

**Course Information**

Date Submitted: 2/3/2016

Current Prefix and Number: PHI - Philosophy , PHI 340 INTRO TO FEMINISM AND PHILOSOPHY

Other Course:

Proposed Prefix and Number: PHI 340

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

U.S. Citizenship, Community, Diversity

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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: ARTS &amp; SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Alan Perreiah

Email: pera@uky.edu

Phone: 257-7108

Responsible Faculty ID (if different from Contact)

Name: Brandon Look

Email: look@uy.edu

Phone: 257-3071

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

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

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTRODUCTION TO FEMINISM AND PHILOSOPHY

Proposed Title: Introduction to Feminism and Philosophy

c. Current Transcript Title: INTRO TO FEMINISM AND PHILOSOPHY

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3 credit hours

Proposed Meeting Patterns

LECTURE: 3 credit hours

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Introduction to basic feminist thought from a philosophical perspective. Emphasis on causes and solutions to the oppression of women. Topics may include philosophical perspectives and gender roles, images of women in society, violence against women, and reproductive choices.

Proposed Course Description for Bulletin: Introduction to basic feminist thought from a philosophical perspective explored through topics such as gender roles, images of women in society, violence against women, and male socialization. Emphasis on causes of and solutions to the oppression of women. This course fulfills the UK Core Requirement: Community, Culture, and Citizenship in the USA.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The existing course is being modified to conform to UK CORE specifications.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. 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?

2. 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.

3. 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.

4. 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?

If yes, which percentage, and which program(s)?

5. 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?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. 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 Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student 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.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

**Instructor Name:**

SIGNATURE|LOOK|Brandon C Look|PHI 340 CHANGE Dept Review|20141028

SIGNATURE|ACSI222|Anna C Harmon|PHI 340 CHANGE College Review|20141119

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 340 CHANGE UKCEC Expert Review|20151211

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 340 CHANGE UKCEC Review|20151211

SIGNATURE|LOOK|Brandon C Look|PHI 340 CHANGE Approval Returned to Dept|20160202

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 340 CHANGE UKCEC Expert Review|20160315

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 340 CHANGE UKCEC Review|20160315

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 340 CHANGE Undergrad Council Review|20160315

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

Open in full window to print or save

**Attachments:**

Upload File

	ID	Attachment
Delete	3928	Citizenship Course Review Form-1.docx
Delete	6242	PHI 340 syllabus (revised 12-31-15).docx

1

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	PHI - Philosophy PHI 340 INTRO TO FEMINISM AND PHILOSOPHY	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	PHI 340
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptio 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimin or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input checked="" type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a.	Submitted by the College of: ARTS & SCIENCES		Submission Date: 2/3/2016
b.	Department/Division: Philosophy		
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>		
e.*	* Contact Person Name: Alan Perreiah	Email: pera@uky.edu	Phone: 257-7108
	* Responsible Faculty ID (if different from Contact) Brandon Look	Email: look@uy.edu	Phone: 257-3071
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval    OR <input type="checkbox"/> Specific Term: 2	
<b>2. Designation and Description of Proposed Course.</b>			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed change not affect DL delivery.			
b.	Full Title:	INTRODUCTION TO FEMINISM AND PHILOSOPHY	Proposed Title: * Introduction to Feminism and Philosophy
c.	Current Transcript Title (if full title is more than 40 characters):	INTRO TO FEMINISM AND PHILOSOPHY	
c.	Proposed Transcript Title (if full title is more than 40 characters):		
d.	Current Cross-listing:	OR	

	<input type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
Current:	Lecture 3 credit hours	Laboratory <sup>2</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain: _____
Proposed: *	Lecture 3 credit hours	Laboratory <sup>5</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
<b>f. Current Grading System:</b>		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
<b>g. Current number of credit hours:</b>	3	Proposed number of credit hours:*	3
<b>h.* Currently, is this course repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>* Proposed to be repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>If YES:</b>	<b>Maximum number of credit hours:</b>		
<b>If YES:</b>	<b>Will this course allow multiple registrations during the same semester?</b>		<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>			
Introduction to basic feminist thought from a philosophical perspective. Emphasis on causes and solutions to the oppression of women. Topics may include philosophical perspectives and gender roles, images of women in society, violence against women, and reproductive choices.			
<b>* Proposed Course Description for Bulletin:</b>			
Introduction to basic feminist thought from a philosophical perspective explored through topics such as gender roles, images of women in society, violence against women, and male socialization. Emphasis on causes of and solutions to the oppression of women. This course fulfills the UK Core Requirement: Community, Culture, and Citizenship in the USA.			
<b>j. Current Prerequisites, if any:</b>			
<b>* Proposed Prerequisites, if any:</b>			
<b>k. Current Supplementary Teaching Component, if any:</b>			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:		
The existing course is being modified to conform to UK CORE specifications.		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES <sup>2</sup> , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establish different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**Course Review Form  
U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** PHI 340

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:  
"Schedule" -- Readings for Week 1 - Week 15

Brief description or example:

For example, reading for Week 1 demonstrates the oppression of women, while reading for Week 2 demonstrates that men are privileged vis-à-vis women in a patriarchal society; readings for Week 8 and 9 demonstrate how male socialization in a patriarchal society contributes to attitudes that when acted on sustain women's oppression; and readings for Week 11-15 show how sexism present in social and cultural norms contribute to violence against women and show how US law reflects sexist norms and disvalue for women as citizens.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:  
"Schedule" -- Readings for Week 1- Week 15, but especially for Week 11-15

Brief description or example:

Readings on woman-battering (Week 11) and rape (Week 12-15) enable students to see how the law treats women differently from men when it comes to issues regarding the body.

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:  
"Schedule" -- All lectures and readings Week 1-15

Brief description or example:

For example, Week 5 reading takes up the issue of veiling as a practice in the Muslim world and asks whether the practice is consistent with feminism.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

"Course Assignments"/"Description of Assignments" -- The three essay assignments and the two individual diversity projects demonstrate at least (a) and (d).

Brief description or example:

The essay assignments will be based on the readings. For example, the first paper assignment (due Week 6) will cover the issue of the nature of women's oppression and asks the student to explain, based on the reading, how lower wages for women coerce women into opting out of the paid labor force which makes employers come to see women as unreliable wage workers, which in turn contributes to women's lower wages and sustains their oppression over time. This meets criterion (a). The same assignment also meets criterion (d) by having students explain women's loss of economic power, and how they might resist their oppression by attempting to dismantle the stereotype of unreliable wage worker by entering the paid labor force.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

"Description of Assignments" -- two short individual diversity projects, due no later than Week 12.

Brief description or example:

Each student will also complete two short individual diversity projects that focus on personal decision-making about a topic in feminism. The topic can be something that has been in the news recently or something from your own life. You should identify how feminism is at odds with the standard behavior/viewpoint/etc., show how you or women in general face a moral dilemma when deciding to engage in feminist behavior versus behavior that is expected of women in a patriarchal society, and/or show how you could have or did act in a way that advanced feminist aims. These projects shall demonstrate a basic understanding of effective and responsible behavior in a diverse society.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

"Description of Assignments" -- In addition, these projects must cite at least one secondary source from the library, the internet, and the like, in order to demonstrate information literacy in the exploration of women's oppression.

Brief description or example:

For example, the student can discuss a recent news item that is relevant to women's oppression and cite a philosophy article from a journal that discusses the nature of the issue at stake.

Reviewer Comments:

**PHI 340-001: Introduction to Feminism and Philosophy**  
**Fall 2014 T/Th 12:30-1:45 (CB 205)**

\*This course fulfills the UK General Education Requirement: Community, Culture, and Citizenship in the USA

**Instructor:** Professor Anita Superson **Phone:** 257-4186

**Office:** 1433 Patterson Office Tower **Office Hours:** T/Th 11:00-12:00 (or by appt.)

**Email:** [superson@uky.edu](mailto:superson@uky.edu)

**TEXT:** All readings will be posted on Canvass.

**COURSE DESCRIPTION:** Introduction to basic feminist thought from a philosophical perspective explored through topics such as gender roles, images of women in society, violence against women, and male socialization. Emphasis on causes of and solutions to the oppression of women. This course fulfills the UK General Education Requirement: Community, Culture, and Citizenship in the USA.

**GOALS OF THE COURSE:** This course will introduce students to basic feminist thought. We will work through a number of feminist approaches to a variety of issues. We will aim to answer the following questions: What is oppression? How and by whom are women oppressed? What forms does women's oppression take? The issues we will examine to answer these questions include the nature of oppression, how women contribute to their own oppression, images of women, male socialization, and violence against women. One goal of the course is to explain oppression. A second goal is to develop the task of critically examining arguments as they are put forth by the authors we will be reading, which is best accomplished by lots of practice. Students will be expected to do the reading before class, and to have some sense of the arguments an author offers for her or his position. A third goal is to develop your skills at writing good philosophical essays. This comes from reading the assignments, listening in class and participating in discussions, and practicing writing philosophy.

**STUDENT LEARNING OUTCOMES:**

At the conclusion of this class, each student should be able to:

- demonstrate an understanding of social and cultural differences arising from gender and how these influence issues of social justice concerning the treatment of women
- explain the nature of women's oppression
- demonstrate an understanding of feminist viewpoints on a variety of issues
- demonstrate an understanding of how despite social, cultural, and institutional progress has been made about women's oppression, it remains intact
- demonstrate an understanding of power relations between the group, men and the group, women, and how women both contribute to and resist their own oppression
- critically examine arguments about women's oppression
- have an improved ability to write a good philosophical essay

**SCHEDULE:**

**Week 1:** handout of statistics on women (posted, to save paper)

Topic: OPPRESSION

**Week 2:**

Marilyn Frye, "Oppression"

**Week 3:**

Alison Bailey, "Privilege: Expanding on Marilyn Frye's 'Oppression'"

(Time permitting) Ann Cudd, "Violence as a Force of Oppression," selection from *Analyzing Oppression*

Topic: HOW WOMEN CONTRIBUTE TO THEIR OWN OPPRESSION

**Week 4:**

Ann Cudd, "Oppression by Choice" (on economic forces of oppression)

**Week 5:**

Uma Narayan, "Minds of Their Own" (on veiling)

Topic: IMAGES OF WOMEN

**Week 6: PAPER #1 DUE IN CLASS**

Naomi Wolf, *The Beauty Myth* (chapter on eating disorders)

**Week 7:**

Anne Barnhill, "Modesty as a Sexual Virtue"

Topic: MALE SOCIALIZATION

**Week 8 and Week 9:**

Gilligan, "Violence"

Tim Beneke, "Proving Manhood"

Tom Digby, "How to Make a Warrior: Misogyny and Emotional Toughness in the Construction of Masculinity"

**Week 10:**

Larry May, "Men in Groups: Collective Responsibility for Rape"

Laurence Thomas, "Becoming an Evil Society" (TIME PERMITTING)

Topic: VIOLENCE AGAINST WOMEN

WOMEN BATTERING

**Week 11: PAPER #2 DUE IN CLASS**

Wanda Teays, "Standards of Perfection and Battered Women's Self-Defense"

RAPE

**Week 12 and 13: ALL INDIVIDUAL DIVERSITY PROJECTS DUE THIS WEEK**

Susan Griffin, "Rape: The All-American Crime"

Susan Estrich, "Rape"

**Week 14: NO CLASS; THANKSGIVING AND FALL BREAK**

**Week 15:**

Lois Pineau, "Date Rape: A Feminist Analysis"

**Week 16 PAPER #3 DUE IN CLASS**  
**THERE IS NO FINAL EXAM IN THIS CLASS.**

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

**COURSE ASSIGNMENTS :**

3 essays at 20% of final grade each  
2 individual projects at 10% of final grade each  
Class participation at 20% of final grade

**COURSE GRADING:**

Grading Scale:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = E

**DESCRIPTION OF ASSIGNMENTS:** Each student will write three critical essay assignments, approximately 5-6 pages in length, on assigned topics (spaced roughly every 5 weeks). Each student will also complete two short individual diversity projects that focus on personal decision-making about a topic in feminism. The topic can be something that has been in the news recently or something from your own life. You should identify how feminism is at odds with the standard behavior/viewpoint/etc., show how you or women in general face a moral dilemma when deciding to engage in feminist behavior versus behavior that is expected of women in a patriarchal society, and/or show how you could have or did act in a way that advanced feminist aims. These projects shall demonstrate a basic understanding of effective and responsible behavior in a diverse society. Each of these individual projects will take the form of your emailing me a one-page description of the decision or act and your feminist analysis of it. In addition, these projects must cite at least one scholarly secondary source from the library, internet, and the like (e.g., *Hyppatia*; the *Journal of Feminist Philosophy*; *Stanford Encyclopedia of Philosophy* (on line only)), in order to demonstrate information literacy in the exploration of women's oppression. Both are due no later than WEEK 12 of the class. Finally, 20% of the final grade will be based on class participation, which includes everything from learning effort to contributing to a respectful classroom atmosphere, which is exceedingly important in a class of this nature. All cell phones must be off; you may use your computer to take notes, but if you are using it for other purposes, prepare to surrender it to me. Obviously, you must attend class regularly in order to have a good participation grade. I will try to reserve Thursdays for discussion days, so you should come prepared by knowing the reading and having thought about the issues so that you can ask informed, respectful questions that will convince me in the end that you are grasping feminism. **POINTS WILL BE EARNED FOR DISPLAYING THAT YOU HAVE DONE THE READING AND HAVE PHILOSOPHICALLY REFLECTED ON THE ISSUES WE DISCUSS; POINTS WILL BE DEDUCTED IF YOU ARE DISRESPECTFUL IN THE WAYS LISTED ABOVE, IF YOU DO NOT CONVINC ME THAT YOU HAVE DONE THE READING, IF YOU DO NOT PAY ATTENTION IN CLASS, AND SO ON.**

### **ATTENDANCE POLICY:**

Attendance will be taken at the very start of class; you will need to be on time in order to be counted as present (yes, that means that if you come in just after I call your name, you will NOT get credit for being there – simple solution: BE ON TIME!). Any student with more than five unexcused absences will receive an “E” as her/his final grade. In papers, I look primarily for four things: comprehension/assimilation, clarity, depth, and how well you defend your view.

**LATE POLICIES, MAKE-UPS:** Late papers *will not* be accepted, exceptions being made only in rare, extenuating circumstances. You must get my approval in advance except when circumstances do not render this possible. If you do not turn in an assignment, and fail to arrange a make-up with me, you will receive a failing grade for that assignment, as well as for the course. Incompletes will be given only in extenuating circumstances, and at my discretion.

**EXCUSED ABSENCES:** Here are the university regulations:

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

#### **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 when feasible and in no case more than one week after the absence.

### **ACADEMIC INTEGRITY:**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic

offenses on their record, more serious penalties, up to suspension from the University may be imposed.

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

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

#### **ACCOMMODATIONS DUE TO DISABILITY:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

KEEP THIS SYLLABUS: IT IS OUR CONTRACT.