

**Author:** Lucas McKeever

**Title:** Queering the Curriculum?

**About the Author:** My name is Lucas McKeever and I am a Junior in Queer Studies at the University of Illinois. My major was made possible through the Independent Plan of Study (IPS) program here at the university. Currently, I am the student representative on the IPS Committee which approves or denies applications for IPS majors while also being on the IPS Advisory Board. Through the Advisory Board, we are hoping to unite the many different IPS majors into a community that closely resembles the typical student's experience of having people with the same major (for example GWS). Our other main goal is to help the IPS program become more well-known and have information easily accessible for anyone who wishes to create their own major.

**Keywords:** Queer, Majors, Curriculum, IPS, LAS

**Abstract:** Through the IPS program, students are able to create their own major plan of study. In the history of the IPS program, there have been majors that have originated within IPS and then transition into the general curriculum. My main question was whether this process allowed for the IPS program to effectively “queer” or change the general curriculum. I used solely archival research to study the history of majors created within the program and was able to find sixteen to seventeen majors within the general curriculum that had been originally made through an independent plan of study.

**Initial Exercises:** I have been interested in two main things:

- The gay bar life in Champaign Urbana in the 70's
- The Development of the IPS Program and how that effectively “Queers” the curriculum at the University of Illinois

I am most interested in the IPS program because it is something that has not been studied before and, as an IPS major, I have a connection with the project that should help me have access to the resources available. A broad topic would be studying the curriculum of the university throughout the course of time.

A more focused topic would be: From 1971, when the IPS

program was created, how has the program reshaped the offered majors, specifically in regards to what majors started as IPS majors and then have sense been adapted into the general list or offered majors.

Some research questions:

- What kind of action was taken to get the IPS program to exist?
- Who called for the IPS program to come about? Students, staff, or both?
- Did the first IPS major have a part in creating the program?
- How many IPS majors have there been thus far?
- How many different IPS majors have been created and added to the general list of majors? Which ones?\*\*\*\*\*
- How many people were denied their request for obtaining the approval of their created major? How come?
- How has the university made the IPS well known or how has it kept it from common knowledge? What does this imply about the university's attitude towards the program?
- How has the process become more or less difficult since 1971?
- How do students benefit from going through this process?
- How do staff and professors that become advisers to these students benefit from the program?

**Question:** Which independent plans of study have been integrated into the general curriculum via a universal major being created and offered to the general U of I student?

April 15, 2009:

My question has taken a turn. After discussing my project, it was brought to my attention that I went into the project already assuming that if an independent plan of study was merged into the general curriculum, it would in effect queer the general curriculum by making it change to adapt the new major. What I overlooked, however, is the way in which the general curriculum changes the independent plan of study to better fit the normal guidelines required by every major.

### New Questions:

- How drastically do majors change when adapted into the general curriculum
- What are the main course requirements within most majors that have been adapted?
  - What do they tend to focus on? (White people, men, people with more privilege)
  - Who is left out of the general requirements for majors adapted from IPS programs?
- By choosing certain programs to integrate into the general curriculum, what does that mean for the programs not chosen?
  - By not creating a major plan of study, is the university, in effect, naming that area of study as too "queer" to be incorporated into the general curriculum?
  - Is this also a way to label the students within these programs as queer?
  - What does it mean when the IPS Archives does not include all of the areas of study that have been done through IPS?

**Plan:** Throughout this process I will be doing different types of research including interviews, archival research, and personal communication. Due to the sensitivity of some of the documents with which I need information from, I have to rely on personal communication to collect some data. Other archival materials can be viewed and there are also a few people who I am planning on interviewing. Although it seems as though my plan is very specific and the main sources of information have already been located, there is still a certain amount of difficulty when preparing a schedule for these events to take place. First and foremost, I am at the mercy of busy faculty in the LAS department. Due to their strict schedules, I have to wait for the list of majors that have been recorded until they have gotten the time to ask for it and receive it. In addition, the people I plan on interviewing are former Assistant Deans of LAS. With this being said, my main informant within the LAS office wants to talk with them about my project and formally introduce me to them before I contact them. With

this being said, I hope to have the list and the contact information of my interviewees very soon.

Updated Plan as of April 15, 2009

My new plan is to look through the archives to see what independent plans of study have been put in the records as existing. Using this tentative list of areas of study, I plan on looking to see what majors have since been incorporated into the general curriculum. Using this information, I will then plan interviews with students in the IPS program and ones in defined majors. I hope to see what each individual has to say in regards to benefits of their major, one being created by the student, the other being pre-set requirements with electives. Through analyzing these interviews, I hope to see whether the incorporation of the majors into the general curriculum changes their fundamental values or if the values of the general curriculum itself are changed, therefore concluding what is actually being "queered" in this process.

**Data:** April 8, 2009. LAS Office in Lincoln Hall

File #1

Brown file containing IPS spanning from 1969–85

First Folder: 1969–1974

Note on inside cover of folder: "Also see materials under Gen. Curr."

1. Letter To A from B. Subject: Gregory College. May 12, 1969

a. "Since the ultimate success of Gregory College will depend on the devotion and involvement of its staff and students, it is imperative that we allow them as much freedom as possible in creating and governing the college. Therefore, we should at this time do no more than set broadly stated goals and even broader guidelines for attaining them."

i. It seems as though the IPS program was originally not a part of LAS as much as they wanted to create a specific college within the university, which allowed for students and staff to pursue certain areas of knowledge.

b. “The goals of the college are not to impart any particular body of knowledge, but rather to provide a framework which will allow the student flexibility and a great deal of say in deciding by what means he will pursue his education.”

i. The entire framework of this college is almost non-existent. To be within Gregory College means that you are not studying a major available in other colleges. In order for this to be a success, there has to be a significant number of students involved, therefore it seems as though it is a highly anticipated and supported program by the university.

c. “The ‘master-apprentice’ relationship between faculty and students (see below) will enhance communication between students and faculty and will hopefully result in relationships similar to those which now pertain between Ph.D. candidates and their advisers. The college will encourage its students to follow interdisciplinary programs, and to plan independent study which may include programs of reading, scholarly research or laboratory research.”

i. Between a Ph.D. –Adviser relationship comparison and the opening up of laboratory and other scholarly research resources, “Gregory College” seems to be serving a purpose that resembles an honors program. To be doing such advanced relationship building and scholarly research, these students would almost definitely be continuing on to pursue further studies.

ii. Does this college act as a “fast track lane” to graduate school?

1. If it did act as such, more questions arise. Could a claim be made that the queering of this generalized undergraduate curriculum mostly has its “queerness” due to its graduate level plan of study? In other words, is it queer in the sense that you are doing graduate work for an undergraduate degree, therefore clouding the line between undergrad and graduate educations?

d. “Gregory College should be for students who have educational goals in mind and feel that to accomplish them

they need greater flexibility than is available within the framework of L.A.&S.”

i. By referencing the framework of LAS as not being sufficient, this seems to prove that “Gregory College” was supposed to be outside of LAS and standing as a college on its own.

1. If this was the case, would creating your own major still have the queering effects on the University? For example, if the purpose of the program was to allow for students to take individualized plans of study with designated staff within the College, would there be as much of a need for the majors to be open to the general curriculum? Also, would a college like this be unable to sustain itself if the majors created within it were transferred to the general curriculum?

a. What all of this gets down to is the idea that by having Gregory College turn into the IPS program, it allows for the program to continue to be deemed necessary while also critiquing or queering the typical areas of study that have been deemed worthy of becoming majors within the general curriculum. Without being its own College within the University, there is not as much need of student numbers within the program.

i. It also does not need to fight to keep certain programs that have high-numbers of majors. While a college on its own would want to keep popular majors within it to keep the number of enrolled students up, the IPS program has no need of this and therefore openly offers and fights for the majors created through it to be placed within the general fields of study, hence making queering the curriculum more possible.

e. “Students will apply for admission at the end of the freshman year.”

i. Unlike many colleges, this college cannot be entered through general admission. This has to be obtained after a full year of study here at the University of Illinois.

ii. Does this also push for an understanding of the program as one which only serious advanced studies are going to be pursued, for example Ph.D.’s?

f. “The ‘master’ would guide much of the student’s independent work – particularly scholarly or laboratory research. Thus, it is important that the interests of the ‘master’ and the ‘apprentice’ coincide fairly closely and the

interests of the 'master' and the 'apprentice' coincide fairly closely and that the 'master' be allowed to pick the students who will work with him”

i. Once again, going back to the idea of a student working very closely with one particular professor. Much like Ph.D. programs. This also would allow for students to have great letters of recommendations from professors who know the student very well academically.

g. “A set of core courses (no more than three or four) will be taken by all students of the colleges”

i. By minimizing the number to “no more than three or four” required courses, the extreme amount of freedom becomes very clear. This would seem to indicate that the plans of study be vastly different from pre-set majors, especially if a majority of the courses are supposed to be overseen by your advisor, or “master”.

h. “The first group of students, faculty and administration will establish procedures for governing the college. The students should have an important voice and a large share of the responsibility in determining all policies of the college.”

i. By allowing the students and staff to critique the processes and policies of the college, the students are allowed to not only queer the curriculum (in the sense of not choosing a pre-made major) but also queering the college itself by changing its standard policies to be less traditional and more helpful for the individuals themselves. How much were these voices actually listened to, however?

i. “Most, if not all, of the faculty will be drawn from the colleges of the university. Faculty will, for two years or more, be released part-time or full-time from their regular duties to participate in Gregory College. An invitation to join Gregory College will be an honor and will also offer some tangible benefit.”

i. Although the staff is “invited to join Gregory College”, are there ways in which professors apply for it? Are there instances of professors who do not wish to leave their own colleges to join Gregory College?

j. Gregory College will be residential, but this does not mean that the faculty must reside there. ∙ ∙ ∙ Faculty members should have offices in the college building”

i. If there is housing that is specific to Gregory College members and possibly faculty, does this act as the

university's attempt at creating a community of people with unique majors?

ii. Does this college also queer the relationship between faculty and students, especially if they reside in the same building as their "master's" office or possible living quarters?

2. Proposal for the Establishment of Gregory College: presented by The LAS Committee on Policy and Development. 15 May, 1969

a. "In order to initiate the steps essential for the establishment of Gregory College, the following resolution is presented for the consideration of the LAS Faculty: 'The Faculty approve in principle the establishment within the College of Liberal Arts and Sciences of a small residential college to be called Gregory College.'"

i. Okay, so now this is where we see what happened to the actual creation of a "Gregory College". To test whether the college would be effective and efficient enough, the proposed test was a program within the college of LAS as opposed to the creation of a new college.

ii. With this new knowledge, I can't help but think that "Gregory College" has now become known as the "IPS program" and is still run in the same format as the trial stage for "Gregory College".

1. When did it transition from being called Gregory College to "IPS program"?

2. Is the IPS program still attempting to become its own college?

3. Individual Plans of Study: An LAS Curriculum Proposal submitted by C. (No Date Given)

a. "As an alternative to current curricular patterns available in the College of Liberal Arts and Sciences, it is proposed that the conventional majors be complemented by an experimental program to be known as Individual Plans of Study (IPS). "

i. Question answered. Very shortly after attempting to create the Gregory College, there was a change in the proposal to an IPS program.

1. Does this mean that the Gregory College proposal was turned down or that the people involved felt that this would be more effective?

b. "At the start (September of 1970) this program would be

limited to an experimental group of students (say 50, more or less). Students with sophomore standing or higher would make written application in March of each academic year.”

i. So this proposal had to be created between May of 1969 and September of 1970 since the program changed names and forms and also the expected starting date of the program is September of 1970.

ii. Once again, we see that the program is asking for an experimental time period rather than demanding the right for students and faculty to undertake such plans of study.

c. “The student will formulate, in conjunction with a faculty advisor and subject to final approval by an advisory committee, a program leading to a baccalaureate degree which may not conform to the existing College regulations pertaining to current degrees but which does represent a rational and justified program of study. Initially the degree would be available under the Sciences and Letters curricula.

i. “may not conform to the existing college regulations pertaining to current degrees” = queering the general curriculum!

ii. Does the last sentence of this quote mean that once someone creates a major, it would become known/available to other people to view/see that a specific area of study has been approved? If so, was this to help encourage students with the same interests that the plan of study was approved, thus possible through the University of Illinois? Better question yet, “What is the Sciences and Letters curricula”?

d. “Existing courses related to the student’s concern could be included regardless of college or departmental designation. Independent reading, research, and/or laboratory courses could be designed to fill current voids.”

i. On yet another level, we see students and faculty being able to deviate from the regulated curriculum. Not only can the student create their own major, but the student and faculty are also allowed to create their own courses in order to study the subject more specifically and intensely, thus queering the course offerings.

e. “Six faculty members and three students would comprise an advisory committee dealing with such matters as admission, program approval, and governance”

i. Once again, the committee that runs the IPS program is made up of faculty and students, leaving the administrators in a position of overseeing rather than running the program.

f. “The IPS Program would be reviewed annually by the Director and the Dean of the College in consultation with the College’s Executive Committee. Toward the end of five years the modified program would be resubmitted to the LAS Faculty for a second determination of its status”

i. This seems to resemble the idea of after five or so years a professor is up for review where they can be given tenure.

1. What is the ideal status that the IPS program is trying to obtain?

2. Would the program become less regulated after surviving and proving useful for five years?

3. Would this review process include looking at the different majors that have been created and deciding what majors could be then turned into majors available to everyone?

g. Benefits, #2: “It could provide experience with some facets of an experimental college or prove to be an alternative” + “Successful teaching strategies employed in IPS could be incorporated into regular College offerings”

i. Is this hinting at the ability for majors the university wishes to incorporate into its list of offered majors could have a “test run” through this program?

1. If so, the university itself had plans of this program to effectively shape and mold the general curriculum into a more inclusive and multi-faceted curriculum.

4. University of Illinois at Chicago Circle: Office of the Dean. College of Liberal Arts and Sciences August 21, 1970: Announcement \*NOTE: This is a letter from the University of Illinois in Chicago and its own program, not the Urbana-Champaign branch.

a. “On June 9, 1970, the faculty of the College of Liberal Arts and Sciences adopted a proposal calling for an experimental program leading to a bachelor’s degree which would allow students to fulfill a study proposal of their own design drawn up in conjunction with an advisor.”

b. “During the academic year 1970/71 the proposal will be submitted to the University Senate and the Board of Trustees for final approval. It is hoped that the program,

which will have places for up to 500 students, will be approved for implementation in September, 1971.”

i. Between the two quotes from above, we see that the proposal submitted for the experimental IPS program was approved and the proposal for the actual program is to be submitted one year after.

ii. Was it a requirement that the IPS program had to go on a trial run as opposed to just being accepted as a program? If so, would that be effective in getting it passed at the Urbana–Champaign campus?

c. “In the meantime, it is possible to apply for acceptance into a pilot program as of September 1970”

i. Although it was not completely approved as a permanent program within LAS, membership in the program was able to start in September of 1970.

d. “If the experimental program should be denied approval, then it will be the responsibility of the student to fulfill all University and College general education, major and other requirements before graduation”

i. How many people participated in this?

ii. Did the fact that the program may fail and that the students would still be liable for another major and every other requirement play a part in how many people actually participated?

5. Office of the Dean letterhead, September 30, 1970 To C from D. Subject: Comments Regarding individual Plans of Study

a. “Students should receive a ‘Normal’ degree. To introduce a separate degree would, I think, cheapen the program and may have a detrimental effect on the attraction of qualified students”

i. By this statement, it seems clear that one version of the proposal for the IPS program included mention of a different degree than that given to other students at the University of Illinois. By allowing the students to obtain the “Normal” degree, it helps to show how the IPS program helps to alter the general curriculum. If there was not a connection, and no effect would be had on the curriculum, it would make sense that the degree be separate as well. Since that is not the case, it becomes clear that there is a deep connection between the IPS program and the general curriculum.

ii. By allowing the “normal” LAS degree to be given to IPS

majors, is every IPS major himself or herself a queer individual worth taking note of in the general curriculum? Or should it be focused more on majors that have been transformed into readily available majors to the general student population?

6. Individual Plans of Study: An LAS Curriculum Proposal (Third Revision) submitted by C (Located as an attached document behind a letter to the Committee on Courses and Curricula from E on November 17th, 1970

a. "Illustrations of the thrust of possible IPS programs would include ecology, black culture, urban studies, special studies, period-oriented humanistic studies, etc. This list is not meant to exclude other possibilities."

i. Does this list reflect particular suggestions of areas of studies submitted by faculty and students?

ii. Are the vaguely described fields listed above acceptable IPS proposal topics or do they need to be more concentrated?

b. "The program is not designed exclusively for honor students"

i. What was the purpose of this distinction? Is it an attempt to understand that certain subjects, such as studies revolving around minority issues, may have not had as many opportunities throughout school to reach an honors status?

c. "The IPS Program would be under constant and continual review. Students, faculty members, advisory committee, and director would be engaged in the evaluative process"

i. With this proposal for the permanent program, we see that the IPS program seems to not want to ever become its own entity within the college. By continually being under speculation by LAS, the growth potential of this program would seem to be hindered drastically.

ii. Once again, would the review of this program include the evaluation of majors and prospective inductees into the general curriculum?

d. "Comprehensive examinations would be a possible instrument for measuring student performance in non-traditional educational experiences"

i. How would they go about doing this when all of the programs of study would be different? Who would be writing these exams? How would they measure the fairness

of difficulty and amount of knowledge tested if different people created the exams within different fields?

ii. If comprehensive examinations were given, would this really allow for people to escape the general curriculum?

e. “For select students desiring ‘relevance’, it may provide an attractive alternative to the conventional major.”

i. Once again, drifting away from “conventional majors”.

The college accepts these different majors that do not fall on the general curriculum as not only acceptable areas of study, but also “advantages” that LAS would gain or benefit from because of the existence of these programs.

7. Letter to Dean E : Secretary, Courses and Curricula Committee from C, Associate Dean. Subject: Next Courses and Curricula Committee Meeting November 20, 1970

a. “From a personal and professional point of view, I believe we need to act with some dispatch. The idea has been in gestation since summer of 1969; its about time for the birth to take place”

i. Humor within the proposal cover letter? I love it.

ii. In order for a professional point of view to be had on the IPS program, do both students and faculty have to show support for this program? If so, what was the campus climate like surrounding these issues? Did they do any survey work to determine how many people would theoretically want to create their own major? Were there specific calls for areas of study within certain topics?

b. “The Chicago Circle proposal (Document 4 of my descriptions)···contains this hooker: ‘If the experimental program should be denied approval, then it will be the responsibility of the student to fulfill all University and College general education, major and other requirements before graduation.’ Personally I deplore this type of academic Russian roulette. I view IPS···as containing significant departures from established practice and thus the imprimatur of the academic community essential before we have significant numbers of students embarking on such programs”

i. This serves as a defense for students who would drift away from the general majors available. By not having students sign up for a program that could fail, Assistant Dean C expresses the importance of not indirectly punishing students who “wander off the beaten trail” of academia. This also makes sense because the University

of Illinois is able to benefit from this program, thus the students who are willing to participate in it need to be treated as valuable as well.

April 13, 2009 LAS office archives – Data gathering #2

- Add in the Daily Illini Tuesday April 27, 1971
  - o IPS program orientation meeting. “Beginning in September 1971, IPS will be available to LAS students seeking an alternative to current majors”
  - First open-to students representation of the program mentions the fact that normal majors of study will not be followed.
  - Ninth document from the front of the first folder: Cover letter followed by a report of the ad hoc campus committee on Individual Plans of Study
    - o #5: Advantages
      - This paragraph talks about the many advantages for the university that the IPS program makes possible.
      - “The requests become institutionalized as part of the standard offerings. Student innovations in Agricultural Science have led to curricula in crop protection and ornamental horticulture. Among current IPS undertakings are potential majors in black studies, film, Chinese language and literature, environmental studies, etc. It is assumed that similar spin-offs in other colleges would result in the maximum utilization of existing staff members, mechanical resources and physical plant.”
        - o This quote, in and of itself, is proof that others have thought of the IPS program in a similar way.
        - o Where to go from here:
          - Are the above mentioned areas of study now majors within the general curriculum?
          - What other plans of study have fallen under the vaguely stated “etc.”?

Folder 2: IPS 76–77

- “IPS at a Glance”
  - o Lists a few plans of study:

- Environmental Studies
- Comparative Literature
- Art Therapy
- Afro-American Studies
- Film Studies
- Religious Studies
- Linguistics
- Asian Studies
- Report by Individual Plans of Study Advisory Committee and Staff to the LAS Faculty
  - o Page 5: Mentions some IPS programs
    - Hebrew
    - Photography
    - Cinematography
    - Comparative Literature
    - Film History and Appreciation
    - Medical Applications to Computers
    - Environmental Studies
    - International Affairs
    - “These fields (Religious Studies, Linguistics, and Asian Studies) have become established undergraduate concentrations”
  - o Already, in 1969, there were programs that were integrated into the general curriculum

#### RESEARCH ON WEDNESDAY 4/15/2009

- Message To IPS Advisory Committee (Subject: Meeting at 3:00 pm, Friday, )ctober 1, in room 1, basement, Center for Advanced Study, 912 W. Illinois (just south of the new IPS)
  - o P. 2: “Such student initiative makes it possible for IPS programs to function as proving grounds for the testing of potential concentrations for future regularization”
  - Key word above is “Regularization”. To “Regularize” something would seem to change the proposed program of study into one that is seen as “Normal” or “not different” from the core values of the general curriculum. In that case, it becomes a question of whether the IPS program allows for queering of the curriculum to occur or if the school takes these “queer” areas of study and strips them of anything non-normative.
  - o “Other IPS programs, less specifically oriented to

individual disciplines or interdisciplinary groups, or which are represented by few students, should properly be continued at the IPS level of development”

- It is important to take note of this sentence. There are many different reasons behind not creating specific majors with some areas of study. By seeing this as a choice to be made by the University with so many different ways of denying a program, it seems as though the actual “queering” or “othering” is being inflicted on the areas of study, and the students studying them, that are not able to be “normalized”

- When a program of study is not seen as being worth the time and money to create a major, they are “Queering” the area of study

- There is also a queering of the student. By continuing a program of study within the IPS program, the University is keeping students within these plans of studies separate from other individuals who have their similar interests
  - o Within the normal major list, we see not only areas of study, but also a list of different communities around campus. Each major has particular events, classes available only to majors, and specific requirements that insure individuals within the major, at the minimum, have some sort of interaction with others in their major’s community.

- o IPS majors may very well be the only person on campus with their major. Even when this is not the case, however, there is no sense of community found within the IPS program as of yet. Students with similar majors do not have anyone organizing events, paying for any event, or even a list of the emails of other IPS majors.

- In effect, these students are being “othered” and labeled as queer. This leaves the student without a community based on similar academic interests and goals that goes past that of their advisors and professors with whom they work closely with.

- “No IPS candidate shall be approved for general studies, pre- law, or general science”

- o Once again choosing what is okay, even within a system that is supposed to give the student academic freedom to create whatever major they can with the resources available from the college class offerings.

- Letter dated December 8, 1976

- IPS majors to date (in broad categories)
  - o Asian Studies (20)
  - o Communications (20)
  - o Community Studies (12)
  - o Early Childhood/Education Studies (21)
  - o Environmental Studies (17)
  - o Film Studies/Photography (40)
  - o Humanities/Arts (70)
  - o Languages/Linguistics (42)
  - o Minority Studies (11)
  - o Pre-professional (24)
  - o Religious Studies (11)
  - o Science (16)
  - o Miscellaneous (61)
- “With the acceptance of Asian Studies as a field of concentration, IPS lost some of its students in the area, although several of them chose to remain with IPS until graduation”
  - o The question here lies in why? Why did some students change to the newly established major? Did it offer more to the student than IPS could? Why did some students stay within IPS? Did IPS offer something, such as academic freedom with class-choice, that the new major would not allow? And finally, what does this mean about the process of adapting majors into the curriculum?
- These areas of study have origins in IPS
  - o Presently established majors:
    - Religious Studies (12)
    - Asian Studies (21)
    - Linguistics (20)
    - Classical Civilization (3)
  - o Presently proposed majors
    - Comparative Literature (3)
    - Film Studies (27)
  - o These statistics are very problematic. When an established major that originated within IPS has only had 3 IPS majors (and another one with only three is already being proposed), this shows how the rules are only to be used for the university to get what they want out of the program and disregard the rest. In the previous set of statistics, there are many areas of study which contain more than 3 people. What does this say about areas such as Minority Studies (11) or the Humanities/Arts (70) plans

of study? When looking at the categories that are accepted, we see yet another instance of “normative” ideals being accepted while others are pushed aside. Religious studies take priority over minority studies. Classic civilizations take priority over the Humanities and Arts. What does this mean for the program to be choosing majors to incorporate into the general curriculum in this way?

- February 22, 1977

- Proposals:

- o Visual Literacy and Illustration

- o Scientific Writing

- o Humanistic Medicine

- o Management Information Systems

- March 23, 1977

- Proposals:

- o Art Therapy

- o Technical Writing

- o Art Therapy (again)

- o Public Health Administration

- o Public Relations in Health Care Delivery

- o Graphic Design and Advertising

- March 31, 1977

- Proposals:

- o Modern Languages

- o A Multidisciplinary approach to Choreography

- o French and Marketing

- April 6, 1977

- Proposals:

- o Marketing and Consumer Behavior

- o Film studies/cinematography

- o Recreation Management

- o Program Planning and Administration

- April 13, 1977

- Proposals:

- o International Textile Retailing

- o Art Therapy

- o Pre-Hospital Administration

- o Audio Acoustics and Sound Reproduction

- o Photography/Film Studies

- April 14, 1977

- Proposals:

- o Weaving and Textiles

- o Labor Relations

- April 15, 1977

- Proposals:

- o Recreation/Program Specialist

- A very strange letter heads this proposal. The writer describes how the person in question is no longer allowed in the college of Commerce and the only way that LAS will allow him into the college is if IPS approves of his major. The writer goes on to describe that if the student gets drafted by a professional football team then he will not return in the fall. What strikes me as very odd is how he says that it “looks unlikely” when describing him being drafted and also says “The plan is minimal but we feel that the concept is feasible for the individual”.

- What does this mean about the IPS program? If this is a way to make a football player who is about to fail out of the university gain the ability to stay, I start to question the IPS program’s reasoning behind accepting majors. There have been comments about a major not being immediately accepted because the proposal was not filled out exactly to the model’s specifications. If this individual who has every other area in the proposal right is denied for not filling out a form correctly, what does it mean for a student who barely even has a proposal to speak of yet is still gaining support?

- o Cinematography

- o Music Business

- o Human Development and Crafts

- April 19th 1977

- Proposal:

- o Real Estate Development

- Letter

- o There was mention of “one or more vetoes” to the football player’s proposal so he will be speaking at the next meeting that is held.

- The committee was not as convinced of the validity of this proposal

- April 20th, 1977

- Proposal

- o Science Writing

- April 25, 1977

- Proposals

- o Administration of Health Care Delivery Systems

- April 28, 1977
- Proposal
  - o Language Formation
- May 2, 1977
- Proposal
  - o Social Work Perspectives in Occupational Therapy Practice
  - o Musical Acoustics, Performance and Instrument Construction
  - o Concentration in Hebrew
- May 3, 1977
- Proposals:
  - o Performing Arts Administration
  - o Cultural Minorities in Social Services
- May 11, 1977
- Proposals:
  - o International Relations
  - o Russian Language and Area Studies Major
  - o Social Services for the Aged
  - o Pre-Rehabilitation Counseling

#### Folder 3: IPS 77-78

- Document right before huge report, letter to Members of the College Executive Committee from the Task Group on Resource Allocation
  - o P. 2: "It (IPS) contributed to the development of new fields of concentration such as Asian Studies, Religious Studies, and Comparative Literature"
- Three majors that are currently available to the general student. This letter is from February of 1978, so after only a few short years, programs had already begun to be developed based off of previous IPS proposals.
- I need to look into whether these are majors now or just departments

#### Folder 4: IPS 1978-79

- IPS pamphlet
  - o Lists "a partial list of IPS possibilities"
- Acoustical Engineering
- Alternative Futures
- Art Therapy
- Aviation and Wildlife Conservation
- Bio-Psychology
- Children's Literature/Illustration

- Cinematography
- Community Women's Health
- Computer Science/Business
- Creative Religious Studies
- Creative Writing/Environmental Studies
- Cybernetics
- Film Studies
- Gerontology
- Historic Preservation
- Latin American Studies
- Medical Computing
- Middle Eastern Studies
- Music Library Science
- Music Criticism
- Open Education
- Parent Education and Training Program
- Psychology and Movement Therapy
- Social Systems Analysis
- Women's Studies
- Zoological Park Management

April 20th, 2009 Research

Warner, Michael. *Fear of a Queer Planet: Queer Politics and Social Theory*. Minneapolis: U of Minnesota Press, 1993. Introduction, pp. vii–xxxii.

- Defining Queer
  - o “For both academics and activists, ‘queer’ gets a critical edge by defining itself against the normal rather than the heterosexual” (Warner xxvi)
  - In this sense of the word “queer”, we see that although LGBT issues can be referenced to using queer (due to the view of heterosexuality as being the “normal” sexuality), “queer” can also be used to encompass other populations that are affected in negative ways due to their lack of coherence to lifestyles and ideals that are considered normal or universal.
  - By using queer in a way that opposes the normal rather than the heterosexual, I am able to take queer theory outside of sexuality and show that queer issues are ones that affect everyone. Specifically within this study, the people being affected are university students, professors,

and faculty within the University of Illinois.

**April 22, 2009**

• List of LAS majors from:

<http://www.las.uiuc.edu/students/programs/majors/>

- Actuarial Science
- African American Studies
- Anthropology
- Art History
- Astronomy
- Atmospheric Sciences
- Biology
- Chemistry
- Classics
- Communication
- Comparative and World Literature
- Earth Systems, Environment, and Society
- East Asian Languages and Cultures
- Economics
- English
- Finance
- French
- Geography
- Geology
- German
- History
- Individual Plans of Study

o When clicking on this link for more information, there is a list of “Innovative majors developed through IPS”:

- African American Studies
- American Civilization
- Cinematography
- Entomology
- Environmental Studies
- Gender and Women's Studies
- Meteorology
- Middle Eastern Studies
- Neuroscience

• Although most of these majors are not found in the LAS list of majors, one is. African American Studies is within this category but is actually on the list of majors available through LAS.

o Does this mean that these are majors that are currently found within IPS or are these majors that are currently in the process of being adapted into the general curriculum?

o Why is Gender and Women's studies in this category and not in the list of majors when it can be declared?

- Integrative Biology
- Interdisciplinary Studies

o Not knowing what this entailed, I looked further into it.

This is what I found out:

• There is a list of major options that seem very similar to the list found under IPS:

- American Civilization
- Cinema Studies
- Gender and Women's Studies
- Medieval Civilization
- Renaissance Studies

o Here we find a few of the same majors found over IPS.

What does this mean about the difference between the IPS program and Interdisciplinary Studies?

• It seems as though the areas of concentration within this major do not require a proposal in order for it to be declared. This must mean that there are pre-established requirements and approval for these programs.

• This would seem to imply that these majors are in the process of becoming their own entity within the LAS curriculum while the previous list found under IPS are solely examples of programs of study which originate (some of which continue to solely be found) within the IPS program.

- International Studies
- Italian
- Latin American Studies
- Linguistics
- Mathematics
- Mathematics and Computer Science
- Molecular and Cellular Biology
- Philosophy
- Physics
- Political Science
- Portuguese
- Psychology
- Religion
- Rhetoric
- Russian, East European, and Eurasian Studies

- Russian Language and Literature
- Sociology
- Spanish
- Statistics
- Statistics and Computer Science

Email From IPS official regarding current and recent graduate areas of study  
See attached Excel File

African American Studies website:

<http://www.afro.illinois.edu/about/>

- The Major was recently passed and accepted into the general curriculum in June of 2008, therefore being available for enrollment in Fall 2008.
- o This is a very recent transition from IPS/Interdisciplinary Studies to an actual major through LAS.

Recent Majors that have transitioned from IPS to the General Curriculum

- African American Studies
- Atmospheric Science
- International Studies
- Gender and Women's Studies

Majors that transitioned less recently in LAS

- Classical Civilization (Found within the “Classics” major) mentioned as being created through IPS in 1978
- Communications mentioned in 1976
- Comparative Literature in 1976
- Environmental studies 1976 (Could be the origins of Earth Systems, Environment, and Society)
- Asian Studies in 1976 (Could be the origins of East Asian Languages and Cultures)
- Linguistics 1976
- Mathematics and Computer Science 1989
- Religious Studies 1976 (Possibly origin of Religion)

Majors within the College of Agricultural, Consumer and Environmental Sciences

- Biological (Natural) Pest Control (1980–81) and Crop protection (1971) could both have helped to create the multi-faceted Crop Science major
- Nutrition in Medicine (81), Biology/Nutrition (81) , and

Nutrition Research (81) could have helped to create the Food Science and Human Nutrition major  
College of Applied Health Sciences (AHS)

- The Recreation, Sport and Tourism major has three areas of concentration: Recreation management, sports management, and tourism management. There is one that is found within IPS majors

- o Recreation Management (1977)

College of Media (MDIA)

- Mentions a new “Media Studies” degree program stemming from IPS 1984–85 (Media Studies major)

College of Education

- Early Childhood/Education Studies 1976: Early Childhood Education Major

**Discuss:** What to make of this information?

- There are approximately 16 different majors throughout the entire University of Illinois that I could find either definitely or possibly linked to programs created through IPS.

- o Is this a significant number?

- Sixteen added majors does sound like a major contribution. Especially when thinking of all of the students who currently have these as their declared majors

- Does this mean that the general curriculum has been greatly changed or “queered” by the IPS majors?

- On the other hand, sixteen seems incredibly miniscule when thinking about how many different major plans of study have been created throughout the IPS program.

- With this in mind: What does it mean for those that have not been adapted into the general curriculum?

- o Are these other majors disregarded because they could not be “normalized”?

- o Is the appeal to those sixteen majors that they were easily changed into structured plans of study that fit the normal regulations and guidelines expected of majors available to all students?

- Some general majors share very similar components with multiple IPS majors (Examples: “Crop Science” and “Food Science and Human Nutrition”)

- Depending on which came first, the IPS programs or the general major, we have two different interpretations of the events occurring.
  - o If the general major came first, then the IPS program successfully allowed students to become more focused in their areas of study.
  - o If the IPS majors came first, the general curriculum actually grouped these distinctly different areas of study into a broad and normal major within the field.
- This would add to the argument that the general curriculum does not get “queered” but rather discards what makes the majors “queer” and normalizes them.
  - o Are people that still find their major within IPS being labeled as “other” by the University?
- The university still forces students with the same interest in the program to create a proposal for their major as though it has not already been proposed and approved before.
- The students within IPS are not given the same opportunities in regards to community within majors if they are “Independent” as the Independent Plan of Study would imply.

**More Discuss and analysis of findings can be found as a PDF file attached below.**

**EUI Links:** Through the IDEALS website, I focused my search through the EUI category. Within this search format, I searched for:

- “General Curriculum”
- “Undergraduate Curriculum”
- “Independent Plan of Study”
- “IPS Program”
- “IPS”
- “Major plan of study”
- “Major plans of study”
- “New Majors”
- “Creating a Major”

All of these searches lead to topics that are irrelevant to my topic. Most of the topics that came up involved library

sciences and other aspects of campus life other than the actual curriculum and lists of majors available to students. Many of these searches also returned with no results. Throughout this process I was unable to find anything that seemed as though it could help me throughout my research process as well.

**Reflect:** I like the idea that we are able to do research that actually will be archived and used by future scholars and researchers. It is scary, however, to know that a project that you have been working on for less than a semester will be archived. Clearly with the time constraint, it is impossible for the research to be anything more than the beginning stages of an in depth research project. While this is okay, I would hope that this idea is expressed to future people who have access to these files. It would be important for others to not judge a person's academic ability based on less than a semester's worth of research (on top of other classes and work). This is also important to recognize when the research done by undergrad students is found in the same area as that done by graduate students.

**Recommendations:** My recommendation to the university is a call for recognition. It cannot be mere chance that almost every person I encounter has never heard of the Independent Plan of Study program. With choosing a major being such a huge ordeal and hard task among students, I feel that this would be a great thing to advertise more. Speaking as a student who was in the process of transferring before I randomly found out about the program, I feel it is very important that people realize that they have the ability to study what they would like, even if their main topic is not offered as a major. This recognition works on multiple levels, however. Not only would it allow for more students to go through the process of creating their own major, it would also show that the university takes its IPS students just as seriously as students with set departments and majors. If you do not have a department or major program supporting you and the university is also ignoring you, who are the IPS students supposed to rely on for support? It is a hard task to make a university of this size feel small, but when you are the only person on campus with your major

and there is no academic community besides that of your advisor and professors, it feels infinitely small. Although this is beneficial in many ways, it is also a negative. To feel alone in such a big crowd can be more intimidating than being alone at a smaller university. If the University of Illinois is supposed to be a family of sorts, then it is important to acknowledge all of its students in some way and not leave certain members feeling left out.