



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

| | | | | | |
|------------------|--------------------------------|-------------------------------------|-------------------|---------------------------|-------|
| | | (Check all that apply): | | Proposal # | 106 |
| College: | Social and Behavioral Sciences | <input checked="" type="checkbox"/> | Undergraduate | Effective Date of Change: | |
| Department: | Ethnic Studies | <input checked="" type="checkbox"/> | Graduate | Academic Year | 06-07 |
| Program: | | CIP # | | (For Office Use Only) | |
| Type of Change | COURSE PROPOSALS | | Course Designator | Number of | |
| Proposed: | New Course | | and Number | Credits | |
| Title Current: | | | | | |
| Title Proposed: | Chicana Feminisms | | ETHN 4/503 | 3 | |
| 24-Char. Abbrev: | | | (if applicable) | | |

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course examines the different forms of Chicana Feminisms produced by Chicana scholars and activists. It demonstrates how Chicana Feminisms challenge social inequalities, and focuses on the construction of Chicana identities regarding the intersections of gender, race/ethnicity, sexuality and culture.

Rationale or Justification for change:

*****For General Education or Cultural Diversity Courses Only*****

| | | |
|--|--|---|
| General Education Course: | | Cultural Diversity Course: (Please check one.) <input checked="" type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.) |
| GE Category # | GE Category Name (Maximum of 3 Categories) | |
| N/A | | |
| N/A | | |
| <p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. | | |

*****For New Courses*****

| | | | |
|--|---------------------|---|--|
| (Check all that apply): | Instructional Type: | Lecture | Course will be offered: |
| <input checked="" type="checkbox"/> Course is an elective. | Grading Format: | <input checked="" type="checkbox"/> Grade <input checked="" type="checkbox"/> P/N | <input type="checkbox"/> Fall Semester |
| <input type="checkbox"/> Course is required for program | | | <input type="checkbox"/> Spring Semester |
| <input type="checkbox"/> Pre- or Co-requisites: | | | <input type="checkbox"/> Summer Session |
| <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) | | | |
| <input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.) | | | |
| Attach paper copies of the following: | | | |
| a. Syllabus or course outline. | | | |
| b. Course's student learning outcomes. | | | |
| c. A list of resources required to offer and support this course. | | | |
| d. A description of how teaching this course will affect department staffing. | | | |
| e. If 400/500 level course, an explanation of added expectations of graduate students. | | | |



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] Oct 19 2006
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] Ph.D. UO565 10-25-06
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 11/2/06
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3-1-7
 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/12/07
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/13/07
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

C. The library already has the resources necessary to support this class.

D. The Department staffing will not be affected.

Cultural Diversity Core Course

A 100% of this course covers topics dealing with the interconnection of race, gender, sexual orientation, age, and social class domestically and globally.



Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

You replied on 10/19/2006 10:08 AM.

DeMirjyn, Maricela T

From: Bevacqua, Maria R **Sent:** Thu 10/19/2006 10:04 AM
To: DeMirjyn, Maricela T
Cc:
Subject: Chicana feminism
Attachments:

Dear Mari:

I have reviewed your proposed syllabus for Chicana Feminisms. The Department of Women's Studies would like to see you offer this course. We see it not as overlapping with but as complementing the curriculum in Women's Studies. Because of this, I will suggest to my department that we add it to the list of program courses that our majors and minors can take as electives. We support the addition of the course to the Ethnic Studies curriculum.

Cheers,
Maria


Maria Bevacqua
Associate Professor and Chair
Department of Women's Studies
109 Morris Hall
Minnesota State University, Mankato
Mankato, MN 56001
507.389.5025
fax 507.389.6377
maria.bevacqua@mnsu.edu

ETHN 495: Chicana Feminisms

Ethnic Studies – Spring 2006

W 6:00-8:50pm AH 314

Dr. DeMirjyn
Office: MH 222K

x3220; maricela.demirjyn@mnsu.edu
Office Hrs: T/H 11:00-3:15pm
& by appointment

Goals of the course:

The main purpose of this course is to examine the different forms of Chicana Feminisms as produced by Chicana scholars, writers, poets, artists and activists. In this connection, we will review Chicana Feminist works ranging from multiple theoretical perspectives, autobiographical memoirs, and novels to creative performances and films. Drawing from both historical and contemporary accounts, we will also explore the ways in which Chicana Feminisms is used to challenge social inequalities, such as low educational attainment levels in higher education. Additionally, this course will focus on the construction of Chicana identities, namely how gender intersects with race/ethnicity, sexuality and culture. Through language in narrative essays, we will compare and contrast the relationships between Chicana Feminisms and identities. Lastly, an overview of how Chicana Feminisms contribute to social justice movements by counteracting the silencing and subjugation of Chicanas. Therefore, the course will be both prescriptive and analytical. Based on the readings, lectures, films, and other sources used in the course, students will be able to understand the contributions of the Chicana Feminist Movement.

Objectives:

In order for students to understand Chicana experiences in U.S. society, the following questions will be examined:

1. What does the term "Chicana" encompass?
2. How did the Chicana Feminist Movement evolve and what strategies regarding social organization were implemented?
3. Compare and contrast Chicana Feminisms to other strands of feminist theory, such as the use of standpoint theory.

The preceding questions do not exhaust all of the issues that will be addressed but provide a framework of the course objectives. At the conclusion of the course, students should be able to address the challenges and opportunities employed by the use of Chicana Feminisms in present day Chicana@/Latin@ social justice movements.

Expectations

Students are expected to complete scheduled readings prior to class sessions to facilitate interactive learning, such as during participatory group discussion. D2L will be used as a tool throughout this course. The primary aspects of D2L utilized include: news, content, discussions and dropbox. Prior to each class, plan to log onto D2L to check for info posted in the news section, such as for assignments and/or activities. On certain course dates, we may be solely using

D2L as online class sessions. Additionally, when assignments are due in the dropbox, a deadline will be activated – so late assignments will not be accepted and if a substitute assignment is agreed upon, there will be a penalty deduction of points.

Required Textbooks

Chicana Feminisms: A Critical Reader (Eds.) G. Arredondo, A. Hurtado, N. Klahn, O. Nájera-Ramírez, & P. Zavella 2003

Massacre of the Dreamers: Essays on Xicanisma by A. Castillo 1995

Living Chicana Theory (Ed.) C. Trujillo 1998

Grading

10% Participation

20% Journal Reading Log – *Massacre of the Dreamers: Essays on Xicanisma*

30% Midterm

40% Final Paper/Presentation

Participation points will be based by evaluation regarding individual engagement with the materials throughout the duration of the course.

The format the midterm will be short answer essay.

Undergraduate Students:

Length of class paper is to be 12 pages (not including bibliography), double spaced, font 12 Arial or Times New Roman. Citations are to be done MLA or APA style. Presentations will 10-15 minutes in length.

Graduate Students:

Length of class paper is to be 20 pages (not including bibliography), double spaced, font 12 Arial or Times New Roman. Citations are to be done MLA or APA style. Presentations will 25-30 minutes in length.

Grading Scale

Grades are based on a 100 point scale.

A 100-90 pts D 69-60 pts

B 89-80 pts F 59 pts

C 79-70 pts

General: All students are encouraged to meet with me with any questions about the course. If you cannot come to my office during scheduled hours, you can always send me question by e-mail or schedule an appointment. If you are a student with a documented disability, please notify me as early in the semester as possible.

Class Schedule

| | |
|---------|--|
| Week 1 | January 18 Introduction – Chicana Feminisms: Theory or Praxis? |
| Week 2 | January 25 Translations, Testimonies and Herstories Readings: Chapters 1-2 |
| Week 3 | February 1 Historical Accounts, Narratives and Novels Readings: Chapters 3-4 |
| Week 4 | February 8 Writing and Performing Gender Readings: Chapters 5-6 |
| Week 5 | February 15 Silences and Sexuality Readings: Chapters 7-8 |
| Week 6 | February 22 Domesticana and Chicana Art Theory Readings: Chapters 9-10 |
| Week 7 | March 1 Borderlands and Crossroads Review Readings: Chapter 11 |
| Week 8 | March 8 - Midterm |
| Week 9 | Spring Break! |
| Week 10 | March 22 Chicanas in Academia Readings: Chapters 1-4 |
| Week 11 | March 29 Chicana Activists and Role Models Readings: Chapters 6-8 |
| Week 12 | April 5 Chicana Spirituality Readings: Chapters 9-11 |
| Week 13 | April 12 Chicana Queer Representations Readings: Chapters 12-14 |
| Week 14 | April 19 Violence and Silence Readings: Chapters 15-17, 19 |
| Week 15 | April 26 Presentations |
| Week 16 | May 3 Presentations Papers Due |