

CHANGE UNDERGRADUATE PROGRAM FORM

1. General Information

College: A&S	Department: GWS
Current Major Name: GWS	Proposed Major Name: _____
Current Degree Title: BA	Proposed Degree Title: _____
Formal Option(s): _____	Proposed Formal Option(s): _____
Specialty Field w/in Formal Option: _____	Proposed Specialty Field w/in Formal Options: _____
Date of Contact with Associate Provost for Academic Administration ¹ : _____	
Bulletin (yr & pgs): _____	CIP Code ¹ : _____
Today's Date: _____	
Accrediting Agency (if applicable): _____	
Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval. OR <input type="checkbox"/> Specific Date ² : _____	
Dept. Contact Person: Carol Mason	Phone: 2571788 Email: carol.mason@uky.edu

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

Please list the courses/credit hours currently used to fulfill the University Studies/General Education curriculum:

Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	_____	_____
Humanities	_____	_____
Social Sciences	_____	_____
Natural/Physical/Mathematical	_____	_____
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the (APAA) can provide you with that during the contact.

² Program changes are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

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Quantitative Foundations ³				
Statistical Inferential Reasoning				
IV. Citizenship (one course in each area)				
Community, Culture and Citizenship in the USA				
Global Dynamics				
Total General Education Hours				

3. Explain whether the proposed changes to the program (as described in sections 4 to 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

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4. Explain how satisfaction of the University Graduation Writing Requirement will be changed.

Current <input type="checkbox"/> Standard University course offering. List: _____ <input type="checkbox"/> Specific course – list: _____	Proposed <input type="checkbox"/> Standard University course offering. List: _____ <input type="checkbox"/> Specific course) – list: _____
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5. List any changes to college-level requirements that must be satisfied.

Current <input type="checkbox"/> Standard college requirement. List: _____ <input type="checkbox"/> Specific required course – list: _____	Proposed <input type="checkbox"/> Standard college requirement. List: _____ <input type="checkbox"/> Specific course – list: _____
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6. List pre-major or pre-professional course requirements that will change, including credit hours.

Current	Proposed

7. List the major's course requirements that will change, including credit hours.

Current	Proposed
GWS 340 and GWS 250	GWS 340 OR GWS 250

8. Does the pgm require a minor AND does the proposed change affect the required minor? N/A Yes No
 If "Yes," indicate current courses and proposed changes below.

Current	Proposed

9. Does the proposed change affect any option(s)? N/A Yes No
 If "Yes," indicate current courses and proposed changes below, including credit hours, and also specialties and subspecialties, if any.

Current	Proposed

³ Note that MA 109 is NOT approved as a Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

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10. Does the change affect pgm requirements for number of credit hrs outside the major subject in a related field?

Yes No

If so, Indicate current courses and proposed changes below.

Current	Proposed

11. Does the change affect pgm requirements for technical or professional support electives?

Yes No

If so, Indicate current courses and proposed changes below.

Current	Proposed

12. Does the change affect a minimum number of free credit hours or support electives?

Yes No

If "Yes," Indicate current courses and proposed changes below.

Current	Proposed

13. Summary of changes in required credit hours:

	Current	Proposed
a. Credit Hours of Premajor or Preprofessional Courses:	<u>6</u>	<u>6</u>
b. Credit Hours of Major's Requirements:	<u>42</u>	<u>39</u>
c. Credit Hours for Required Minor:	<u>n/a</u>	<u>n/a</u>
d. Credit Hours Needed for a Specific Option:	<u>n/a</u>	<u>n/a</u>
e. Credit Hours Outside of Major Subject in Related Field:	<u>15</u>	<u>15</u>
f. Credit Hours in Technical or Professional Support Electives:	<u>n/a</u>	<u>n/a</u>
g. Minimum Credit Hours of Free/Supportive Electives:	<u>12</u>	<u>15</u>
h. Total Credit Hours Required by Level:	100: <u>n/a</u>	<u>n/a</u>
	200: <u>9</u>	<u>6 or 9 depending on if they choose 250 instead of 340</u>
	300: <u>6</u>	<u>3or 6 depending on if they choose 340 over 250</u>
	400-500: <u>2</u>	<u>2</u>
i. Total Credit Hours Required for Graduation:	<u>120</u>	<u>120</u>

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to that.

Due to decreased staffing, we can not offer both classes as frequently. Also we want to streamline the major to allow students to complete the major in a timely manner. 250 focuses on social movements and often looks at feminist thought as it is applied in reform campaigns and protest culture. 340 is a survey of feminist thought to 1975; it duplicates the emphasis on feminist thought but doesn't always put it in terms of praxis. Because both classes focus on feminist thought (regardless of how different instructors contextualize it), we felt that it would not be doing students a disservice to allow them to choose between the two. We came to

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see it as choosing between examining feminist thought in more philosophical, abstract terms or studying its applications in social movements. As the two syllabi submitted via eCATS show, often there is plenty of overlap already. Please note that students still have to take 350, feminist theorizing, which presents contemporary feminist THEORY (as distinguished from feminist THOUGHT -- a rather fine hair for undergraduates to split), so our students still are held accountable for learning main modes of academic feminist analysis despite this change in the major. In other words, fear not: even with this change the major retains a rigorous course of study worthy of a bachelor's degree.

15. List below the typical semester by semester program for the major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")		YEAR 1 – SPRING:	
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

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Signature Routing Log

General Information:

Current Degree Title and Major Name: GWS

Proposal Contact Person Name: Carol Mason

Phone: 2571788

Email: carol.mason@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 UG committee and core faculty	March and April 2014	Carol Mason / 71788 / carol.mason@uky.edu	<i>Carol Mason</i>
		/ /	<i>AR C Brown</i>
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council		Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

GWS 250: Social Movements: "Women's Liberation and Its Legacy"

For the fall 2012 semester, this course will have a special focus on the 1960's, the forces that led to the emergence of "women's liberation" in the United States, some of the key themes of the 60's and 70's, and their legacy for us today. Beginning with a look at the post-World War II forces that led to key social, political, and cultural movements around the world, we will explore the major upheavals and transformations affecting race, gender, and class relations in several different national contexts. We will then turn to a closer examination of "Women's Liberation," its historical, political and intellectual sources and key contributions (such as "body politics," "personal politics" and the movement for gay rights.) Finally, we will bring our examination into the present, looking at selected sister-movements around the world, as well as issues that remain unresolved (or re-born) and the so-called "third wave." Readings will include political manifestos as well as historical studies and theoretical work. Special attention will be paid to political activism and cultural change as modes of "embodied theory."

Instructor Contact Information

Professor Susan Bordo

111 Breckinridge Hall

Phone: 257-1895

E-mail: Bordo@uky.edu

Best way to contact me is: e-mail

Office Hours: Tuesdays drop-in 10-12 and 3:30-4:30 by appointment only.

GWS 250 Course Objectives:

The primary objective of this course is to help students learn to explore social movement in an interdisciplinary mode that is both historical and contextual, and that relates to our lives today. My chosen methodology for achieving this is not to look at an array of social movements but to create a specific "hub" (in the case of this particular course, the "Women's Liberation Movement" of the 1960's and 1970's) whose various axes we can explore, and from which we can look backward (how it developed) forward (its aftermath, legacy, contributions, etc.), and facilitate connections with related developments (e.g. such as those happening in other parts of the world.) The hope is that students will not only develop a complex, interdisciplinary understanding of the particular movement(s) we will be studying, but will take from the course an interdisciplinary methodology for approaching other cultural, social, and political developments.

Required Materials

1. Mark Kurlansky, 1968: *The Year That Rocked the World*
2. Rosalyn Baxandall and Linda Gordon, editors, *Dear Sisters*
3. Kathy Davis, *The Making of "Our Bodies, Ourselves": How Feminism Travels Across Borders*
4. Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America.*
5. Linda Hirshman, *Victory: The Triumphant Gay Revolution*
6. Patrick McCarthy and John McMillian, editors, *The Radical Reader*
7. Additional pieces posted on Blackboard by Instructor

Assignments/Requirements

1. Most important: Do the readings for the class session in which they will be discussed!!!
2. Pick two national news commentary shows and one local news show to follow, making sure to watch all three at least once a week. (You may watch on the internet if you wish.)
3. By Monday 2 p.m. of each week, submit (to Blackboard) 2 (typed, double spaced) pages on the readings, which should include a brief summary, focus on issue you found most interesting, and 2-3 questions/issues for class discussion.
4. By Monday 2 p.m. of each week, submit (to Blackboard) 2 pages on your selected news programs and what you see as the most important issues raised of relevance to this course. Pay special attention to issues that are covered in the syllabus. This submission should also include 2-3 questions/problems for discussion in class.
5. I will read these submissions every week and let you know if you are falling below a "B."
6. At midterm and at end of term, you will submit everything (hard-copy in a loose-leaf notebook) and will be graded on your work. The first submission will count for 20% of your grade and the second submission for 40% of your grade.
7. At the end of the term, when you submit your complete notebook of reflections on readings and media, you will submit a final reflection piece (5 pages) on what you learned and the personal value of the course to you. This piece, and your overall participation in the course, will count for %20 of your grade.

Policy on Academic Accommodations Due to a Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during schedule 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), e-mail address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

1. Attendance Policy. I will take roll at each class meeting. I will only allow excused absences in this course.
2. Excused Absences. You may only be excused for death in the family or illness for which you consulted a physician. Documentation will be required.
3. Academic Integrity, Cheating, and Plagiarism. Cheating and plagiarizing 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 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>.
4. 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 TURN OFF all cell phones prior to the start of class and store them away.
5. We are all responsible for creating a safe space for the healthy exchange of ideas. Frank and open discussion is a central value in this course. However, we will conduct ALL discussions with respect, civility and responsibility. Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere of the class will be asked to leave the room. Persistent problems will be reported to the Dean of Students.
6. You may NOT sell any materials that I provide to students, nor may you or anyone else use these items for commercial purposes. Making a copy for a classmate for her/his own personal use is acceptable; however printing out multiple copies or posting on a web site are not.
7. If you are having problems of any kind that are affecting your work in the course, please come talk to me sooner rather than later. I will work with you in any way I can to help!

Schedule of Topics and Readings

Week 1: Global Overview of the Sixties

Reading: Kurlansky, *1968*

August 28: PBS documentary: "The Sixties: Years That Shaped a Generation"

August 30: Discussion of Kurlansky and documentary.

NOTE: For this week only, you will submit your reflection pages on Wednesday (before 2) rather than Monday. Also, for this week only, you will only be required to submit questions on the Kurlansky (no textual discussion required.)

Week 2: The Fifties Background.

Readings: Rosen, *The World Split Open*, pp. 1-59; David Halberstam, "The Fifties" (PDF); Betty Friedan, from *The Feminine Mystique* (either in *The Radical Reader* or PDF); Solanger, "Extreme Danger: Women Abortionists and Their Clients Before Roe V. Wade" (PDF)

Sept. 4: Discussion

Sept 6: Showing of "Maidenform" episode from *Mad Men*.

Week 3: Cultural/Political Sources of "Women's Liberation" Part one: Civil Rights and Black Power

Readings: In *The Radical Reader*: pp. 160-162 (13th, 14th and 15th amendments); p. 329-399 (Chapter Seven: "New Negro" to Black Power)

Week 4: Cultural/Political Sources of "Women's Liberation" Part two: The New Left and the Student Movement

Readings: *The Radical Reader*, pp. 463-513 (Chapter Nine: The New Left and Counterculture); Wini Breines, "The Other Fifties: Beats and Bad Girls" (PDF)

Week 5: The Birth of Women's Liberation

Rosen, pp. 63-140; *Dear Sisters*, pp. 1-66

Week 6: New Forms of Political Activism and Protest (street theatre, consciousness-raising, etc.)

Dear Sisters, pp. 67-83; Rosen, 196-226; Lacy and Labowitz, "Feminist Strategies for Political Performance" (PDF)

Week 7-9: The Birth of "Body Politics":

General Readings for all three weeks: Bordo and Udvardy, "The Body" (PDF); Bordo, "Anglo-american Feminism and the Politics of the Body" (PDF); Rosen, pp. 143-195; Susan Douglas, "Taking Off Our Bras" (PDF); Maxine Leeds Craig, "How Black Became Popular: Social Movements and Racial Rearticulation" (PDF)

Week 7: Politics of Appearance and "Femininity"

Readings: chapter from Karen Tice's book, to be announced.

Tuesday, October 9th : documentary, "Miss America"

Thursday, October 11: guest appearance by Karen Tice

Week 8: Reproductive Rights

Readings: chapter from Carol Mason's book, others to be announced

Tuesday October 16: guest appearance by Carol Mason

Week 9: Continuation of discussions from weeks 7 and 8, with connections to the present. Readings to be announced.

Week 10: The Gay Revolution

Reading: *Victory*, by Linda Hirshman, plus selections from *Dear Sister* to be announced.

Gender-Bender Halloween party at my house! (Exact day to be determined.)

Week 11: Tuesday is U.S. election day; no class. Thursday we will discuss the election

No readings for this week; use the time to catch up on anything you are behind on

Week 12: The Sixties "Movement" Around the World

Readings: Anne Tristan and Annie de Pisan, "Tales From the Women's Movement" (in France)(PDF); Rabab Ibrahim Abdulhadi, "Whose 1960's? Gender, Resistance, and Liberation in Palestine"(PDF); Hester Eisenstein, "Learning to Speak Australian"(PDF), possible others to be announced.

Week 13: Tuesday: open discussion day. Thursday is Thanksgiving.

Week 14: How Feminism Travels Across Borders

Reading: *The Making of Our Bodies, Our Selves: How Feminism Travels Across Borders*,
by Kathy Davis

Week 15: "Third Wave" currents, and assessment of where Feminism is now.

Readings to be announced.

GWS 340 * History of Feminist Thought to 1975 * Fall 2011

Class times: MWF 1 – 1.50 pm
Classroom: Funkhouser B3
Instructor: Professor Mason
Office: Breckinridge 213
Office hours: MW 11-12

Email: carol.mason@uky.edu
Phone: 859-257-1788
Best way to contact me: by email
Expect responses within: 24 hours
Also available by appointment

Description

This course is designed to provide students with an historical overview of the cultural diversity, creative and theoretical expression, and defining moments in the development of feminist thought up to 1975. Texts include works that pre-date the term “feminist” but which are pioneering statements in the struggle for gender equality. “Thought” includes political manifestos, poetry, and fiction, as well as classic works of feminist theory and cultural criticism. In addition, this course examines *how* feminists think about history. Instead of viewing history as a static past, we will consider how feminists challenge who decides what counts as history, whose history is seen as legitimate, and how power is conferred or denied through the writing of history.

Objectives

By the end of this class you should have gained a working knowledge of:

- the chronology of the first and second waves of Western feminism, and some important issues that defined them
- the ways women in other parts of the world enabled, inspired, challenged, or collaborated with Western feminisms

In so doing, you will build interdisciplinary skills in:

- thinking critically about how history is constructed instead of discovered or reported
- reading key texts closely
- analyzing social movements comparatively and transnationally
- writing with clarity and sincerity

Design

Our semester has five units corresponding loosely with the parts in our key text, Estelle Freedman's *No Turning Back*. While each unit will include discussions that cross national borders and historical periods, they will highlight these topics and dates:

- Unit 1: Defining feminism historically and transnationally (1600-1789)
- Unit 2: The emergence of feminisms during an era of imperialism and nationalism (1790-1920, also known as the first wave)
- Unit 3: The politics of work and family (1920-1949, sometimes referred to as the incubation period)
- Unit 4: The politics of health and sexuality (1950-1975, also known as the second wave)
- Unit 5: Writing the future of feminism (a look back and a glimpse forward)

Requirements

Quizzes: Five quizzes will be required. Each counts 5%, and you drop your lowest score for a total of 20% of your final course grade.

Examinations: There will be a mid-term exam (20% of your final course grade), details of which will be explained well in advance.

Papers: You will write two 5-page papers (10% each for a total of 20% of your final grade) and a 15-page final paper (20% of your final grade). These papers (and the midterm) will build upon one another, and details of each will be explained well in advance.

In-class work: The remaining 20% of your final course grade will be awarded for consistent participation and unannounced in-class work. In-class work may include unannounced quizzes, warm-up and reflection writings, peer review of drafts, discussion facilitation, and/or group collaborations. Because the in-class work is not necessarily scheduled or announced it is imperative that you attend each class.

Readings: The following books are available at the campus bookstore:

- Freedman, Estelle. *No Turning Back: History of Feminism and the Future of Women*
- Offen, Karen. *Globalizing Feminisms*
- Atwood, Margaret. *The Handmaid's Tale*

Additional readings, marked in the schedule of readings by an asterisk (*) will be either distributed in class or available on-line via Blackboard unless otherwise noted. All readings and films listed are required. **Come to class with a hard copy of any item from Blackboard; we will work with printed material.**

Schedule (subject to change)

	date	reading due	writing	be prepared for
unit 1	w Aug 24	handout: Thank a Feminist		youTube: Women, Know Your Limits
	f Aug 26	*Valenti, "You're a Hardcore Feminist. I Swear." Read at least pages 5-17. **"What is feminist?"		
	m Aug 29	Freedman chapter 1, "The Historical Case for Feminism" **"The Fourteenth through Seventeenth Centuries"		
	w Aug 31	Freedman chapter 2, "Gender and Power"	quiz 1	
	f Sep 1	*Wollstonecraft, from <i>A Vindication of the Rights of Woman</i> also: for homework, type up responses to questions listed at the end of today's reading assignment		view film, details TBA
	m Sep 5	no class		
	w Sep 7	Freedman chapter 3, "Women's Rights, Women's Work..."		bring homework on Wollstonecraft
	f Sep 9	Offen chapter 1, "Was Mary Wollstonecraft a feminist?"		
unit 2	m Sep 12	Freedman, chapter 4: "Race and the Politics of Identity"		

	w Sep 14	*Stanton, "Declarations of Sentiments"	paper 1	lecture: whiteness in US suffrage	
	f Sep 16	Offen chapter 2, "Global Perspectives on 1848"			
	m Sep 19	Offen chapter 9, "Settler anxieties, indigenous peoples, and women's suffrage in Australia, New Zealand and Hawaii"	quiz 2		
	w Sep 21	Offen chapter 8, "Indian Christian Women and indigenous feminism"		film: Keep Her Under Control	
	f Sep 23	Freedman chapter 5, "The Global Stage and the Politics of Location"			
	m Sep 26	Freedman chapter 6, "Never Done: women's domestic labor"			
unit 3	w Sep 28	Freedman chapter 7, "Industrialization, wage labor"		film: With Babies and Banners	
	f Sep 30	*Rukeyser, "Absalom" *Ellis, "Women of the Cotton Fields" *Strong, "Fighters for Women's Rights" *Lowe, "Woman in the Window"			
	m Oct 3	Freedman chapter 8, "Workers and mothers"	quiz 3		
	w Oct 5	Offen chapter 13, "The other awakening... Middle East, 1900-1940"		film: Women and Islam	
	f Oct 7	*Mernissi, from <i>Beyond the Veil</i> *Aflatun, "We Egyptian Women"			
	m Oct 10	Offen chapter 14, "Latin American feminism and the transnational"			
	w Oct 12	Offen chapter 15, "Internationalizing married women's nationality"			
	f Oct 14	midterm essay exam			
	unit 4	m Oct 17	*Beauvoir, from <i>The Second Sex</i>		film: Simone de Beauvoir
w Oct 19		Freedman chapter 9, "Medicine, Markets, and the Female Body"			

	f Oct 21	*Freidan, from <i>The Feminine Mystique</i> *Mangaliso, "Gender and Nation-building in South Africa"		
	m Oct 24	*Sarachild, "Consciousness-Raising: A Radical Weapon" *Cocoran-Nantes, "Women's consciousness raising in community-based struggles in Brazil"		
	w Oct 26	Freedman chapter 10, "Reproduction"		film: From Danger to Dignity
	f Oct 28	*Cisler, "Unfinished Business: Birth Control and Women's Liberation"	quiz 4	film continued
	m Oct 31	Freedman chapter 12, "Gender and Violence"		
	w Nov 2	*Zitkala Sa (Gertrude Simmons Bonnin), "School Days of an Indian Girl," and "Why I am a Pagan" -- in Blackboard as Sa/Bonnin		film: Against Everyday Violence
	f Nov 4	*Chisholm, "Women Must Revolt" and "Foreward" to <i>Abortion Rap</i> *Beal, "Double Jeopardy"		film: Chisholm '72: Unbought and Unbossed
	m Nov 7	Freedman chapter 11, "Sexualities, identities, and self-determination"		film, Chisholm '72, continued
	w Nov 9	*Koedt, "Myth of the Vaginal Orgasm" *Martinez, "La Chicana"		
	f Nov 11	*Dworkin, "Lesbian Pride" *Broumas, "Sleeping Beauty" *Cixous, "Laugh of the Medusa"		
	m Nov 14	Freedman chapter 13, "New Words and Images"	paper 2	
unit 5	w Nov 16	Freedman chapter 14, "No Turning Back"		
	f Nov 18	Atwood I-III	quiz 5	
	m Nov 21	Atwood IV-VIII		
	w Nov 23	no class		
	f Nov 25	no class		
	m Nov 28	Atwood IX-XI		

w Nov 30	Atwood XII-XIII		
f Dec 2	Atwood XIV-XV		
m Dec 5	Atwood, Historical Notes		
w Dec 7	review		
f Dec 9	review		
m Dec 13	final paper due by noon		

Course Policies

- **Respect** is key in the classroom. Class starts promptly; make it to class on time and do not leave class early. Once class begins, newspapers, laptop computers, cell phones, iPads, and work related to other courses must not be in evidence. Do not come to class drunk, stoned, or hung over. Do not text-message during class. Do not eat meals during class. Strive to create a place where we can all learn from each other. Make a conscious effort to respond well to classmates with respect, consideration, and integrity. Some times people do not agree with one another; but always we can learn from each other, especially if communication, rather than confrontation, is the goal.
- **Attendance** is mandatory; I expect you to attend every class. However, I trust you to make your own decisions about unavoidable professional or personal issues that may arise and take priority over class. You need not explain to me why you miss a class, but if you do miss a class, it is a good idea to contact a classmate to obtain notes or me to check if any homework was assigned. After four classes missed, your in-class work grade will be lowered by a letter grade for each subsequent absence.
- **Grading standards** are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=F). I award letter grades accordingly:
 - 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
 - F performance that fails to meet course requirements
- **All assignments** must be submitted in order for you to pass this course.
- **Incompletes** are unlikely to be awarded, except in cases of severe illness.
- **Religious holidays** are excusable absences if you notify me (by September 1) of your intention to observe them.
- **Disabilities** will be accommodated if you notify me of it at the beginning of the semester. 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, jkarnes@email.uky.edu) for coordination of services available to students with disabilities.
- **Plagiarism** and other forms of cheating will not be tolerated. The minimum penalty for such academic offenses is final grade E in the course. According to university codes, "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." You are encouraged to read more at <http://www.cs.uky.edu/~paulp/Plagiarism.htm>. Ignorance of plagiarism and cheating is not immunity to disciplinary action.
- **Audio and visual recordings** of class meetings are prohibited without explicit written permission from the instructor.