

MAY 10 2012

OFFICE OF THE SENATE COUNCIL

Courses	Distance Learning	Syllabus	Request Tracking	UG Program	Masters Program	Doctoral Program	Program Suspension/Close
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New Course Form

Open in full window to print or save

Attachments:

Browse...

ID	Attachment
Delete: 171	LGBTQhistoryUS_ModelSyllabus.doc

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of: COLLEGE OF ARTS & SCIENCES Today's Date: 5/11/2012
- b. \* Department/Division: Gender and Women's Studies
- c.
  - \* Contact Person Name: Dr. Melissa Stein Email: meliss.stein@uky.edu Phone: 609-425-0789
  - \* Responsible Faculty ID (if different from Contact): 00008779 Email: patricia.cooper@uky.edu Phone: 859-257-1388
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year 1
- e. Does the change make the course a UK Core course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Inquiry - Social Sciences
- Composition & Communications - I
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning
- U.S. Citizenship, Community, Diversity
- Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number: GWS 360
- c. \* Full Title: LGBTQ History in the United States
- d. Transcript Title (if full title is more than 40 characters): LGBTQ History in the US
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.
 

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:  
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

\* Course Description for Bulletin:  
 Introduces changing perceptions of homosexuality over time, as well as the creation of LGBTQ identities and social movements; explores the meanings of same-sex love prior to the existence of current terminology, and how, when, and why such language developed; and examines the cultural context in which "homosexual" came to represent a person, rather than a behavior in 19th century Euro-American culture and the concurrent medicalization of homosexuality and gender nonconformity.

k. Prerequisites, if any: \_\_\_\_\_

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: As a new department we can only offer this at this point every other year but intend to of

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

6. \* What enrollment (per section per semester) may reasonably be expected? 30-40

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Given national debates about gay marriage, bullying, gays and lesbians in the military, and AIDS, students will benefit from scholarly background of GBLTQ issues

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>S</sup> for ANY program?  Yes  No

If YES <sup>S</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 c 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, fro above) are attached.

<sup>111</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>112</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>113</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. Lab meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>114</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>115</sup> In order to change a program, a program change form must also be submitted.



Professor Melissa Stein  
[melissa.stein@uky.edu](mailto:melissa.stein@uky.edu); phone: 859-257-9205  
Office: Breckinridge Hall 206

GWS 360: Topics in GWS  
Office Hours: Mondays, 12-3:00

## LGBTQ HISTORY IN THE UNITED STATES

### *Model Syllabus*

#### Course Description

Introduces changing perceptions of homosexuality over time, as well as the creation of LGBTQ identities and social movements; explore the meanings of same-sex love prior to the existence of current terminology, and how, when, and why such language developed; and examine the cultural context in which “homosexual” came to represent a person, rather than a behavior in 19th century Euro-American culture and the concurrent medicalization of homosexuality and gender nonconformity.

#### Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Develop an understanding of current issues in the history of same-sex desire and how a range of identities have been created on the basis of those desires
- Analyze the dynamic relationship between sexual subjects and social institutions such as the law and medicine
- Unpack the naturalness of categories by exploring the various contexts in which they are produced and challenged
- Examine the role of race and class in the construction of LGBTQ stereotypes, identities, and subcultures
- Build skills in developing and defending a scholarly argument, in both oral and written communication
- Learn the conventions of scholarly writing employing primary and secondary evidence

#### **Required Texts:**

- Eric Marcus, *Making Gay History: The Half-Century Fight for Lesbian and Gay Equal Rights*
- Henry Minton, *Departing from Deviance: A History of Homosexual Rights and Emancipatory Science in America*
- George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*
- Will Roscoe, *The Zuni Man-Woman*
- Leila Rupp, *A Desired Past: A Short History of Same Sex Love in America*
- Susan Stryker, *Queer Pulp: Perverted Passions from the Golden Age of the Paperback*

*Note:* In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Blackboard.

#### **Readings:**

The readings required in this course average **between 100 and 120 pages per week**. Students are expected to do all the reading, and to be prepared to discuss readings in class (please bring your readings to class).

**Attendance Policy:**

In order for a college-level course to work, everyone's presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than two unexcused absences will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as a double absence. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

**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.

**Classroom Behavior, Decorum and Civility:**

In course of this nature, students will not always agree on the issues discussed in class. Such debate is encouraged; it makes discussion more engaging when a range of perspectives are represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to "silent" prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

**Plagiarism and Academic Dishonesty:**

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.

### **Disability Accommodations:**

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.

### **Submission of Assignments:**

Any assignment turned in after the deadline without prior permission from me will be graded down a full grade, and I will not accept any such assignment more than a week late. The two longer papers should be submitted to me in *both* paper and electronic formats; that is, students must turn in a hard copy at the start of class on the date the paper is due *and* send me an email with the paper attached as a .doc or .pdf file. While the shorter response papers (see below) may be handwritten or typed, they too must be turned in at the start of class on the day they are due, and will not be accepted late.

**Midterm grades:**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>), and will be based on performance in the course up to that point (including class participation, pop quizzes, response papers, and the first paper). There is no midterm exam or final exam in this course, though the second longer paper will be due during finals week.

**Grading system:**

In a 300 level course, grading standards are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements

Please note that consistent improvement over the course of the semester can have a noticeable impact on your grade. For example, your second paper is weighted significantly higher than the first in order to mathematically reward improvement for those students who incorporate the feedback they received on their first papers toward the writing, organization, and argumentation of their later work.

**Assignments/Grading (All assignments must be completed to pass the course):**

Class Participation:	15%
Pop Quizzes:	10%
Response Papers:	20%
Paper 1:	15%
Paper 2:	25%
Current Events Research/Presentation:	15%

*Class Participation:* Your undivided attention during lectures and films, preparedness for class (i.e. bringing assigned readings, keeping up with the reading assignments, etc), and active participation in class discussions will determine your class participation grade.

*Pop Quizzes:* On five occasions over the course of the semester, I will administer a pop (unannounced) quiz based on the readings assigned for that day's class. Each quiz will include 4-6 identification questions. Responses to these ID questions should both identify the person, event, concept, etc. AND explain its significance to LGBTQ history.

*Response Papers:* Students will turn in 1-2 page response papers at the beginning of class on days designated "DISCUSSION." Informal written assignments, your comments can be hand-written or typed and should summarize and discuss the assigned reading. These comments should show that you have done the readings, and should discuss an aspect you found particularly interesting or problematic. I will collect response papers 10 times during the semester, always at the beginning of class. However, you only need to turn in **7 response papers** (i.e. you can skip turning in response papers on three designated "DISCUSSION" days of your choosing). Your comments will be graded

with a check (if completed and focused on the readings), a check plus (if particularly well done) or a check minus (if barely passable). You will receive an “E” for the “Response Paper” portion of your grade if you turn in less than the required seven comments. Late comments will not be accepted (except in the case of excused absences) and you may not turn in additional papers (more than seven) for “extra credit.” Please note that the response papers are designed to ensure you are keeping up with and understanding the readings, and they are a relatively simple way to pull up your grade if needed.

*Papers:* In addition to the informal response papers, students must complete two longer papers, each of 5-6 pages in length. The papers will be based on the course readings and will not require additional research. You may consult outside readings in preparing the papers if you wish to do so, provided they are cited in full. Papers submitted late, without consulting the professor in the case of potentially excused lateness, will be marked down one letter grade; no assignment will be accepted more than one week past the due date without prior permission from the professor.

*Current Events Research and Informal Presentation:* Throughout the semester, students will peruse news media for current stories relating to human sexuality. News magazines, popular science periodicals, newspapers, and online news sources (NYT online, CNN.com, etc.) are all acceptable sources. Each student will turn in to the professor a copy of the story they found (a photocopy, newspaper clipping, printout, or in the case of a video story, indicate the URL where it may be viewed), followed by a short commentary (one typed page) that summarizes the story, how it relates to the themes of the course, and your analysis of why it is important or noteworthy. Students will informally present and discuss their stories on the last day of class. This “presentation” will not require any additional preparation beyond the material you turned in to the professor the previous week; you will simply discuss with the other members of the class the key points in your write-up.

\*\*\*\*\*

## WEEK ONE

### Tuesday: Introduction

### Thursday: What is gay/lesbians history? Why is it important?

Readings: Jeffrey Weeks, “Discourse, Desire, and Sexual Deviance: Some Problems in a History of Homosexuality” in *The Making of the Modern Homosexual*; Leila Rupp, “Chapter One—Introduction: Thinking About Aunt Leila” in *A Desired Past: A Short History of Same-Sex Love in America*

## WEEK TWO

### Tuesday: Framing the Debate—Essentialism vs. Social Construction

Readings: John Boswell, “Revolutions, Universals, and Sexual Categories” and David Halperin, “Sex Before Sexuality: Pederasty, Politics, and Power in Classical Athens” in *Hidden From History*

### DISCUSSION

### Thursday: Setting the Stage—Divergent Cultures & Early Americans

Readings: Randolph Trumbach, “The Birth of the Queen: Sodomy and the Emergence of Gender Equality in Modern Culture, 1660-1750” in *Hidden From History*; Leila Rupp, “Chapter Two—In the Beginning: Same-Sex Sexuality in Early America” in *A Desired Past*

### WEEK THREE

#### **Tuesday: Romantic Friendships and Homosocial Worlds**

Readings: Leila Rupp, "Worlds of Men, Worlds of Women: Sex & Romantic Friendship in an Industrializing & Expanding Nation" in *A Desired Past*; Martin Duberman, "'Writhing Bedfellows' in Antebellum South Carolina: Historical Interpretation & the Politics of Evidence" in *Hidden From History* DISCUSSION

\*FILM: *She Drank, She Swore, She Courted Girls, She Even Chewed Tobacco: Passing Women in 19th century America* (33 mins)

#### **Thursday: Medicine, Sexology, & the Homosexual "Type"**

Readings: Leila Rupp, "Definitions and Deviance: Sexual Transformations at the Turn-of-the-Century" in *A Desired Past*; Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body" in *Queering the Color Line: Race and the Invention of Homosexuality in American Culture*

### WEEK FOUR

#### **Tuesday: Psychiatry and Sexual Deviance at the Turn of the Century**

Readings: Henry Abelove, "Freud, Male Homosexuality, and the Americans" in *The Lesbian and Gay Studies Reader*; Lisa Duggan, "The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America" in *Signs* 18 (Summer 1993)

#### **Thursday: Science as Friend and Foe, Part I**

Readings: Henry Minton, *Departing from Deviance*, 1-158

### WEEK FIVE

#### **Tuesday: Science as Friend and Foe, Part II**

Readings: Finish Minton, *Departing from Deviance* DISCUSSION

#### **Thursday: The Complexities of Race, Part I—Alternative Gender & Sexual Systems**

Readings: Begin Will Rosco, *The Zuni Man-Woman*

### WEEK SIX

#### **Tuesday: The Complexities of Race, Part I—Alternative Gender & Sexual Systems**

Readings: Finish Will Rosco, *The Zuni Man-Woman* DISCUSSION

#### **Thursday: The Complexities of Race, Part II—Homosexuality in the Age of Jazz**

Readings: Eric Garber, "A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem" in *Hidden From History*; Gloria Hull, "'Lines She Did Not Dare': Angelina Weld Grimke, Harlem Renaissance Poet" in *The Lesbian and Gay Studies Reader*



WEEK SEVEN

**Tuesday: Forging Identities at the Dawn of a New Century**

Readings: George Chauncey, *Gay New York*, 1-149

**Thursday: The Emergence of Gay Culture**

Readings: Finish *Gay New York* (you may skip chapters 6 and 11)

WEEK EIGHT

**Tuesday: Homosexuality in Film: Stereotypes & Self-Representation**

Readings: None. Work on paper.

\*FILM: *The Celluloid Closet* (101 minutes)

\*\*\*1<sup>ST</sup> PAPER DUE IN CLASS\*\*\*

**Thursday: World War II—Battling at Home and Abroad**

Readings: Allan Berube, "Marching to a Different Drummer: Lesbian and Gay GIs in World War II" in *Hidden From History* DISCUSSION

WEEK NINE—SPRING BREAK!

**Tuesday: NO CLASS**

**Thursday: NO CLASS**

WEEK TEN

**Tuesday: Homosexuality in Popular Culture**

Readings: Susan Stryker, *Queer Pulp: Perverted Passions from the Golden Age of the Paperback* (approx. 40 pages of text)

**Thursday: Transsexuality in Science and Culture**

Readings: Joanne Meyerowitz, "'Sex Change' and the Popular Press: Historical Notes on Transsexuality in the US, 1930-1955" in *GLQ: A Journal of Lesbian and Gay Studies* 1998, 4: 2; Joanne Meyerowitz, "Sex Research at the Borders of Gender: Transvestites, Transsexuals, and Alfred C. Kinsey" in *Bulletin of the History of Medicine* 2001, 75: 1 DISCUSSION

WEEK ELEVEN

**Tuesday: The Other '50s—Witch-hunts, Pink-baiting, & Early Gay Organizing**

Readings: John D'Emilio, "The Homosexual Menace: The Politics of Sexuality in Cold War America" in *Passion and Power*; Donna Penn, "The Sexualized Woman: The Lesbian, the Prostitute, and the Containment of Female Sexuality in Postwar America" in *Not June Cleaver: Women & Gender in Postwar America, 1945-1960*

\*Film: *Boys Beware* (10 mins) [a short educational film released in 1961]

**Thursday: Gay Politics, Community & Self-Representation in Postwar America**

Readings: Martin Meeker, "Behind the Mask of Respectability: Reconsidering the Mattachine Society and Male Homophile Practice, 1950s and 1960s" in *Journal of the History of Sexuality* (January 2001); Marc Stein, "Sex Politics and the City of Sisterly and Brotherly Loves" in *Radical History Review* 59 (1994) DISCUSSION

WEEK TWELVE

**Tuesday: Race, Respectability, and Identity in the Civil Rights Movement**

Readings: Eric Marcus, *Making Gay History*, 1-70

\*FILM: *Brother Outsider: The Life of Bayard Rustin* (84 minutes)

**Thursday: From Homophile Movement to Gay Liberation, Part I**

Readings: Eric Marcus, *Making Gay History*, 71-184

WEEK THIRTEEN

**Tuesday: From Homophile Movement to Gay Liberation, Part II**

Readings: John D'Emilio, "Part 3: The 1960s: Civil Rights and the Pursuit of Equality" and "Part 4: The Liberation Impulse" in *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*

**Thursday: Mid-Century Psychiatric & Medical Classifications of Homosexuality**

Readings: Ronald Bayer, "Introduction," and "Chapter Three—The Emergence of Homosexual Protest" in *Homosexuality and American Psychiatry: The Politics of Diagnosis*; Stephanie Kenen, "Who Counts When You're Counting Homosexuals? Hormones and Homosexuality in Mid-Twentieth Century America" in *Science and Homosexualities*, edited by Vernon Rosario

WEEK FOURTEEN

**Tuesday: Queer Activism & The "Gay Gene"**

Readings: Richard Pillar, "The Search for a Genetic Influence on Sexual Orientation" and Garland Allen, "The Double-Edged Sword of Genetic Determinism: Social and Political Agendas in Genetic Studies of Homosexuality, 1940-1994" in *Science and Homosexualities* DISCUSSION

**Thursday: Toward a New Millennium and Beyond**

Readings: Eric Marcus, *Making Gay History*, 185-242

\*FILM: Begin *The Times of Harvey Milk* (88 mins)

WEEK FIFTEEN

**Tuesday: Gay Lives and Activism in the Age of AIDS**

Readings: Eric Marcus, *Making Gay History*, 243-342; Robert Padgug, "Gay Villain, Gay Hero: Homosexuality and the Social Construction of AIDS" in *Passion and Power*

**Thursday: Considering Same-Sex Sexuality in Global Perspective, Part I**

Readings: Finish Eric Marcus, *Making Gay History*

\*FILM: *Be Like Others* (74 minutes)

WEEK SIXTEEN

**Tuesday: Considering Same-Sex Sexuality in Global Perspective, Part II**

Readings: Leila Rupp, "Toward a Global History of Same-Sex Sexuality" in the *Journal of the History of Sexuality* 10:2 (April 2001) DISCUSSION

**Thursday: LAST DAY OF CLASS!**

Readings: None.

\*\*\*2<sup>ND</sup> PAPER DUE DURING FINAL EXAM WEEK\*\*\*

eCATS (Curricular Proposal) [Back] [Feedback]

Detailed Navigation

- Workflow Items
- eCATS (Curricular Proposal)
- OSRA eAF Form
- Financial Disclosure

Related Links

Browser Compatibility

No Filter  
 Filter By College Name  
 Filter By Course ID  
 Filter By Date Range

Filter By College Name: ARTS & SCIENCES  
 Filter By Course ID: GWS  
 Filter By Date Range: FromDate: ToDate:

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
GWS 200	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES	9/24/2011
GWS 201	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES	9/15/2011
GWS 360	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES	1/26/2011

Details of Course/Program ID(GWS 360)

WORKITEM ID	Workflow Status	Date	Time
000009134331	RECEIVED BY DEPARTMENT	2012-01-26	14:11 PM
000009134332	PROCEED WITHOUT ADDITIONAL REVIEW	2012-02-06	12:21 PM
000009206021	APPROVED BY DEPARTMENT	2012-03-06	14:34 PM
000009206917	RECEIVED BY COLLEGE	2012-02-06	14:34 PM
000009206318	PROCEED WITHOUT ADDITIONAL REVIEW	2012-02-06	16:02 PM
000009206209	RECEIVED BY COLLEGE	2012-02-10	16:01 PM
000009206099	APPROVED BY COLLEGE	2012-03-22	14:07 PM
000009206039	RECEIVED BY UNDERGRADUATE COUNCIL	2012-03-22	14:07 PM
000009206029	PROCEED WITHOUT ADDITIONAL REVIEW	2012-05-10	14:24 PM
000010122232	RECEIVED BY UNDERGRADUATE COUNCIL	2012-05-10	14:24 PM
000010122233	APPROVED BY UNDERGRADUATE COUNCIL	2012-05-10	15:50 PM
000010122363	RECEIVED BY SENATE COUNCIL	2012-05-10	15:50 PM

GWS 410	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES	2/8/2011
GWS 748	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES	12/2/2011

**Ellis, Janie**

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**From:** Hanson, Roxie  
**Sent:** Monday, May 14, 2012 1:02 PM  
**To:** Ellis, Janie  
**Subject:** RE: Dates of approval (College of A&S: SOC, GWS)

Janie, all were approved 3/20/12

SOC 349  
SOC 363  
SOC 351  
GWS 360

Best, Roxie

---

Roxie Hanson | University of Kentucky | College of Arts & Sciences | Office of the Associate Dean |  
249 Patterson Office Tower | Lexington, KY 40506 | p. 859.257.6689 | f. 859.323.1073 | [www.as.uky.edu](http://www.as.uky.edu)