

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: February 5 2008

Department/Division proposing course: Gender and Women's Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number GWS 599

b. Title* Senior Seminar (Subtitle Required)

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

Sr Sem in GWS

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course provides a space for students to synthesize what they have learnt about the methods and theories of GWS in a few different ways. Students will reflect on the ways in which one puts together an argument and writes as an interdisciplinary scholar on gender or women. Students will do this by writing a senior thesis and editing the theses of other students, and reading and discussing some materials which deal with research and writing in GWS.

h. Prerequisite(s), if any:

Must be a declared major or minor in junior or senior year, or have written permission of the Chair in an

exceptional circumstance.

i. Will this course be offered through Distance Learning? YES NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based

Interactive video

Extended campus

Kentucky Educational Television (KET/teleweb)

Other

Please describe "Other": _____

3. Teaching method: N/A or Community-Based Experience Service Learning Component Both

4. To be cross-listed as: _____
Prefix and Number

Signature of chair of cross-listing department

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5. Requested effective date (term/year): Fall / 2008
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
It has been developed as the capstone course in the GWS undergraduate major.
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9. a. By whom will the course be taught? various faculty in GWS
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
20-25
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
Because GWS is an interdisciplinary field, the course will draw students from across the humanities and social sciences; however non GWS majors must have permission to register..
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12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: Undergraduate major in GWS
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:

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‡In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Deborah L. Crooks Phone: 257-4654 Email: dlcrooks@uky.edu

20. Signatures to report approvals:

02/05/08	Deborah L. Crooks /	/
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature

DATE of Approval by College Faculty	/	/
DATE of Approval by College Faculty	printed name	Reported by College Dean signature

<div style="background-color: yellow; display: inline-block; padding: 2px;">Approval UC 9/30/08</div>	/	/
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council	/	/
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair signature

* DATE of Approval by Health Care Colleges Council (HCCC)	/	/
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council	Reported by Office of the Senate Council	
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* DATE of Approval by University Senate	Reported by Office of the Senate Council	
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*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Brothers, Sheila C

From: Blackwell, Jeannine
Sent: Tuesday, April 13, 2010 11:16 AM
To: Randall, David C; Swanson, Hollie
Cc: Brothers, Sheila C; LaRoche, Adrea S.; Nikou, Roshan; Gill, Sharon; Cooper, Patricia A
Subject: a 500-level course anomaly

Hi David,

Graduate Council has found a 500 level course that is an anomaly, and so we are sending it on to you for action directly by Senate Council.

Some of the social sciences have used 500 level courses for many, many years for their undergraduate majors and minors only. This practice is reflected in a course we have recently received. When we asked for syllabus revisions, we found out that this course is not intended for graduate students.

We received GWS 599 on 3/16/10. In discussing it with Pat Cooper, we found that they will NOT allow graduate students to take this course. It is intended for their undergraduate minors only. Pat Cooper says she will revise the syllabus to reflect that. The course has already been approved by Undergraduate Council.

The current syllabus is found on the curriculum page, <http://academics.uky.edu/cl/cp/Courses/Forms/Public-Courses.aspx>

I am asking Pat Cooper to send the revised syllabus directly to Sheila, since it will not have a graduate component.

Thank you.

Jeannine Blackwell
Dean of the Graduate School
Associate Provost for Academic Administration
University of Kentucky
102 Gillis Building
Lexington, KY 40506-0033
blackwell@uky.edu

GWS 599: Senior Seminar: (Subtitle Love, Kinship and Consumption)

Day/Time/Place: TBA

Instructor: TBA

Instructor contact information: TBA

Welcome to Senior Seminar! This is a space for you to synthesize what you have learnt about the methods and theories of GWS in a few different ways. You will be reflecting on the ways in which one puts together an argument and writes as an interdisciplinary scholar on gender or women. You will do this by writing a **senior thesis**, editing the theses of other students, and reading and discussing some materials which deal with research and writing in GWS, this semester on the theme of kinship and consumption.

Course Objectives: After taking the course you should be able to:

Evaluate academic research and writing in the field of GWS

Analyze structure and argument of articles based on the semester's chosen readings

Gather materials for a research project, formulate a writing strategy, edit the draft and bring the writing project to conclusion with careful and credible documentation. You will also assist in peer editing of questionnaires and drafts.

On this semester's theme: Marriage, Claude Levi-Strauss argued, is fundamental to human systems of exchange and thence human systems of sociality – scholars of gender, sexuality, class, and globalization have confirmed and contradicted his argument, often by examining the attractions and pleasures of consumption practices. We will examine the historical construction of romantic love, ethnographic explorations of meanings of love within and outside the frameworks of romance, connections between systems of kinship and expressions of love, emergent forms of kinship and the ways in which we map emotions on to them. We will also be analyzing the ways in which expressions of love are tied to forms of exchange and consumption.

Course Structure: For the first half of the semester, we will focus on these thematic readings and discuss questions of research design -- we will discuss the common readings and there will be discussion and writing assignments based on the readings. During this time, you will also come up with a thesis topic, research and acquire library materials, complete any necessary fieldwork, and begin writing. During each class period, we will spend some time on thesis-related issues. The second half of the semester is focused on drafting and editing a 25-30 page senior thesis (for undergraduates) and 30-35 page graduate thesis (for graduate students), which should follow the format of a journal article (modulated for the audience of a journal of your choice). Your thesis topic ought to be loosely connected to the theme of the seminar – given that this means you can write about research related to kinship, emotions (and social psychology issues more generally), and consumption (including globalization) at the very least (I am open to persuasion on other topics), you should have plenty to choose from. During this time, there will then be two weeks during which you will meet with me individually and we will discuss the progress of your thesis, followed by two weeks during which you will each present your thesis research to the class, and turn in the first draft to me and to student readers. The final week will be a wrap-up/summary/valedictory gathering.

Course Requirements:

A. Attendance and Class Participation. You are required to attend every class, and to be an active participant. This requires you to go through the assigned readings one or more times, take good notes, and come to class with questions and comments. It is vital to the nature of a seminar class that you teach others and learn from others, and this is only successful if you pay careful attention both to the readings and to what your classmates have to say. You will continue this process by thinking about and commenting on each others' thesis projects in depth as well. Class Participation, including class exercises such as small group discussions, taking minutes, editing workshops or discussion facilitation will count for 20% of your grade. Where students engage in group work, e.g., small group discussion and presentation of ideas, all students are

expected to actively engage in the activities and their contribution to the activities will be individually assessed by the instructor based on her observations of the activities as they take place. Because we meet only once a week, and work a lot on the process of the thesis, it's critical that you be at all the meetings, so please schedule job interviews or other engagements accordingly.

B. Writing Assignments: There will be occasional informal writing assignments on the readings and on your projects, some in-class and some take-home. You will have about 4 or 5 assignments, ranging in length from 2-4 pages. These will count for another 20% of your grade.

C. Thesis: This is the main project for the class, and counts for 60% of your final grade. Points are set aside for the statement of topic, bibliography, conference drafts, first complete draft and class presentation of your research. You need to be careful and comprehensive in taking care of these steps, because they can make a lot of difference to the cumulative grade.

You need to research and write a 25-30 page paper, directly or tangentially connected to the seminar theme. Don't let the length appear daunting: if you've done a thorough job of research, you'll find you have more than enough to discuss. Begin by picking a topic that intrigues you, puzzles you or excites you: what would you like to know more about? Why? What kinds of materials might be available to help you answer the questions you have? Remember you are making an original contribution to the field in terms of your argument and undertaking substantive new research, even if you continue a conversation begun in another class.

You'll have to decide preliminarily on a topic fairly soon -- even at this stage, though, you should take a quick look at library sources to see where your project fits in, and if it might be doable. After that initial decision, you will have a few weeks to finish library research, or take on fieldwork, and we can definitely refine or narrow the research topic or question at these points (but you cannot embark on a whole new topic). Come and talk to me about the project as soon as possible, either on your own or with someone else in the seminar; check in often, and talk through any knots. During the last month of the semester, you need to be writing and revising, so make sure the gathering of material is mostly wrapped up by then.

What might you write about? Begin with what interests you, and what you want to put a semester's worth of work into. Think about:

⊕What sorts of data will you be working with? You could work with primary materials (do your own fieldwork, look for historical materials or literary texts) or with secondary sources.

⊕A trip to the archives of university libraries or community organizations which might give you some good ideas. You can also look online for virtual archives or virtual communities.

⊕Spend some time browsing recent issues of GWS journals: what kinds of issues are being addressed? What are some popular theoretical approaches? You may want to follow in these directions, or contribute arguments that you find lacking. You can also, of course, undertake this process online (look at journals as well as GWS news items), but I do recommend at least one session of flipping through actual journal copies!

⊕Another approach would be to think back to your previous coursework, and to ongoing controversies or debates or puzzles or concepts that appealed to you. Your project could be an attempt to address one of these issues, to make your contributions to documenting histories or building theories. Remember that your thesis is primarily an argument, not merely a collection of data on a topic. While you will be refining your specific argument as you write the thesis, keep in mind that you do need to make a clear point. However, you don't necessarily need to choose "sides": it may be fine to bring together strong opposing viewpoints. Also, you don't need to start out by taking a definite stance on the issue or debate: keep yourself open to ideas as you go through the research, and allow yourself to rethink and reformulate.

Milestones: Please hand in typed versions of the prospectus, bibliography, initial and final drafts. And leave plenty of room in the margins! I will provide you with comments at each stage, and you will also get feedback from your classmates at various stages.

1. Prospectus: Statement of research topic. In about a page, describe the topic and what interests you about it, the kinds of issues you will be addressing within this topic, the kinds of data you will be using (the sort of textual work or fieldwork or archival work or secondary source material), and some idea of existent research on the topic.

2. Bibliography: Hand in a preliminary bibliography. The final version may end up very different based on ongoing research and conferences, but you should have put in substantive and careful work into the preliminary bibliography. You may include a few necessary online sources, but you **MUST** include relevant books and journal articles. Make sure you try a large number of search categories, using synonyms and permutations. It will be a very good idea to consult the reference librarians about search strategies as well. Look for books in the UK catalog as well as other libraries or sources. Look for journal articles in a variety of online databases. When you find articles or books that look promising, gather the materials. Put in your Interlibrary Loan orders right away, because the materials will take some time to arrive.

3. Conference Materials: Bring your notes, preliminary draft and any relevant sources with you when you come in for individual conferences. In the course of the conference, we may decide on some tasks that you may need to bring in the following week.

4. First Complete Draft: This needs to be a completed version with introduction, source citations in the text, all sections, conclusion and bibliography.

5. In-Class presentation of Thesis. You will have between 15 minutes to a half hour (depending on the number of presenters) to present your thesis lucidly and interestingly to your classmates. Try to avoid reading at length from the paper or reading disjointedly from index cards. Leave a little time for questions.

6. Final Version of the Thesis: and you're ready to graduate!

Grading Policy:

Students will be given letter grades for the following, which will then be "translated" into numerical form and computed for the final grade. I will often give + or - to give you an idea of the range of your work. However, final grades will be calculated on an ABCDE scale (without plus/minus) in accordance with university policy.

- 1) Attendance and Class participation – 20%
- 2) Writing Assignments – 20%
- 3) Thesis – 60%

A = excellent work	92-100
B = good to very good work	82-91
C = satisfactory work	72-81
D = poor work	60-71
E = Failure	59 or below

Assorted Protocol:

All assignments are due at the beginning of class time on their respective due dates, and no late assignments will be accepted. No exceptions; arrange to have your paper turned in if you are going to miss class for some reason.

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

Books

Trawick, Margaret. *Notes on Love in a Tamil Family*. University of California Press, 1992.
Freeman, Elizabeth. *The Wedding Complex: Forms of Belonging in Modern American Culture*. Duke University Press, 2002.
Hooks, bell. *All About Love: New Visions*. Harper Collins, 2002.

Syllabus (There may be some changes in the schedule, so please stay alert).

Week 1. Introductions.

Exercise: Evaluating GWS Trajectories, Generating Research Topics.

Reed- Danahay, Deborah. 1996. "Champagne and Chocolate: 'Taste' and Inversion in a French Wedding Ritual" *American Anthropologist* New Series 98.4: 750-761.

Week 2.

Exercise: Annotated Bibliography

David Schneider, "What is Kinship All About?" *In Kinship and Family: An Anthropological Reader*, ed. Robert Parkin and Linda Stone, Blackwell 2004: 257-274.

Susan Kahn "Eggs and Wombs: The Origins of Jewishness" *In Kinship and Family: An Anthropological Reader*, ed. Robert Parkin and Linda Stone, Blackwell 2004: 362-377.

Comfort, Megan "Papa's House: The Prison as Domestic and Social Satellite" *Ethnography* 3.4 (2002): 467-499

Week 3.

Prospectus due

Trawick, *Notes on Love in a Tamil Family*

Week 4.

Article analysis workshop

Trawick continued

Week 5.

Preliminary Bibliography due

Freeman, *The Wedding Complex*

Bohte, Angela. "Do Wedding Dresses Come in Lavender? The Prospects and Implications of Same-Sex Marriage" *Social Theory and Practice* 24.1 (1998)

Week 6. Freeman contd.

Week 7. Hooks, *All About Love*

Week 8. Work on Thesis and Sign Up for Individual Conferences

Week 9. Spring Break

Week 10. Work on Thesis and Sign Up for Individual Conferences

Week 11. Work on Thesis and Sign Up for Individual Conferences

Week 12. Work on Thesis; Class Workshop on Thesis

Week 13. Work on Thesis; Class Workshop on Thesis

Week 14. Research Presentations
Bring in First Complete Draft if presenting

Week 15. Research Presentations
First Complete Draft for those presenting this week due Monday
Return Edited Copies of First Complete Draft to the Authors
Final thesis copy due Friday 4pm

Week 16: Final meeting - reflective writing exercises