I. ASCRC General Education Form (revised 9/15/09)
Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.
Note: One-time-only general education designation may be requested for experimental courses (X91- previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III: Language</th>
<th>VII: Social Sciences</th>
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<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values X</td>
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<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
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<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab □ w/out lab □</td>
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*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

Dept/Program: Liberal Studies  
Course Title: Same-Sex Relationships & Human Rights  
Prerequisite: None  
Credits: 3

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Ruth Vanita</td>
<td>[Signature]</td>
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</tbody>
</table>

Phone / Email: 243-4894; ruth.vanita@umontana.edu

Program Chair: Stewart Justman  
Dean: Chris Comer  
Signature: [Signature]  
Date: 8/29/12

III. Type of request
New  One-time Only  X  Change  Remove

Reason for Gen Ed inclusion, change or deletion

Description of change

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives. See Preamble:
http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
The question of civil rights for lesbian, gay, bisexual and transgender people has been called the most important civil rights issue of our time; conversely, it is also seen as evidence of modern degeneracy and licentiousness. Either way, it is one of the markers of modernity. This issue offers the opportunity to study an unusually wide range of approaches to human rights questions. In some countries people are legally tortured and executed for same-sex sexual relations, while in other countries full equality in all matters, including marriage and employment, is legally protected. In the U.S. the question of discrimination in such areas as employment, housing and marriage remains an important political issue.

This multidisciplinary seminar takes a two-pronged approach: (a) it examines the history of same-sex relationships and unions in major world civilizations, focusing in particular on ancient Greece, medieval Europe, pre-modern and modern India, and the modern United States (b) it studies two topics: marriages/unions and the question of gender (the understanding of which is inextricable from sexuality). Extracts from religious, philosophical, legal and literary texts will be read, in relation to these topics.

<table>
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<tr>
<th>V. Criteria: Briefly explain how this course meets the criteria for the group. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
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<tr>
<td>In accordance with the criteria for this requirement, we will study and apply the following two approaches: (a) Martha Nussbaum’s approach to ethics, which draws on Plato and Aristotle and virtue ethics but also analyzes emotion and vulnerability in relation to ethical and political decision-making. We will read extracts from her books, <em>Hiding from Humanity: Disgust, Shame and the Law</em>, and <em>The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy</em>; (b) ethics drawn from Hindu philosophy and religion, relating virtue to doctrines like rebirth and the relatedness of all things. We will read extracts from the Hindu scriptures and from analyses in my own books.</td>
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<tr>
<th>VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
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Course Description
This multidisciplinary seminar takes a two-pronged approach: (a) it examines the history of same-sex relationships and unions in major world civilizations, focusing in particular on ancient Greece, medieval Europe, pre-modern and modern India, and the modern United States (b) it studies two topics: marriages/unions and the question of gender (the understanding of which is inextricable from sexuality). Extracts from religious, philosophical, legal and literary texts will be read, in relation to these topics.
Same-sex relations have always existed in every society and still do exist in every society. However, they have been differently viewed at different times and places, and in different types of texts (legal, medical, literary, philosophical). Attitudes have ranged from strong condemnation to mild disapproval to indifference or curiosity to celebration and glorification. Every society that has left a substantial written record provides evidence of debate and discussion on this issue.

Goals
To develop an understanding of the debates within different cultures, societies and religions, and how these debates have changed and are changing over time.

Learning outcomes
To develop an ability to frame the debates around this issue, locally, nationally and globally; development of awareness of the major legal and political human rights battles around this issue that are being conducted across the globe today and an understanding of the history of same-sex relations in different societies, as well as how they have been represented and debated within literary and philosophical traditions such as the Greco-Roman, the Judeo-Christian, and the Indian (Hindu as well as Muslim).

Texts
Plato, The Symposium
Sappho, Poems (Dover Thrift edition)
Coursepack

Requirements
Students are required to
(a) attend classes regularly. More than three absences not explained to my satisfaction will result in halving your grade for attendance and class participation, and more than four absences will result in a zero for attendance; leaving early or coming late without explanation will be treated as an absence. Explanations (preferably in advance of the absence) must be backed up with documentation, communicated to me in writing and accepted by me.
(b) keep up with the assigned reading, bring the text to class, and participate in discussion;
(c) write a thoughtful typed response to every text
(d) make a short presentation in class from a list of topics given by me
(e) take the mid-term and final exams
The goals of the course are for students to develop an understanding of the debates within different cultures, societies and religions, and how these debates have changed and are changing over time. Learning outcomes will include: an ability to frame the debates around this issue, locally, nationally and globally; development of awareness of the major legal and political human rights battles around this issue that are being conducted across the globe today; and an understanding of the history of same-sex relations in different societies, as well as how they have been represented and debated within literary and philosophical traditions such as the Greco-Roman, the Judeo-Christian, and the Indian (Hindu as well as Islamic).

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

Not Applicable

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Same-Sex Relationships and Human Rights: International Histories and Debates

Dr. Vanita, Professor, Liberal Studies

Tuesday, Thursday
Room: 3 credits
Office: Liberal Arts 146-A. Office Phone: 243-4894.
Session 8  Extracts from John Boswell, *Christianity, Social Tolerance and Homosexuality*  Student presentation

Session 9  Extracts from Dante, *The Divine Comedy*  Student presentation

Session 10 Dennis Prager, "Why Judaism and then Christianity Rejected Homosexuality"  Student presentation

Session 11 "The Tryings and Pillorying of the Vere Street Club" (1810) and Extract from Jeremy Bentham's writings (1774)

Unit 3  India

Session 12 Ruth Vanita, "Hinduism and Sexuality" (from *Brill Encyclopedia of Hinduism*)

Session 13 Extracts from ancient and medieval Hindu texts

Session 14 Extracts from ancient and medieval Hindu texts. Chapter 8 from book *Love's Rite*

Session 15 Extracts from medieval Muslim texts

Session 16 Discussion and review.  Student presentations

Session 17 Mid-Term Exam

Unit 4  Modern North America

Session 18 Extracts from Walt Whitman's poems  Student presentation

Session 19 Extracts from "Same-Sex Marriage, Pro and Con" (Antonin Scalia; Evan Gerstmann; editorial from *The Economist*)  Student presentation

Session 20 Extracts from Martha Nussbaum, *Hiding from Humanity: Disgust, Shame and the Law*  Student presentation

Session 21 Extract from Leslie Fiedler, "Come back to the raft ag'in, Huck honey"  Student presentation

Unit 5  Comparing Genres, Comparing Cultures

Session 22 "Brokeback Mountain" short story by Annie Proulx  Student presentation

Session 23 "A Double Life," short story by Vijay Dan Detha  Student presentation
Check UM email regularly, especially the day before class. I send out notifications and changes by email. UM policy forbids me to write to you on any email address other than the UM one. The best way to communicate with me is by email.

Grades
Class attendance and participation will be worth 25%, responses to texts 20%, the class presentation 10%, the mid-term exam 20%, the final exam 25%.

Papers and exam essays must (a) address the topic (b) have a clear thesis/argument (c) support the argument with textual evidence (d) and adhere to the conventions of academic writing, including correct grammar and syntax.

Plagiarism or academic dishonesty of any kind, in any assignment, will result in your failing the class and may also result in other penalties such as expulsion from the University (for further details, refer to the section on Academic Misconduct in the Student Conduct Code).

If you have any condition, such as a physical or learning disability, that will make it difficult for you to complete the work as I have outlined it, please notify me in the first week of class.

Reading Schedule

This schedule is tentative. It is the student's responsibility to keep up with any changes and to obtain any hand-outs given in class in her/his absence. Readings indicated for a certain class are to be read in advance of that class, e.g. come to class on August 30, having read Genesis 1-5.

Unit 1 Ancient Greece

Session 1 Sappho, Poems

Session 2 Plato, The Symposium

Session 3 Plato, The Symposium continued

Session 4 Extract from Martha Nussbaum. Discussion of Plato continues. Student presentation

Session 5 Extracts from ancient Greek texts: "Achilles & Patroclus"; "Harmodios and Aristogeiton"; "Orestes and Pylades"; "The Theban Band." Student presentation

Unit 2 The Bible and Judeo-Christian traditions

Session 6 Extracts from the Bible

Session 7 Extracts from Augustine, The Confessions Student presentation
Session 21  Screening of *Brokeback Mountain* dir. Ang Lee

Session 25  Screening continue; discussion

Session 26  Screening of *Fire* dir. Deepa Mehta

Session 27  Screening continues; discussion

Session 28  Some poems by Mary Oliver

Final Exam

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.