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.

<table>
<thead>
<tr>
<th>College: Social and Behavioral Sciences</th>
<th>Proposal #: 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Women's Studies</td>
<td>Effective Date of Change:</td>
</tr>
<tr>
<td>Program: CIP #</td>
<td>Academic Year: 2007-08</td>
</tr>
<tr>
<td>Type of Change: COURSE PROPOSALS</td>
<td>(For Use Only)</td>
</tr>
<tr>
<td>Proposed: Change in Credits</td>
<td>Course Designator and Number of Credits</td>
</tr>
<tr>
<td>Title Current: Violence &amp; Gender</td>
<td>WOST 120 3</td>
</tr>
<tr>
<td>Title Proposed: Violence &amp; Gender</td>
<td>WOST 120 4</td>
</tr>
<tr>
<td>24-Char. Abbrev: Violence &amp; Gender</td>
<td>(if applicable)</td>
</tr>
</tbody>
</table>

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

We will examine the gendered, systemic, and institutional nature of violence. We will seek to understand and prevent gender-based violence: sexual assault and harassment, intimate partner abuse, and hate crimes. We will think critically about gender, oppression, and privilege.

Rationale or Justification for change:
The course is increasing from 3 to 4 credits with the addition of a community-based learning requirement.

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

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1c</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>9</td>
<td>Ethical and Civic Responsibility</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* 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.

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course’s student learning outcomes associated with each GE competency or CD designation.
- c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

***For New Courses***

| Instructional Type: Lecture |
| Course is an elective. |
| Course is required for program |
| Pre- or Co-requisites: |
| Other courses are being changed or eliminated. (Explain.) |

Course will be offered:
- x Fall Semester
- x Spring Semester
- x Summer Session

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.

Revised September 2002
### 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.
- 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/html currformsprocesses.htm](http://www.mnsu.edu/acadaf/html currformsprocesses.htm)

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 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.
Minnesota State University, Mankato
Curriculum Proposal

***Signature Page***

Department

- Recommended (Category/es)

- Not Recommended (Category/es)

Department Chair

Comments:

College Curriculum Committee

- Recommended (Category/es)

- Not Recommended (Category/es)

Committee Chair

Comments:

College Dean

- Recommended (Category/es)

- Not Recommended (Category/es)

Dean

Comments:

General Education Subcommittee

- Recommended (Category/es)

- Not Recommended (Category/es)

General Education Subcommittee Chair

Comments:

Undergraduate Curriculum and Academic Policy Committee

- Recommended (Category/es)

- Not Recommended (Category/es)

UCAP Faculty Chair

Comments:

Faculty Association Graduate Committee

- Recommended

- Not Recommended

Faculty Association Graduate Chair

Comments:

Graduate Dean

- Recommended

- Not Recommended

Graduate Dean

Comments:

Academic Affairs Council

- Recommended (Category/es)

- Not Recommended (Category/es)

Assistant Vice President

Comments:

Senior Vice President and Vice President for Academic Affairs

- Approved (Category/es)

- Not Approved (Category/es)

Sr. Vice President/Vice Pres Academic Affairs

Comments:

Date: 10/19/06

Date: 11/1/06

Date: 11/2/06

Date: 4/13/07

Date: 3-1-07

Date: 3/31/07

Date: 3/31/07

Date: 3/31/07

Revised September 2002
Course description
We will examine the gendered, systemic, and institutional nature of violence. We will seek to understand and prevent gender-based violence: sexual assault and harassment, intimate partner abuse, and hate crimes. We will think critically about gender, oppression, and privilege.

This class will meet in the assigned classroom for three hours each week to discuss readings, engage in learning activities, and present research. A fourth hour each week will be dedicated to individually selected community-based learning projects.

Students with disabilities: I will make every attempt to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the instructor early in the semester to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 or (800) 336-2562 (TTY answering machine).

Student learning outcomes
1. To develop a heightened understanding of the various forms of gender-based violence using analysis informed by feminist ethics.
2. To think critically about the cultural, political, and ethical and implications of gender-based violence.
3. To think critically about the social construction of masculinity, femininity, and the link between gender and violence.
4. To understand connections between gendered violence, privilege, and other forms of oppression, including sexism, ethnocentrism, homophobia, and poverty.
5. To explore modes of community accountability in addressing gender-based violence.
6. To develop college-level speaking and writing skills.

Featured texts
Please have the appropriate book or reading with you in class on the days we are discussing it.
Several additional readings are available through e-reserve (marked e-reserve on the syllabus).
Some additional readings, including those that show a URL on the syllabus, will be available through the Desire2Learn (D2L) course site. You can access links at the Content area of the D2L course site.

Assignments
Attendance/Participation. 20 points. The success of the course depends on everyone’s readiness and willingness to share ideas and participate in meaningful dialogue. Prompt and regular attendance is required.

Journal: Claims & Strikes. 30 points. Min 350-500 words. Due: every Thursday. Your journal should focus on claims and strikes: you should discuss the claims that the author(s) make in the first half of your journal; you should discuss the things that strike you about the reading(s) in the second half.

Interview paper. 40 points. 5-6 pages. Due: Feb. 21 (topic), Mar. 2 (first draft); revision due one week from date returned. This assignment requires you to interview one or more persons involved in
activism or service provision in the field of gender-based violence. The subject may be an individual associated with your CBL placement. More information on the paper will be handed out separately.

Outside event paper. 40 points. 5-6 pages. Due: one week after event, depending on date (first draft); revision due one week from date returned. For this assignment, you will attend one campus or community event concerning gender-based violence and submit a paper that briefly summarizes and analyzes the event with respect to course concepts and readings. If you cannot attend a single event due to conflicts with work or other classes, you will have the option to analyze a film instead. A list of qualifying films, with appropriate due dates, will be distributed.

Community-Based Learning. 40 points. Each student will identify a project for a community-based learning experience (also called service learning), in consultation with the instructor and CBL coordinator, during the first week of the semester. Sites for CBL work may include the Sexual Violence Resource Center, the Committee Against Domestic Abuse (CADA), the Women's Center, the LGBT Center, or other offices or agencies that would welcome you to conduct a project or other service related to gender-based violence. Students will complete 12 hours of on-site work with their organization or office and submit an evaluation from a supervisor, along with a log of activities and reflections and a self-evaluation.

Final exam. 30 points. All students will complete a final exam on material covered in the course.

Schedule

Section One: Frameworks for the Study of Violence and Gender

Week 1, Introduction and overview: Understanding oppression & privilege
Readings: by Frye, McIntosh, e-reserve

Week 2, Sexual terrorism & gender
Readings: by Sheffield, e-reserve; Lorber in Violence and Gender
CBL: Meet as group with instructor and CBL coordinator; determine placement

Week 3, Masculinity & gendered violence
Lang, http://toolkit.endabuse.org/Resources/MenMasc
Gilligan in Violence and Gender
CBL: Begin on-site work

Section Two: The Reality of Gender-Based Violence

Week 4, The reality of gender-based violence (overview) & sexual harassment
Readings: by Goodman et al. in Violence and Gender; Morgan, Hill, Langelan e-reserve
CBL: On-site work

Weeks 5 & 6, Intimate partner abuse
Readings: by Jones, Mirikitani Violence and Gender; Renzetti, e-reserve
CBL: On-site work

Weeks 7 & 8, Adult sexual assault
CBL: On-site work

Weeks 9 & 10, Understanding hate violence
Readings: Steinem in *Violence and Gender*, Brenner, Gravel, Hassel, Sarris, e-reserve
CBL: On-site work

Week 11, Children experiencing and witnessing gendered violence
Readings: by Armstrong, Jaffe et al., e-reserve; Weigl in *Violence and Gender*
CBL: On-site work

**Section Three: Violence & Social Institutions—Sports, Media**

Week 12, Sports, sex, and violence
Readings: by Messner and Sabo, Medzian, Lefkowitz, Ostriker, in *Violence and Gender*
CBL: On-site work

Week 13, Media and violence
Readings: by Messner and Solomon, Goldstein, Bok in *Violence and Gender*
CBL: On-site work

**Section Four: Human Rights and Gendered Violence**

Week 14, Human rights and gender-based violence
Reading: *Human Rights Dialogue: Violence Against Women*,
CBL: On-site work

Week 15, CBL: Evaluations and debriefing with CBL coordinator

Final exam

b. Student learning outcomes

1. To develop a heightened understanding of the various forms of gender-based violence using analysis informed by feminist ethics. Corresponds to outcomes stated in gen ed category 9.
2. To think critically about the cultural, political, and ethical and implications of gender-based violence. Corresponds to outcomes stated in gen ed category 9 and 1C.
3. To think critically about social construction of masculinity, femininity, and the link between gender and violence. Corresponds to outcomes stated in gen ed category 9 and CD-core.
4. To understand connections between gendered violence, privilege, and other forms of oppression, including sexism, ethnocentrism, homophobia, and poverty. Corresponds to outcomes stated in gen ed category 9 and CD-core.
5. To explore modes of community accountability in addressing gender-based violence. Corresponds to outcomes stated in gen ed category 9.
6. To develop college-level speaking and writing skills. Corresponds to outcomes stated in gen ed category 1C.

c. Resources required to offer and support this course: No additional resources required.
d. Description of how teaching this course will affect departmental staffing
   This course is taught by existing departmental faculty with expertise in the field

e. N/A

General Education Course: Proposed Categories

General education category 1c, Writing intensive

Objective (a): Students will be able to use writing to explore and gain a basic familiarity with questions, values and analytical or critical thinking methods used in the discipline
   • Writing in this course is used to complement reading assignments and other learning activities.
   • Assignments focus more on the process of writing than on the product.
   • The journal assignment and outside event paper will assess student learning in this objective.

Objective (b): Students will be able to locate, analyze, evaluate, and use source material or data in their writing in a manner appropriate to intended audiences (popular or within discipline)
   • This course will require students to meet a variety of writing requirements, ranging from relatively informal journal writing to more rigorous analytical writing.
   • Students will conduct and write about original interview research in light of the concepts and themes running through the course.
   • The interview paper assess student learning in this objective.

General education category 9, Ethical and civic responsibility

Objective (a): Students will be able to examine, articulate and apply their own ethical views
   • This course will require students to think critically about their views about gender, violence, oppression, and privilege
   • The journal assignment will assess student learning in this objective.

Objective (b): Students will be able to understand and apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues
   • The core concepts of this course (such as oppression, privilege, liberation, and human rights) correspond to the expectations of this objective
   • The interview and outside event paper assignments will assess student learning in this objective.

Objective (c): Students will be able to analyze and reflect on the ethical dimensions of legal, social, and scientific issues
   • Major social issues and social problems (e.g., interpersonal violence, abuse) are the focus of this course
   • Students examine the ethics of a variety of solutions and to these problems
   • The journal and interview paper assignments will assess student learning in this objective.

Objective (d): Students will be able to recognize the diversity of political motivations and interests of others
   • This course seeks to understand the sources of and motivations for gender-based violence in our society not to excuse those who engage in it but to identify areas for social change
   • The outside event paper and final exam assignments will assess student learning in this objective.