scores (each assignment counts for 5 points).

**In addition**, you may earn some points towards this portion of the grade by actively participating in Discussion Board and Connect Pro. You can earn 1 point by entering Connect Pro Virtual Office Hours during the first two weeks and introducing yourself to me and your classmates. You can earn up to 2 participation points each time for substantively commenting on and drawing connections with others' writing assignments (as described above).

#### **Getting Started: Log into your Blackboard (Bb) account**

- 1) Access the course syllabus: The course syllabus can be viewed by clicking on the red COURSE INFORMATION button and then clicking on SYLLABUS. I would recommend you print out a copy of the syllabus for future reference. **Make a note of all deadlines.**
- 2) You should check that the e-mail address listed for you is your current e-mail address (it does not have to be a UK address, just the e-mail that you regularly use). If it is not your regular e-mail address, then change it to your current address (except for HOTMAIL accounts which sometimes aren't compatible with Bb) and click submit. This is the address that I will use to communicate with you. (go to TOOLS to change your e-mail address)
- 3) This is a 3 credit hour course taught exclusively through the web. All course materials are on-line and it is **YOUR** responsibility to access material in a timely manner. It is imperative that you stay up-to-date with the lecture material and readings, in order to complete the assignments. Do not procrastinate and leave material to the last minute. Take some time to familiarize yourself with navigating through the course material. The course is divided into 16 modules. Each module consists of multiple files. These files are in a variety of forms: Adobe Flash Player, PowerPoint, word documents, web links, etc. As you work through the course materials you should take notes the same way you would for a "regular" lecture course.
- 4) Please be aware that some files that you will be downloading are fairly large and may take a while (several minutes) to download especially if you are accessing the course material using a modem or a slow broadband connection.
- 5) Given that all course material is delivered through the Internet, occasional problems may arise with accessing course material. If you have problems accessing course material, or if web links appear to be not functioning, please contact me and I will get the problem rectified as quickly as possible.

## Modules

	<b>Module 0: Before you start the Readings</b>
	Print out a copy of the syllabus and lecture schedule. Check your e-mail address. Install any of the following plug-ins that are not already loaded on your computer: Microsoft Office (Word, Power Point) Jing Connect Pro Skype

	<b>Module 1 (6/10-13): Constructing Gender</b>
	Learning Objective: At the end of this lesson, you will be able to: a. distinguish sex, gender and sexuality; b. appraise sex and gender as continuum.  Introduction to course and instructors Assignment 1.1: Introduce yourself, using Discussion Board.  Lecture 1.2: What are Roles? What is Gender? What is Cross-Cultural? Lois Gould, "X: A Fabulous Child's Story" (1972) <a href="http://www.trans-man.org/baby_x.html">http://www.trans-man.org/baby_x.html</a> Anne Fausto-Sterling. 1997. "How to Build a Man" in <i>The Gender/Sexuality Reader</i> ed. Roger Lancaster and Micaela di Leonardo, Routledge, 244-8. Assignment 1.2: What would you speculate is the gender of the attached objects? Why? Relate this to: How did you understand gender before you read these articles? How did these articles change your thinking about gender? Prepare for Map Quiz: study the world map. You will be asked to identify 20 countries.

	<b>Module 2 (6/13-16): Gender and Evolution</b>
	Learning Objective: At the end of this lesson, you will be able to: a. differentiate sexual selection and natural selection; b. examine gendered norms in the study of evolution and archaeology, and appraise alternative evidence  Lecture 2.1 and 2.2: Sexual Selection, Natural Selection and Evolution Zuk, "Animal Models and Gender" Ehrenberg, "The Role of Women in Human Evolution" Adovasio et al "Fashioning Women"  Related Newspaper articles: Jon Mooallem, "Can Animals be Gay?" <a href="http://www.nytimes.com/2010/04/04/magazine/04animals-t.html">http://www.nytimes.com/2010/04/04/magazine/04animals-t.html</a> Natalie Angier, "Female Adders Play Around" <a href="http://www.nytimes.com/1992/02/04/news/female-adders-play-around-biologists-offer-an-excuse.html">http://www.nytimes.com/1992/02/04/news/female-adders-play-around-biologists-offer-an-excuse.html</a> Joyce Wadler, "Reunion with a Childhood Bully, Taxidermied" <a href="http://www.nytimes.com/2009/06/06/nyregion/06chimp.html">http://www.nytimes.com/2009/06/06/nyregion/06chimp.html</a>  Videos: <a href="http://www.colbertnation.com/the-colbert-report-videos/270727/april-13-2010/jon-mooallem">http://www.colbertnation.com/the-colbert-report-videos/270727/april-13-2010/jon-mooallem</a>  Assignment 2.1: Map Quiz Assignment 2.2: In the newspaper articles, links and video clips, what gendered assumptions about animal behavior did you notice? Respond <b>briefly</b> , using <b>Discussion Board</b>

### Module 3 (6/17-20): Problematizing "Status" and "Spheres"

Learning Objective: At the end of this lesson, you will be able to: a. assess the strengths and limitations of Ortner's theoretical argument; b. classify cultural binaries and evaluate their significance; c. critique the binary of domestic and public for gender and status

#### Lecture 3: "Status" and "Culture"

Ortner, Sherry B. 1987. "Is Female to Male as Nature is to Culture?" in M.Z. Rosaldo and L.Lamphere, ed., *Women, Culture and Society*, Stanford UP, 68-87 (Bb)

Lamphere, "The Domestic Sphere of Women and the Public World of Men"

Guenter/Freidel, "Warriors and Rulers"

Assignment 3: Attach a popular culture representation (e.g. an ad, a game, a catalogue, a website) that helps you think about gender and status: what does it say about men and/or women, tasks, power? Do you see the same sorts of associations that Ortner talks about, or differences with her argument?

### Module 4 (6/20-23): Mothering and Fathering

Learning Objective: At the end of this lesson, you will be able to: a. assess cross-cultural norms of parenting; b. evaluate maternal selective neglect; c. compare models of fatherhood and the ways in which they express cultural norms.

#### Lecture 4: Motherhood and Fatherhood

Scheper-Hughes, "Lifeboat Ethics"

Hewlett, "The Cultural Nexus of Aka Father-Infant Bonding,"

Townsend, "Fatherhood and the Mediating Role of Women"

Assignment 4: Name an (real-life, fictional or media) icon of fatherhood or motherhood – discuss the ways in which these articles challenge that icon, and what you make of gender roles as a result.

### Module 5 (6/24-27): Masculinities

Learning Objective: At the end of this lesson, you will be able to: a. explain rites of passage, and the significance of gendered rites of passage; b. define gender dimorphism and appraise its limitations; c. compare third-gender categories and discuss the roles third-gendered people occupy in their specific cultures.

#### Lecture 5: Making Gender

Gilmore, "My Encounter with Machismo in Spain"

Herdt, "Rituals of Manhood"

Evelyn Blackwood "Culture and Women's Sexualities" *Journal of Social Issues* 56.2 (2000): 223-238 (Bb)

Reddy/Nanda, "Hijras"

Ana Bacigalupo. "The Mapuche who became a Woman Shaman: Selfhood, Gender Transgression and Competing Cultural Norms." *American Ethnologist* 31.3 (2004): 440-457. (Bb)

Assignment 5: Discuss in about 300-500 words an act of gender transgression you have committed (you may have to commit one first). What norm of gender did you transgress? What were the effects? Were they serious or trivial? Why?

Final Paper topic Discussion Connect Pro Virtual Office Hours

Deadline: Prospectus for Final Paper due 6/27 4pm (KY time)

#### Module 6 (6/27-30): Kinship

Learning Objective: At the end of this lesson, you will be able to: evaluate the significance of theories of kinship; design a kinship chart and explain it in terms of theories of kinship, thereby developing the models further.

#### Lecture 6: Identifying Kinship

Linda Stone. 2004. "Has the World Turned? Kinship and Family in the Contemporary American Soap Opera" In *Kinship and Family: An Anthropological Reader* ed. Robert Parkin and Linda Stone, Blackwell, 394-407. (Bb)

Watson, "The Named and the Nameless"

Cable, "Beyond the 'Pattern of Heaven'"

Lu Yuan and Sam Mitchell. 2006. "Land of the Walking Marriage." In: *Talking About People*, Fourth Edition (2006), pp. 158-160. (Bb)

Video: The Women's Kingdom

Assignment 6: Kinship Chart Assignment

#### Module 7 (7/1-4): Kinship Examples

Learning Objective (Modules 7 and 8): At the end of this lesson, you will be able to: compare and assess systems of kinship and marriage in terms of distribution of resources and power; contrast matrilocality to systems of marriage.

#### Lecture 7/8: Beyond Patrilineal Exclusion: Family Structures, Resource Sharing, Matrilocality

Pauline Kolenda. 1984. "Woman as Tribute, Woman as Flower: Images of 'Woman' in Weddings in North and South India" *American Ethnologist* 11.1: 98-117.

Lamb, "The Making and Unmaking of Persons"

Menon, "Male Authority and Female Autonomy" (Bb)

Film: Dadi's Family

Assignment 7: Evaluate and compare matrilineal, patrilineal, polygynous, polyandrous and neolocal systems based on the readings of the last two weeks.

#### Module 8 (7/4-7): Kinship Examples

Hicks-Bartlett, "Between a Rock and a Hard Place"

Prior, "Matrilocality, Power and Gender Relations"

Midterm Exam Review July 7 on Connect Pro

Midterm Exam July 8th from 8pm-12am

#### Module 9 (7/9-12): Property and Gifts

Learning Objective: At the end of this lesson, you will be able to: distinguish between categories of marriage prestations; evaluate the significance of marriage prestations and expenses; critique the debate on dowry in its reliance on marriage prestations as the cause of domestic violence.

#### Lecture 9: Property and Inheritance

Rapp, "Thinking about Women and the Origin of the State"

Stone/James, "Dowry, Bride Burning and Female Power in India,"

Srimati Basu, "Dower Systems" *Encyclopedia of Women in World History* (Bb)

William Shakespeare, King Lear Act 1 Scene 1 <http://shakespeare.mit.edu/lear/full.html>

Assignment 8: Why do weddings have to be expensive? Are there any benefits to such expenses? Are there any problems with such expenses?

Deadline: Progress Report on paper due, with full bibliography 7/15 4pm (KY time).

### Module 10 (7/12-15): Gender & Work

Learning Objective : At the end of this lesson you will be able to: identify how gender divisions of labor affect and contribute to gender differences/equities; connect gender divisions of labor to the acquisition of economic, social, and political status; assess varying forms of the “second shift” across class and nationality.

#### Lecture 10: Gender Division of Labor

Estioko-Griffin and Griffin, “Woman the Hunter”

Lepowsky, “The Sexual Division of Labor on Vanitanai”

Rasmussen, “Pastoral Nomadism and Gender”

Williams, Brett. “Why Migrant Women Feed Their Husbands Tamales: Foodways as a Basis for a Revisionist View of Tejano Family Life.” In: *Talking About People*, Fourth Edition (2006), pp. 150-157. (Bb)

Anderson, Bridget. 2009. “Just Another Job? The Commodification of Domestic Labor.” In: *Applying Anthropology* (2009), pp. 283-288. (Bb)

Assignment 9: Using the above case studies, compare and contrast the power and status assigned to women. In other words, consider what the gender division of labor can tell us about power and status among these groups? What factors are contributing to the status of women and value of their labor? Is labor the primary form of acquiring status within each group? What kinds of labor? Why or why not?

### Module 11 (7/16-19): The Global Economy

Learning Objective: At the end of this lesson, you will be able to: differentiate Theories of Economic Development and theories of Gender and Development; identify the trajectory of the global women's movement and the events of the UN Women's Decade; CEDAW and Millennium Development goals; assess the significance of labor for women's status.

#### Lecture 11: Economic Development and Structural Adjustment ; Gender and Development

Cairolì, “Factory as Home and Family”

Constable, “Sexuality and Discipline among Filipina Domestic Workers”

Weismantel, “Cities of Women”

Film: Chain of Love

#### Other links:

UNIFEM <http://www.unifem.org/>

CEDAW <http://www.un.org/womenwatch/daw/cedaw/>

UN Millenium Development Goals <http://www.un.org/millenniumgoals/>

<http://webcache.googleusercontent.com/search?q=cache:wg9vFKNEswkJ:portal.unesco.org/en/files/11483/10649049699Definitions.doc>

Videos: Kamala and Raji (SEWA – Preview); Yunus: An Unlikely Banker

Assignment 10: Trace meanings of ‘home’ and ‘work’ in the readings and film (Cairolì, *Chain of Love*, Constable, Weismantel. For example, Does work become easier because it is associated with home? Does work become more or less exploitative because is it associated with home? Does work become more or less empowering because it is associated with home? Are marketplaces, conversely, spaces of empowerment or constriction?

### Module 12 (7/19-22): International Development

#### Lecture 12: Population and Development

Learning Objective: At the end of this lesson, you will be able to: analyze gendered effects of development policies; evaluate allegations of overpopulation and their role in hindering development; explain and justify optimal reproductive rights policies.

Lockwood, “The Impact of Development on Women”

Babb, “Women and Work in a Post-Revolutionary Society”

Amartya Sen, "Population: Delusion and Reality" orig. The New York Review of Books Sept. 20 1994 62-71. Available at [http://www.uwmc.uwc.edu/geography/malthus/sen\\_NYR.htm](http://www.uwmc.uwc.edu/geography/malthus/sen_NYR.htm)

Other links:

[http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_population\\_growth\\_rate](http://en.wikipedia.org/wiki/List_of_countries_by_population_growth_rate)

[http://en.wikipedia.org/wiki/List\\_of\\_countries\\_and\\_territories\\_by\\_fertility\\_rate](http://en.wikipedia.org/wiki/List_of_countries_and_territories_by_fertility_rate)

[http://www.sdnetwork.net/files/pdf/Too%20Many%20People\\_%20web.pdf](http://www.sdnetwork.net/files/pdf/Too%20Many%20People_%20web.pdf)

Videos: Buladi [http://www.youtube.com/watch?v=JhYSBGcKIFQ&feature=player\\_embedded](http://www.youtube.com/watch?v=JhYSBGcKIFQ&feature=player_embedded)  
Yunus on Poverty

Assignment 11: Thought experiment -- Using Sen and other resources you may have found, argue **against** the proposition "Poverty and Famine are caused by Overpopulation."

### Module 13 (7/22-25): Popular Culture

#### Lecture 13: Popular Culture: Pleasure and Attachment

Learning Objective: At the end of this lesson, you will be able to: assess representations of gender in popular culture; evaluate the role of consumption and pleasure in forms of popular culture; critique models of diversity and multiculturalism in media.

Learning Objective (Module 13):

Urla and Swedlund, "Measuring Up to Barbie"

Ann Du Cille. 1994. "Dyes and Dolls: Multicultural Barbie and the Merchandising of Difference" *Differences* 6.1: 46-68 Bb

Rosalind Gill. 2007. "Postfeminist Media Culture: Elements of a Sensibility," *European Journal of Cultural Studies* 10: 147-168. (Bb)

Linda Matchan, "Kitty on Top" The Boston Globe Oct 28 2004

[http://www.boston.com/yourlife/home/articles/2004/10/28/kitty\\_on\\_top/](http://www.boston.com/yourlife/home/articles/2004/10/28/kitty_on_top/)

Video link: Brief history of Barbie Commercials

Assignment 12: Attach an image or artifact that represents an icon of commodified femininity or masculinity in popular culture (the Sex and the City personalities, Barbie, Hello Kitty, GI Joe, Hannah Montana, L'il Kim...) – write an accompanying piece analyzing what it says about gender, and also speculating about the ways in which it provides pleasure (not necessarily by brainwashing one passively) and hence becomes a success.

women's experiences in the past; this background will also help us understand how women's experiences have differed given the specific contexts in which their lives unravel.

### Module 14 (7/25-28)

Turn in your Student Presentations using File Exchange 7/28 4pm (KY time)

Turn in your Final paper using **Final Paper feature on Blackboard menu**

Read and Comment on other students' presentations by 8/2.



Module 15 (7/29-8/2): Gender, Power, Agency

Learning Objective (Module 15): At the end of this lesson, you will be able to: explain theories of structure and agency, and analyze Kalasha practices in terms of those concepts; describe Kalasha "invisible landscapes" and the value assigned to them; identify Kalasha gendered division of labor; appraise Kalasha marriage norms and marriage payments.

Lecture 15: Evaluating Kalasha Power and Agency: Work, Property, Marriage  
Wynne Maggi, *Our Women are Free*, Introduction, Chapters 1-3, 6

Assignment 13.1: Kalasha Quiz

Assignment 13.2: Is there choice and agency in Kalasha marriage? Is marriage beneficial to women?

Module 16 (8/2-5): Gender, Power, Agency

Learning Objective (Module 16): At the end of this lesson, you will be able to: critique notions of structure and agency as they pertain to Kalasha practices; assess the significance of Kalasha women's fashion; identify dominant debates in the anthropology of menstruation; and appraise the bashali as a space of community applying those debates

Lecture 16: Fashion, Pollution Taboos, Status  
Wynne Maggi, *Our Women are Free*, Chapters 4-5 + Conclusion  
Gottlieb, "From Pollution to Love Magic"

Assignment 14: Discuss – "The Bashali offers space for women to think of themselves as a community." a. What are the advantages of having the Bashali as space and community? What would you look forward to? What would be fun? b. What are the disadvantages of having the bashali as space and community? What might annoy you? What might make you not want to go and hang out? c. For both these categories, what are two examples of women's spaces in your culture that might offer community and fun, while also having prescriptive rules and annoyances.

Scheduled Final Exam: 08/05 8pm-12am.

-----Original Message-----

From: Basu, Srimati

Sent: Wednesday, September 22, 2010 4:11 AM

To: Hanson, Roxie; Cooper, Patricia A; Roorda, Randall

Subject: RE: GWS 302 (adds subt req, up to 9hrs)

Hi Roxie: We would like for GWS 302 to be variable topic, and to be able to be retaken for credit (under different subtitles) up to 3 times.

best, Srimati

-----Original Message-----

From: Roorda, Randall

Sent: Tuesday, September 14, 2010 8:03 PM

To: Hanson, Roxie

Subject: (GWS 301/302?/630; FR 103) RE: HUM courses for consent items for EPC agenda Sept. 21

Roxie, Ruth emailed me some directives, which helped. Here's what we've found (Brandon and I):

...

*(copied Basu on this reply so she can reply to Roorda/copy Hanson)*

GWS 302: since the course title indicates that a subtitle is required, and since the course is clearly variable-topic, the catalog description might/should indicate that. The question arises, then, whether the course can be retaken for credit under another subtitle: presumably this should be permitted, but that's not indicated.

## 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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### 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.

**GWS 302 Gender Across the Word: (subt. req.)**  
**Issues in GWS: Asian Women**  
**MWF 12-12.50**

Srimati Basu; Phone: 7-4372; E-mail: [srimati.basu@uky.edu](mailto:srimati.basu@uky.edu); GWS phone: 7-1388  
Office: Breckinridge 214; Office Hours: T 3.30-5, W 3-4 and by appointment

Is there a category of the 'Asian Woman'? Focusing on the historical and political trajectories that shape contemporary Asian women's lives, this course challenges the Orientalist fantasies that commonly undergird the category 'Asian Woman. Given the breadth of the topic, it will be organized trans-nationally around some dominant themes that have occupied social scientists, historians, writers and artists: representation and resistance, kinship and intimacy, global flows of labor, development programs, law and social change, youth and popular culture. The course invites students into concrete lives and problems, into making connections with familiar situations and learning the specificities of unfamiliar ones. We will examine how Asian women have been represented and how they have talked back to these representations, how women in various countries have reacted to development practices and fashioned development alternatives, global flows of labor, kinship and intimacy, and legal constructions of femininity in the postcolonial State, among other topics.

**Course Objectives:**

- Categorize knowledge of historical and political trajectories for Asian women.
- Demonstrate familiarity with theoretical feminist debates affecting Asian women in the areas of gendered status, labor, family and sexuality.
- Analyze data on work, family, migration, development by utilizing perspectives from the above debates.
- Design and implement a research project that comparatively explores one dimension of Asian women's lives in some detail.

**Student Learning Outcomes:**

A. This course satisfies the requirements for the Global Dynamics component of General Education. These include:

1. Demonstrating an understanding of human diversity and questions of equality, through the comparative study of histories and cultures.
2. Demonstrating an understanding of ethnic and linguistic diversity within and between nation-states by discussing the experiences and linguistic intricacies of several groups.
3. Demonstrating an awareness of social movements and their legacies, i.e. the "ethical dilemmas, conflicts, and trade-offs" in individual and collective decision making, through the comparative study of Asian social movements.
4. Familiarity with elements of several non-US cultures (mostly contemporary).
5. Demonstrating an understanding of a) Societal, cultural, and institutional change over time (through histories and comparisons); b) Civic engagement (e.g. in social movements or development); c) Cross-national and/or comparative issues; d) Power and resistance (gender-based constraints and resistances, alongside those of race, religion, class, etc.).

B. This course satisfies the following Learning Outcomes for the Gender and Women's Studies Curriculum:

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.

**Required Texts:**

Peletz, Michael G. *Gender*, 2007. Sexuality and Body Politics in Modern Asia. Association for Asian Studies, Barbara Ramusack and Sharon Sievers. 1999. *Women in Asia: Restoring Women to History*. Bloomington, IN: Indiana University Press.

*Inside and Other Short Fiction – Japanese Women by Japanese Women*, 2006. % Kodansha International.  
Articles: Available on Blackboard through MyUK.

Please make sure you have access to Blackboard and that the e-mail account on Blackboard is functional, because all class communication will be sent to that account.

**Format and Assignments:** All assignments must be completed in order to pass the course.

Mid-Term Exam: (20 points) 20%

Final Exam: (20 points) 20%

Paper: (20 points) 20%

Project: (25 points) 25%

Short assignments and Participation: (15 points) 15%

Grading Scale: A=100-90; B=89-80; C=79-70; D=69-60; F=59 and below.

You will be provided with a Midterm Grade Evaluation, roughly measuring your progress at that point in the course.

1. Mid-Term and Final Exams: These will consist of some multiple choice questions, as well as short answers and essays on historical, geographic and cultural aspects of the groups studied, and also analyses of debates and problems based on data from readings.
2. Paper: In this paper, you will analyze a representation of Asia and gender (about 5 pages double spaced in 12-point font with 1" margins). See end of syllabus for assignment details.
3. Project: In this group project, you will prepare a presentation on a contemporary issue or problem affecting Asian women. See end of syllabus for project details.
4. Short assignments and participation: Besides these formal assignments, there will be a number of informal assignments during both lecture and discussion sessions. Some of them will be based on the day's readings, so you should have completed the readings and should be prepared. In addition, reading quizzes, occasional writing exercises, in-class group work, speaker and film reviews will count towards the participation grade. The format of the class will primarily be two days of lecture and one day of discussion, but you are expected to be active participants on all days of class. Being responsive in lecture sessions will count towards your participation grade. It is your responsibility to familiarize yourself with the assigned material, and to come to your instructors with questions and clarifications. Remember to take notes during class lectures, films and public lectures, as these constitute class materials for exam purposes.

While we 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 final grade for the course. You are expected to come to class on time; if you are more than five minutes late you will be counted as absent for that day. If you miss more than **5** classes, your attendance and participation grade will automatically become F in addition to losing the corresponding number of points from your final grade. In addition, students are responsible for viewing all films assigned for this class, and catching up with lecture notes from classmates, regardless of class absences.

We are all required to respect the rights of others in the classroom. Please come to class on time, and if you must be late, enter the room quietly and take the first available seat. Please do not read the newspaper or other course materials during class time, and do NOT chat with your classmates during class – this is disruptive to others. Please TURN OFF all cell phones prior to the start of class and store them away, along with any other electronic equipment during the class period.

Please be aware of Academic Integrity Policies at UK, of how to quote and cite and paraphrase others' work: guidelines at <http://www.uky.edu/Ombud/Plagiarism.pdf>, and lots more assistance on websites such as [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html). Penalties for plagiarism will be strictly enforced; please note that you may not withdraw from a class in which your work has been cited for plagiarism.

**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](mailto:jkarnes@eamil.uky.edu)) for coordination of campus disability services available to students with disabilities.

←—————→  
**Syllabus:** There may be some changes depending on our discussions and events around us (local and global), so check on specific readings to be sure, especially if you were absent from class.

Week 1:	Readings
Representations	Syllabus, Introductions Examining Representations: Excerpts from Google Image, Sanrio.com – Hello Kitty, <i>Mulan</i> , <i>Crouching Tiger Hidden Dragon</i> , <i>Passage to India</i> . Discussion Assignment 1: Representations of Asian Women.

Week 2:	Readings
Finding Asian Women	Uma Narayan, “ Cross-Cultural Connections, Border Crossings & Death by Culture” in <i>Dislocating Cultures: Identities, Traditions and Third World Feminism</i> , Routledge 1997. Trinh T. Minh-ha, selections from <i>Woman, Native, Other: Writing Postcoloniality and Feminism</i> . Indiana UP, 1989. Peletz, Chapter 1 (Introduction) The China Beat: Blogging how the East is Read <a href="http://thechinabeat.blogspot.com">http://thechinabeat.blogspot.com</a> Discussion Assignment 2: World Traveling, Finding Transnational Commonalities

Week 3:	Readings
Historical Trajectories	Lectures: Historical background Readings: Ramusack (East and South Asia sections) Assignment: Asia Map Quiz; History Quiz

Week 4:	Readings
Historical Trajectories	Lectures: Historical background, continued Film: Through Chinese Women’s Eyes Readings: Ramusack, <i>continued</i> (South East Asia sections) Discussion Assignment 3: HRW Asian Women

Week 5:	
Current Political scenarios	Lectures: Asian Politics and Women Leaders Jane Jensen, Chapters 1 and 2, <i>Women Political Leaders: Breaking the Highest Glass Ceiling</i> , Palgrave 2008 Discussion Assignment 4: Asian Women Leaders.

Week 6-7	
Gender Ideology and Kinship: Patrilinealities	Peletz, Chapter 2 (Dynamics of Gender & Sexuality) Susan Wadley, "One Straw from a Broom cannot Sweep: The Ideology and the Practice of the Joint Family in Rural North India" in <i>Everyday Life in South Asia</i> , ed. Diane Mines and Sarah Lamb, Indiana UP, 2002. Rubie Watson, "The Named and the Nameless: Gender and Person in Chinese Society" <i>American Ethnologist</i> 13.4 (1986): 619-631. Films: excerpts from Dadi's Family, Small Happiness

Week 8:	Readings
Gender Ideology and Kinship: Matrilinalities	Excerpt from Peggy Sanday, <i>Women at the Center: Life in a Modern Matriarchy</i> , Cornell UP, 2002. Kathleen Gough, "The Nayars and the Definition of Marriage," <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i> , 89, 1: (1959): 23-34. Film: <i>The Women's Kingdom</i> Discussion Assignment 5: Marriage. Midterm

Week 9:	Readings
Sexualities	Peletz, Chapter 3 (Bodies, Pleasures and Desires) Evelyn Blackwood, "Tombois in West Sumatra: Constructing Masculinity and Erotic Desire" in <i>Same Sex Relations and Female Desires</i> , ed. Evelyn Blackwood and Saskia Wieringa, Columbia UP 1999. Film: <i>Shinjuku Boys</i> and/or <i>Dream Girls</i> Discussion Assignment 6: Bodies and Gender

Week 10:	Readings
Labor and Migration 1	Labor Statistics Excerpt from Leslie Chang, <i>Factory Girls: From Village to City in a Changing China</i> , Spiegel Grau 2008 Aihwa Ong, selection from <i>Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia</i> SUNY Press 1987. (BB) Lim, Linda. "Capitalism, Imperialism, and Patriarchy: The Dilemma of Third World Women Workers in Multinational Factories." <i>Women, Men, and the International Division of Labor</i> . Ed. June Nash and Patricia Maria Fernandez Kelly, eds. Albany, New York: State University of New York Press, 1983.

Week 11:	Readings
Labor and Migration 2	Excerpt from Pei-Chia Lan, <i>Global Cinderellas: Migrant Domesticities and Newly-Rich Employers in Taiwan</i> . Duke University Press, 2006. Cynthia Enloe, "The Gendered Gulf: A Diary" in <i>The Morning After: Sexual Politics at the End of the Cold War</i> , U of California P 1993. Film: Chain of Love Discussion Assignment 7: Work

Week 12:	Readings
Transnational Movements; Development	Peletz, Chapter 4 (Bodies on the Line) Excerpt from Kalima Rose, <i>Where Women are Leaders: The SEWA Movement in India</i> , Zed Books 1992

Alternatives	Excerpt from Aminur Rahman, selection from <i>Women and Microcredit in Rural Bangladesh: an Anthropological Study of Grameen Bank Lending</i> , Westview 2001 Film: Made in India
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Week 13:	Readings
Social Movements and Collective power	Louie Y Ching, "Minjung Feminism: Korean women's movement for Gender and Class Liberation" <i>Women's Studies International Forum</i> 18.4 (1995): 417-30 Excerpt from Robin LeBlanc, <i>Bicycle Citizens: The Political World of the Japanese Housewife</i> , U of California P, 1999 Film, <i>Ripples of Change: Japanese Women's Search for Self</i>

Week 14	Readings
	Short stories on Japanese Women: from <i>Inside and Other Short Fiction-- Japanese Women by Japanese Women</i> , and other stories Anime Films (we will choose a couple to watch, from the following, or other suggestions): I My Me! Strawberry Eggs, by Yuzi Yamaguchi 2001 *Love Hina By Ken Akamatsu, 2003 Ai Yori Aioishi by Masami Shimoda, 2002 *Kiki's Delivery Service (1989), Porco Rosso (1992), Princess Mononoke (1997), or Spirited Away (2001) by Hayao Miyazake My-Hime by Masakazu Obara, 2006 Discussion Assignment 8: Anime and Gender.

Week 15: 4/24	
Is there an 'Asian Woman'?	Presentations, Discussions



### Paper Assignment:

Find an image, a description, a song, a video game, a travel brochure, a fashion spread or some other artifact that talks about Asia and “gender,” and analyze what it’s trying to tell you, both explicitly and implicitly, about those categories. Who is the intended audience and what sort of reaction is sought from them? Might there be several audiences? Is the message effectively conveyed?

How does this representation compare with what you know about Asian woman and men from your class readings or other (scholarly) sources? What might explain any discrepancies? (Remember that one version is not necessarily more true than the other; each depiction may be driven by a different sort of rationale and different audiences). You should draw upon at least one class reading or external scholarly source in comparison.

Your subject may be something that really bothers you, or something that you are very drawn to. Find something about which you have plenty to say, which has numerous dimensions to analyze. Make sure you have a clear and strong argument and thesis in the paper. A series of scattered observations does not make for a cohesive paper. **IMPORTANT:** The questions above are guidelines for you to think about. Think of them not as a list you must respond to but as guides to provoke thought. Don’t just answer the questions! Write a paper that is well organized and that makes an argument on its own terms.

### Group Project assignment:

For this project, you are asked to work in groups of 5-7 (depending on the final size of the class) to produce a presentation about a contemporary issue or problem affecting Asian Women, one which we have not had the opportunity to examine in detail in class, and one that you can study comparatively. The comparison should be at least cross-regional, that is, all of the comparison should not pertain to South Asia alone, or East Asia alone – an important point is to understand the diversity of issues affecting women. Think creatively, beyond obvious stereotypes; what are some issues you’d still like to know more about? You may also compare regions outside Asia, and you may compare classes or generations within a nation or region, but concentrate on depth rather than breadth for this assignment – stick to around 2 or 3 items for comparison. Your presentation will last 15-20 minutes. You should decide the order and content of your presentation ahead of time, and make sure everyone has a chance to participate fairly.

Once you have chosen or been assigned a group (you will get the opportunity for the former), you will need to begin working together to select a topic and then to find research sources. You should have at least 5 academic sources (this means academic books and articles from scholarly journals – book reviews, newsletters, reports etc. don’t count. Please check with the instructors about what counts as a journal.). In addition, you are encouraged to include any available primary materials, such as images, newspaper accounts, pamphlets or legislative reports; your presentation is likely to be greatly enriched by such material. Be on the lookout for images, posters etc. that you can present to the class.

At the class presentation, also provide a 1-2 page handout, including basic facts, bibliographic information and your overall argument/ perspective. The accompanying essay can be either a group or individual paper – 4-5 pages for an individual paper, 12-15 pages for a group paper. The essay is a reflection of your research **in your own words**, though you should weave in facts and data and refer to your sources. Include a bibliography.

In the first stage, meet as a group and do some preliminary research; make sure you have chosen a topic about which plenty of research material is available. Some research strategies are available at <http://www.uky.edu/Libraries/Toolbox/>; plus help is available from reference librarians. Submit a 1 or 2 paragraph prospectus about what subject you have chosen and what topics you want to cover under it. See syllabus for prospectus due date. Then you have about 6 weeks to divide up your work, do the research, and come up with a strategy for presentation – please budget time for this. See syllabus for the date when you finish your assignment for the second stage: a full bibliography of sources. You might think about dividing up research

and writing tasks clearly among group members, e.g. who will work on what part of the paper, or who will research what topics.

Your projects will be judged on the criteria of breadth of research, diversity and quality of sources, cohesion and innovativeness of presentation, strength of argument, correctness of citations, lucidity and fluency of writing style, and lack of grammatical and proofreading errors. Points are set aside for stages one and two of the project; you **MUST** turn in these stages to get a grade on the project. You will get an individual grade for the written paper if you do an individual one, and a group grade if you do a group one; in any case, you will get a group grade for the project and presentation. Please also turn in a couple of paragraphs giving an account of the group process and each of your roles in it.

### Discussion Assignments

1. Bring in a media representation of 'Asian woman/ Asian women,' and analyze what you think the image is trying to convey. Discuss the commonalities and differences with examples discussed in class, and with China Beat.
2. Using Uma Narayan's "world-traveling" framework, work in groups to formulate a list of 5 or more issues that appear to be culturally very different between Asia and the US, but between which you can find commonalities.
3. Browse Human Rights Watch Reports on Asia/Women: (going off from <http://www.hrw.org/doc/?t=asia> ) and pages on women's human rights (going off links from <http://www.hrw.org/women/> and <http://www.hrw.org/women/overview-asia.html>) – make notes (to share in class) on commonalities in the two categories, and on patterns of human rights violations and possible connection to historical and political trajectories.
4. Asian Women Leaders. Browse the *Global Feminisms: Comparative Case Studies of Women's Activism and Scholarship* site <http://www.umich.edu/~glbfem/en/index.html> . In each group, read the interview of one of the activists from China or India. Analyze their qualities of leadership and how they compare with the political leaders profiled in lecture.
5. Based on Gough's article, determine 'what is Marriage?'" Map the forms of "marriage" you have read about in Weeks 6-8, and the corresponding forms of gender roles.
6. Who is a Tomboy? Who is a Boy? Who is a Girl? Based on the readings for the week, discuss forms and cultural backgrounds for Asian transgender identities, and the ways in which they rely on gendered binaries.
7. Work in groups with the provided trans-Asia labor statistics, presenting your findings to your discussion section. What sectors is women's work concentrated in? What are the differences between countries? How might work conditions be more equitable or less exploitative, if you find those factors?
8. Write a 300-500 word review of the film, including your impressions of any aspects of your choice: you might pay particular attention to questions of gender roles in anime, sexuality and power, gendered landscape, meanings of violence and resistance. Comparisons with the short stories and film from the previous week, or with previous readings, are highly encouraged.

**General Education Course Approval Form**

**Date of Submission:** 8/28/2010

**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 type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

**2. Provide Course and Department Information.**

Department: Gender and Women's Studies

Course Prefix and Number: GWS 302 Credit hours: 3

Course Title: Gender Across the World

Expected Number of Students per Section: 65 total Course Required for Majors in your Program? No, but can be elective

Prerequisite(s) for Course? none

Departmental Contact Information Date: August 28, 2010

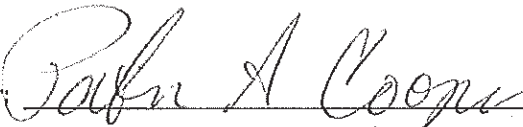

Name: Srimati Basu Email: srimati.basu@uky.edu

Office Address: 214 Breckinridge Hall Phone: 7-4372

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

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

**4. Signatures**

Department Chair:  Date: August 28, 2010  
 Dean: Anna R. K. Bosch  Date: 9/21/10

Submit all proposals electronically to:  
**Sharon Gill**  
 Office of Undergraduate Education  
[Sharon.Gill@uky.edu](mailto:Sharon.Gill@uky.edu)

Narrative for GWS 302 as a General Education Course for the Global Dynamics category  
Srimati Basu, Gender & Women's Studies, srimati.basu@uky.edu

Our proposed General Education course, **GWS 302: Gender Across the World** will be taught under a variety of Topical variations. Our pilot General Education course for Spring 2011, GWS 300: Asian Women is proposed to be eventually taught as one of these variations under GWS 302, and the syllabus for that version of the course (already approved by the General Education Committee) is attached. Other potential course titles under GWS 302 include: Latin American/ Latina Women's Lives; The Body in Transnational Perspective. The narrative below pertains to the general course description, rather than the specific topics.

In line with General Education requirements for Global Dynamics courses, we propose that class enrollment size would be about 65 students, depending on student interest. We anticipate that the class will be taught in the teaching format of two lectures, plus a discussion section guided by a teaching assistant.

- A. Global Dynamics: Our 300-level General Education course is an interdisciplinary, comparative and transnational examination of issues of gender focused around particular themes and locations. That is, each version of the course has a thematic focus explicating gender which also illuminates questions of history and political economy in specific locations. We seek in this course both to introduce students to a taste of the richness of research and the variety of analytical questions in our field, as well as to exemplify the General Education mandates of this category, namely the interaction between locales/people and structural processes. At both these levels, the goal through various assignments is to cultivate engaged citizenship, to perceive the US not as the primary focus but as being embedded in global dynamics, and to reflect on questions of action and responsibility in that context. This goal meets fundamental theoretical and pedagogical principles in the field of GWS, including a. gender as a variable manifestation depending on time, location, culture and b. intersectionality, or the idea that structural processes are complexly interactive rather than additive.

For some of the topics, e.g. Asian Women, we seek both to explore some dominant themes that have occupied social scientists, historians, writers and artists working on those geographic areas (e.g. representation and resistance, kinship and intimacy, global flows of labor, development programs, law and social change, youth and popular culture) and also use these comparisons to interrogate the question of cultural diversity itself (e.g. does Asia work as a category? Is it too diverse? What characterizes any commonalities, or groups of commonalities?). In other versions, e.g. Body in Transnational Perspective, the focus is explicitly thematic rather than geographical, but here too, the focus is on exploring questions of theory, history and political economy around that topic, and interrogating the significance of specificities of location.

For all versions, we will be using texts from both Humanities and Social Sciences, lectures and interactive projects, and written assignments calling on a variety of skills. The class will invite students into dealing with concrete lives and problems, into making connections with familiar situations and learning the specificities of unfamiliar ones. Students should be able to explicate concepts in the field in areas such as gender, sexuality, labor, kinship and politics in exams, to respond to specific textual information in quizzes, to critique a (audio/visual/literary) creative representation, and to present a project that comparatively explores a theme or question raised in the course.

- B. This course is thus an excellent fit with the course template entitled "Global Dynamics/ Dimensions" in its focus on cultural specificities of places, people and politics, and its transnational and comparative focus. Much more than 50% of the readings will be non-US in content in every case, but in their assignments, students will be required to work comparatively and bring in their own experiences, while understanding themselves in global context. In terms of the categories visualized by the Committee, the course will address the topics included under "political and socio-economic structures and policies" (viz. social and political processes; diverse public policies; and social and governmental regulations), "interaction of world cultures," "human diversity and equality" and more.
- C. The course thereby addresses the following relevant Learning Outcomes for Global Dynamics substantially, including
  - a. Demonstrating an understanding of human diversity and questions of equality;
  - b. Demonstrating an understanding of ethnic and linguistic diversity within and between nation-states;
  - c. Demonstrating an awareness of social movements and their legacies, i.e. the "ethical dilemmas, conflicts, and trade-offs" in individual and collective decision making: each course will provide information on relevant social movements and analyze their strategies;
  - d. Familiarity with numerous elements of several non-US cultures.
  - e. Demonstrating an understanding of a) Societal, cultural, and institutional change over time (through histories and comparisons); b) Civic engagement (e.g. in textual accounts, social movements or development); c) Cross-national and/or comparative issues; d) Power and resistance (gender-based constraints and resistances, alongside those of race, religion, class, etc.).

Because the course is explicitly cross cultural and comparative, it directly addresses Learning Outcomes a, b and d – moreover, the goal is not just to point to difference and diversity for its own sake, but to emphasize the ways in which such differences affect social processes and historical trajectories, that uneven economic development is not simply a product of cultural difference. While the readings and lectures will bring forth these issues, we encourage active learning in this class – thus, reflection of the above issues will be measured in a variety of ways, including exams which will ask for short answers and analytical essays on historical, geographic and cultural

aspects, a paper on modes of representation in which students will be invited to take up questions of diversity, equality, protest or engagement, the research project which will require students to work comparatively and include an analysis of their own positions and experiences, and weekly in-class discussion assignments in which students are asked to reflexively think about the week's topics.

- D. **Active Learning Assignments:** While the course will have two lectures each week, weekly participation is sought from students during both the lecture (through short queries requiring responses, with attention paid to involving a variety of students across the weeks) and the discussion section (through weekly structured assignments that ask students to bring in extra materials, and attend to participation from each student). In addition, the Group Project requires students to work together to generate a topic, research, write and present it; that is, asks for an active grasp and defense of the material and their argument.
- E. **General Education Assessment:** The assignment that can be extracted for the purposes of assessment is the group project assignment, which asks students to produce a presentation (to be submitted in electronic format as well) about a contemporary issue or problem in comparative context, on a topic relevant to the class but not examined in detail in class lectures. This assignment demonstrates the ability to conduct independent interdisciplinary research, to contextualize feminist arguments in the field, to evaluate questions of intersectionality, and to present information cogently, and aims to involve the cumulative skills and knowledge from the course and address all the learning outcomes.