Minnesota State University, Mankato

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.

College: Social and Behavioral Sciences
Department: Women's Studies
Program: N/A
Type of Change: COURSE PROPOSALS
Proposed Change in Credits:

Title Current: Global Perspectives on Women and Change
Title Proposed: Global Perspectives on Women and Change

24-Char. Abbrev: Global, Women & Change

Course Designator and Number of Credits

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<tr>
<th>Course Designator</th>
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<tr>
<td>WOST 220</td>
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Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course will examine women's lives and activism, past and present, throughout the world. We will explore and evaluate individual and collective efforts to achieve social justice in the context of interlocking systems of oppression.

Rationale or Justification for change:
The course is increasing from 3 to 4 credits with the addition of an active learning lab requirement.

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

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<th>GE Category #</th>
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<tr>
<td>8</td>
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<td>Ethical and Civic Responsibility</td>
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* 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
Grading Format: Grade, P/N
Course will be offered:
- Fall Semester
- Spring Semester
- 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
### For Program Proposals

- Student learning outcomes for the program.
- Minutes from department and college curriculum meetings in which action was taken on this proposal.
- Program Assessment Plan. Forms are available on the Academic Affairs Web site:
  
  [http://www.mnsu.edu/academic/curriculum/currfollowups/](http://www.mnsu.edu/academic/curriculum/currfollowups/)
- A list of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- 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/academic/Curriculum/currfollowupsprocess.html](http://www.mnsu.edu/academic/Curriculum/currfollowupsprocess.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 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.
**Curriculum Proposal**

***Signature Page***

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Revised September 2002
Global Perspectives on Women and Change
Women's Studies 220
Minnesota State University, Mankato

Course Description: This course will examine the political, economic, social, and cultural dimensions of women's lives throughout the world. We will explore the ways in which the categories of gender, race/ethnicity, social class, sexuality, nationality, and religion intersect and fundamentally affect peoples' lived experiences. The class requires three hours of class meetings as well as an additional one-hour lab each week. Lab times, locations, and activities vary from week to week.

Course Goals:
1. To gain a knowledge of this field (feminism and Women's Studies), its relationship with global and border scholarship and ideas, and how activism and social movements shape the lives of women in the US and internationally.
2. To be able to read, analyze, and critically examine theoretical perspectives on sex/gender, race/ethnicity, social class, and sexuality. This will be done through participation in class discussions and interactions along with written discourse.
3. To develop knowledge about structural and institutional elements in our world that impact our shared and individual experiences (e.g. sexism, classism, nationalism, xenophobia, religious fundamentalism and homophobia)
4. To promote awareness and personal reflection on the significance of how we view sex/gender, class, sexuality, and race/ethnicity in ourselves and others.
5. To understand the relationships between the social constructs of sex/gender, race/ethnicity, sexuality, and social class.
6. To be open and hopefully increase our awareness and respect of individuals, groups, perspectives, and experiences that may differ from our own.

Required Texts: These are available at the University Bookstore (Barnes and Noble) and possibly Maverick Bookstore (an independent local bookstore).

5. Ms. magazine

In class participation/attendance: 5 points per day/150 points total
5 Lab Assignments
15 points each/75 points each
(Map/Atlas, film, music, clothing activity):
5 On-line Quizzes
10 points each/50 points total
D2L Posting
5 points each week/75 points total
Group project/presentation: 100 points

Course Grading Scale. Total points 450

On-line Quizzes: (50 points) Every few weeks, you will complete a brief on-line quiz on D2L. These quizzes will assess your knowledge and understanding of course readings, lab activities, and class discussion. Quizzes will be open for 48 hours from Friday to Sunday evening.

D2L Posting: (75 points) You will be required to post at least one “personal post” (PP) response per week to the discussion board area of D2L.

Lab Activities: (75 points) We experience and learn about our world through our senses. Therefore, during the course of the semester you will have opportunities to acquire information about course themes through
a variety of text forms. Activities include watching documentary/international films, analyzing maps and atlases, listening to world music, and engaging in hands-on learning activities. You will submit work to D2L site in accordance with assignment.

**Small Group Paper/Presentation: (100 points)** Your final group project is the creation of a study guide for the Bullfrog films held by MSU’s Memorial library. This group project will consist of watching an assigned film from Bullfrog films about Women’s Issues, compiling appropriate websites for further information about the general situation of women’s lives in the countries(s) questions to facilitate viewer discussion, information about the director and film producer, and a brief annotated book review by each group member. Lab time will be set aside to meet as a group to complete the research and assemble the paper/presentation. **Paper Due: Final Exam Week**

**Outline**

**Week 1: Welcome, Introduction, and Feminism(s)**

**Readings:**

Van der Gaag: “Forward” (5-6), “Introduction” (8-10) and “the New War on Women” (11-25)

**Lab Week 1:** Visit a websites posted on D2L and post your response in the discussion area.

**Week 2: Maps, Stats, and Media: Learning to Read the Condition of Women**

**Readings:**

Rothenberg Part 1

**Lab Week 2:** Examine different maps/atlas available at MSU Memorial Library and post your response to discussion questions on D2L

**Week 3: Colonialization and its Discontents**

**Readings:**

Ms. Magazine: Read all global sections and articles

Rothenberg: Part 2

On-line Quiz

**Lab Week 3:** View film: *Life + Debt* and post your response to D2L

**Week 4-7: Dispatches from the Private and Public Sphere: Ideology and Transgression**

Introduce concepts and discuss readings

**Readings:**

Ehrenreich and Hochschild “Introduction”


Rothenberg: Part 4

Various B-reserves

On-line Quiz

**Lab Week 4:** View film: *Shirin Ebadi: A Simple Lawyer* and post your response to D2L

**Lab Week 5:** Learning activity (global assembly line)

**Lab Week 6:** View film: *Maid in America* and post your response to D2L

**Lab Week 7:** Learning activity (global journalism)

**Weeks 8-11: The Good Daughter, Wife, and Citizen: Global Women in the New Economy**

**Readings:**

Selections from Ehrenreich and Hochschild

Assorted Readings Rothenberg Parts 5, 6, 7

Van der Gaag, Nikki. “Literacy and Learning” (91-100) and “Power, Politics, and the Law” (75-90)

On-line Quiz
Lab Week 8: Learning activity (world music by women). Post response and lyrics on D2L
Lab Week 9: Learning activity (personal change project)
Lab Week 10: View Film: *Tee Shirt Travels* and post your response to D2L
Lab Week 11: View film *Fire* and post your response to D2L

**Weeks 12-13: Sexuality and Sex Work: Voluntary, Forced, and Culturally Imposed**

In-class film: *The Peacekeepers and the Women*

**Readings:**
Van der Gaag, Nikki. “Double Trouble: Violence Against Women” (101-116) and “Sexuality, Relationships and Old Age” (117-125)
Selections from Ehrenreich and Hochchild’s *Global Women*:
Various E-reserves
On-line Quiz

**Lab Weeks 12-13:** Group meetings for Bullfrog Film Guide assignment

**Weeks 14-15: Knowledge as Power: Activism and Scholarship**

**Readings:**
Van der Gaag, Nikki. “Organized Women” (126-135)
Rothenberg Part 8
Various E-Reserves
On-line Quiz

**Lab Weeks 14-15:** Group meetings for Bullfrog Film Guide assignment

**b. Student Learning Outcomes**

1. To gain a knowledge of this field (feminism and Women’s Studies), its relationship with global and border scholarship and ideas, and how activism and social movements shape the lives of women in the US and internationally. Corresponds to outcomes in general education category 8, category 9, and CD-core
2. To be able to read, analyze, and critically examine theoretical perspectives on sex/gender, race/ethnicity, social class, and sexuality. This will be done through participation in class discussions and interactions along with written discourse. Corresponds to outcomes in general education categories 8 and 9
3. To develop knowledge about structural and institutional elements in our world that affect our shared and individual experiences (e.g. sexism, classism, nationalism, xenophobia, religious fundamentalism and homophobia). Corresponds to outcomes in general education category 8 and category 9, and CD-core
4. To promote awareness and personal reflection on the significance of how we view sex/gender, class, sexuality, and race/ethnicity in ourselves and others. Corresponds to outcomes in general education category 8, category 9, and CD-core
5. To understand the relationships between the social constructs of sex/gender, race/ethnicity, sexuality, nationality, and social class. Corresponds to outcomes in general education category 8, category 9, and CD-core
6. To be open and hopefully increase our awareness and respect of individuals, groups, perspectives, and experiences that may differ from our own. Corresponds to outcomes in general education categories 8 and 9

**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
Category 8: Global Perspective

Goal: To increase student understanding of the growing interdependence of nations, traditions and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Objectives/Outcomes:
Following the Completion of Category 8 of the General Education Program, students can:
1. Describe, analyze and evaluate social and cultural phenomena which influence the contemporary and historical relations among nations and peoples.
   - This course will require students to critically examine the social, cultural, and institutional constructs of gender, race/ethnicity, class, and sexually and how these impact women historically, socially, politically, and globally.
   - The lab activities and the small group paper/presentation will complete this objective

2. Demonstrate knowledge of social and cultural differences.
   - This course will require students to become familiar with concepts of stratification and oppression and how these intersect in both the global, domestic, and diasporas context
   - The on-line quizzes and the small group paper will complete this objective

3. Analyze specific international problems and the social and/or cultural differences that influence their solution.
   - Students will be exposed to social classifications that impact women globally as well as the various strategies and tactics women have used to resist oppression
   - The lab activities and the small group paper/presentation will complete this objective

4. Understand the role and responsibility of a world citizen.
   - This course requires students to not only become knowledgeable about the condition of women globally, but to explore activist opportunities in conjunction with their knowledge
   - The lab activities and the small group paper/presentation will complete this objective

Category 9: Ethical and Civic Responsibility

Goal: To develop students’ abilities to identify, discuss and reflect upon ethical perspectives and use these perspectives to engage in civic responsibilities.

Objectives/Outcomes:
Following the Completion of Category 9 of the General Education Program, students can:
1. Examine, articulate and apply their own ethical work
   - This course requires students to think critically about their own views about gender, race, class, sexuality, nationality, oppression, and privilege
   - The D2L postings will assess this objective

2. Apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues
• Core concepts such as oppression, privilege, human rights and activism correspond to the expectations of this objective
• On-line quizzes and the small group project will assess this objective

3. Analyze and reflect upon the ethical dimensions of legal, social, and scientific issues

• Major social issues and social problems (e.g. power, sexism, racism, homophobia, nationalism, militarism, colonialism and labor migration) are the focus of this class.
• Lab activities, on-line quizzes, and the small group project will assess this objective

4. Recognize the diversity of political motivations and interests of others

• This course seeks to understand women’s lives from a global perspective and to identify areas for social change and activism
• Lab activities, on-line quizzes, and the small group project will assess this objective.

5. Identify ways to exercise the rights and responsibilities of citizenship

• A significant part of this course is dedicated to gaining an understanding the conditions that impact the lives of women globally and envisioning both individual and group activist orientations to assist in local and global efforts.
• Lab activities and the small group project will assess this objective.

Cultural diversity core course

• Because 100% of this course (must be at least 75%) will be devoted to topics of race, gender, sexuality, and social class, as they occur domestically and globally, this course fulfills the requirement for a Cultural Diversity course;
• All writing, oral presentation, exam assignments (lab assignments, on-line quizzes, and short group paper) and class participation requirements will address the interrelated topics of gender, race, sexuality, and class and will be used to assess student learning of these topics.
Hey Ron,

I see now what you mean. I recommend that we put through the proposal with a new description that blends the old and new wording, demonstrating that it's not at all a new course. Here's what I propose for the new wording, with the 40 word limit in mind.

This course will examine women's lives and activism, past and present, throughout the world. We will explore and evaluate individual and collective efforts to achieve social justice in the context of interlocking systems of oppression.

I'd be glad to schedule a quick meeting or phone call to be sure we're in agreement about the proposal. I'm on campus both this afternoon and tomorrow morning—do you have any time available?

As for next steps, I assume I'll need to edit the PDF "curriculum proposal." I think the supporting materials still stand with this new rewording, however, if it's not convincing to you, or if you think it would help the proposal go through more smoothly, I could do some further editing to those documents.

I have a few questions about the rest of the process, but we can address those when we talk.

thanks for your patience,
Susan
Clarification of instructor-supervised lab requirement
Proposal #509 (change in credits), WOST 220, Global Perspectives on Women and Change

The main purpose of the “lab” is to develop active learning and critical thinking skills under the guidance of your course instructor. During the semester students will have opportunities to meet either face to face (in such locations as the Educational Resource Center in library) or on-line through instructor-moderated chat to acquire the skills associated with becoming “media literate.” In addition to instructional sessions, the course instructor (and other guest “experts”) will offer discussion sessions about the various media sources viewed in order to assist students in applying the critical thinking skills they have acquired. Also, as students are required to develop and present a group presentation, there will be several lab sessions dedicated to assisting students in developing their research, writing, and presentation skills. Students should expect approximately one hour of instructor-guided lab activity per week, which will count directly toward 10 percent of their overall course grade.

Week 1 Lab: Reading Websites. Students will participate in an hour-long computer lab session led by the instructor and the media resources librarian and offered at two different times during the week. Students will work at individual computers to explore the websites listed in the syllabus, answering questions about reading websites based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion. Two hours in-person instructor contact.

Week 2 Lab: Reading Maps. Students will participate in an hour-long lab session led by a guest speaker from the MSU Geography Department. Students will answer questions about reading maps based on the instructional presentation and from examples shown during the lab. Following the session, students will hand in their worksheets to the instructor. One hour in-person (guest) instructor contact.

Week 3 Lab: Reading Films. Students will participate in an hour-long lab session led by the instructor and media resource librarian offered at two different times during the week. Students will answer questions about reading films based on the instructional presentation and from clips shown during the lab. Following the session, students will hand in their worksheets to the instructor. Two hours in-person instructor contact.

Week 4 Lab: View Film: Shirin Ebadi: A Simple Lawyer. (48 Minutes) Students will view the film collectively in a session led by the instructor and offered at two different times during the week. Students will answer questions about the film based on an instructor-prepared handout. Students will also be asked to link the information from the film with the information gained from the third lab session in an instructor-moderated discussion. Two and a half hours in-person instructor contact.

Week 5 Lab: How to Read a Graphic Novel. Students will participate in an hour-long lab session led by the instructor and media resource librarian offered at two different times during the week. Students will answer questions about reading graphic novels based on the instructional presentation and from selections of graphic novels shown during the lab. Following the session, students will share their individual responses in an instructor-moderated discussion. Two hours in-person instructor contact.

Week 6 Lab: View Film: Maid in America. (58 minutes) Students will view the film collectively in a session led by the instructor and offered at two different times during the week. As in other sessions, a discussion led by the instructor will follow. Two and a half hours in-person instructor contact.

Week 7 Lab: Global Journalism. Students will participate in an hour-long computer lab session led by the instructor and the media resources librarian and offered at two different times during the week. Students will work at individual computers to explore global newspapers, answering questions about reading websites based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion. Two hours in-person (guest) instructor contact.
Week 8 Lab: Reading Global Music. Students will participate in an hour-long computer lab session led by the instructor, the media resources librarian, and a guest speaker from the MSU music department. Students will engage in discussion about the presentation and will answer questions about reading global music based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion. One hour in-person (guest) instructor contact.

Week 9 Lab: Resources On-Campus. Supervised field trip to MSU International Program Office, International Student Office, and the Writing Center. Students will sign up in advance for one of several group visits to campus resource organizations. Students will answer questions about the organizations/resources based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion and will hand their worksheets to their instructor at the end of lab. Two hours in-person instructor contact.

Week 10 Lab: View Film: *Tee Shirt Travels.* (57 minutes) Students will view the film collectively in a session led by the instructor and offered at two different times during the week. Students will answer questions about the film based on an instructor-prepared handout. Students will also be asked to link the information from the film with the information gained from course readings and from other lab sessions. Following the session, students will share their individual responses in an instructor-moderated discussion and will hand their worksheets to their instructor at the end of lab. Two and a half hours in-person instructor contact.

Week 11 Lab: View Film: *Fire.* (104 minutes) Students will view the film collectively in a session led by the instructor. Students will answer questions about the film based on an instructor-prepared handout. Students will also be asked to link the information from the film with the information gained from course readings and from other lab sessions. Following the session, students will share their individual responses in an instructor-moderated discussion and will hand their worksheets to their instructor at the end of lab. Two hours in-person instructor contact.

Week 12 Lab: Meet with Film Guide Group. Begin topic selection process. Students will assemble with their groups. Students will begin the process of determining a film from the designated list to analyze. One person from the group (there will be approximately 10 groups in a class of 40) will report the group's short list of possible subjects on D2L. Instructor involvement will be in supervising the selection process for subjects, verifying group members' participation, and responding to and making suggestions about resources. One to two hours online instructor contact.

Week 13 Lab: Library Instruction Session. Students will sign up in advance with their groups for one of two library instructional sessions. Students will answer questions about finding resources, plagiarism, and citing sources based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion and will hand their worksheets to their instructor at the end of lab. Two hours in-person (guest) instructor contact.

Week 14 Lab: Group Work and Film Guide Project: Examine Existing Study Guides. Students will assemble with their groups. Students will view study guide material available at the Educational Resource Center (ERC). One person from the group will report to the larger group what existing guides they found useful as models for their film guide group project. Instructor involvement will be in verifying group members' participation, and responding to and making suggestions about resources and other models for completing the project. Two hours online instructor contact.

Week 15 Lab: Presentation Skills and the Film Guide Project. Students will assemble with their groups at one of two designated times. Instructor will lead a demonstration and discussion about presentation skills, including PowerPoint presentations, the use of video clips, and effective speech communication skills. Students will then discuss as a group the format, style, and division of labor for the presentation. Two hours in-person instructor contact.
April 26, 2007

To: Brenda Flannery, Assistant Vice President for Undergraduate and International Studies
From: Ron Nickerson, Chair
General Education Committee

Re: Credit Conversion Proposals: 3 - 4 credits

The General Education Committee recently reviewed several course proposals from the Anthropology and Women’s Studies departments to convert General Education courses from 3 credit courses to 4 credit courses. The Undergraduate Curriculum and Academic Policy Committee (UCAP) recommended approval of the credit conversions for the affected courses in February/March, 2007. These proposals were part of larger program redesigns in the two departments that involved both General Education and non-General Education courses.

The General Education Committee requested the opportunity to review these course proposals because we were concerned with the impact of the conversion on the General Education Curriculum. The committee also wished to see the rationale for the conversions because current General Education Guidelines stipulate that courses bearing more than 3 credits may be included in the General Education curriculum with “justification” for the additional credit hours.

The General Education Committee has struggled with these proposals for a variety of reasons ranging from a concern over the overall impact on the General Education Curriculum of converting 3 credit courses to 4 credit courses within the curriculum to ensuring that the increase in credit hours actually resulted in increased faculty to student contact hours or sufficient addition of course content/requirements for students.

The committee’s initial recommendation on these proposals was to reject the conversions because the documentation justifying the conversions that the departments supplied did not clearly show how much increased contact hours or course content/requirements for students was associated with the revised courses. The result of this recommendation would have been: a) withdrawal of the course proposals and continuing to teach them as 3 credit courses; b) conversion of the courses to 4 credits and their removal from the General Education curriculum; or c) conversion to 4 credit courses for purposes of total credits earned, but only 3 General Education credits. None of these alternatives seemed to be acceptable to all of the parties involved in the discussion.

In an uncharacteristic move to accommodate the departments, the General Education Committee chose to reconsider the proposals in question if the departments provided more explicit
documentation supporting how the credit conversion would result in increased faculty to student contact hours or increased content/requirements. This move was taken largely because the proposals arrived late in the year and the departments were largely unaware of the General Education guidelines regarding courses greater than 3 credits. Both departments provided the requested information.

At its April 25, 2007 meeting, the General Education Committee reconsidered the proposals and reluctantly voted to reverse its original recommendation. The committee recommends that the 3 to 4 credit hour conversions be allowed and that the courses be retained in the General Education curriculum for the following course proposals:

<table>
<thead>
<tr>
<th>Proposal Number</th>
<th>Department</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Women's Studies</td>
<td>WOST 110</td>
<td>Introduction to Women's Studies</td>
</tr>
<tr>
<td>70</td>
<td>Women's Studies</td>
<td>WOST 220</td>
<td>Global Perspectives on Women and Change</td>
</tr>
<tr>
<td>71</td>
<td>Women's Studies</td>
<td>WOST 225</td>
<td>Introduction to Lesbian, Gay, Bisexual and Transgender Studies</td>
</tr>
<tr>
<td>72</td>
<td>Women's Studies</td>
<td>WOST 251</td>
<td>Coming of Age: Gender &amp; Culture</td>
</tr>
<tr>
<td>77</td>
<td>Anthropology</td>
<td>ANTH 240</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>80</td>
<td>Anthropology</td>
<td>ANTH 230</td>
<td>People: An Anthropological Perspective</td>
</tr>
</tbody>
</table>

The committee requests that a copy of this memo and the attached documentation be added to the relevant course proposals as a record of the justification provided to support the conversions. The committee also voted to recommend approval of proposal #79 to convert Anthropology 102 from a 3 credit to a 4 credit course.

The General Education Committee also recommends that the Office of Academic Affairs, UCAP and the General Education and Diversity Committee work together next year to develop a better understanding of what constitutes a reasonable rationale for conversion of courses from 3 credits to 4 or more credits so that we can respond to future course proposals with greater consistency and efficiency.

cc: John Alessio, Dean, College of Social and Behavioral Sciences
    Susan Freeman, Chair, Department of Women's Studies
    Paul Brown, Chair, Department of Anthropology
    Dan Cronn-Mills, Chair, UCAP
    Gen Ed Committee Members
    Kim Pederson, Administrative Assistant, Academic Affairs