**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:** Feminist Research and Action  
**24-Char. Abbrev:** Fem. Research & Action

<table>
<thead>
<tr>
<th>Proposal #</th>
<th>Effective Date of Change</th>
<th>Academic Year</th>
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<tbody>
<tr>
<td>74</td>
<td>2006 - 07</td>
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</tbody>
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(Check all that apply):

- Undergraduate
- Graduate

- Course Designator and Number:
  - WOST 330 3
  - WOST 330 4

(Rationale or Justification for change):

The course is increasing from 3 to 4 credits with the addition of a community-based learning lab 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>
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<tbody>
<tr>
<td>N/A</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**

(Check all that apply):

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

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Grading Format:</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>X Grade X P/N</td>
<td>X Spring Semester</td>
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</table>

- 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

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 C P #.
   - 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.
a. Feminist Research and Action
Women's Studies 330
Minnesota State University, Mankato

Course Description
This course examines fundamentals of feminist research and the relationship between theory and practice. Students will engage philosophical and methodological questions about the production of knowledge; learn concrete research skills; and complete individual research/action projects. We will meet in our regular classroom for three hours each week to discuss readings, engage in learning activities, and present works-in-progress. A fourth hour each week will be dedicated to an individually determined community-based learning project; participation in the Undergraduate Research Conference, both the mandatory workshop and the conference itself, is required as well.

Course Objectives
- analyze the relationship between theory and practice in feminist research
- gain familiarity with a variety of methods used by feminist scholars
- participate in community-based learning
- plan and conduct a feminist research project with an action component
- present research at the Undergraduate Research Conference
- strengthen critical thinking, analytical writing, and effective speaking skills

Required Texts and Materials
Feminist Research Practice: Primer, ed. by Sharlene Nagy Hesse-Biber and Patricia Lina Leavy, Sage, 2006
Research Methods for Community Change: A Project-Based Approach, by Randy Stoecker, Sage, 2005
Our Bodies, Ourselves, 35th anniversary ed., by Boston Women’s Health Book Collective, 2005
My Year of Meats, by Ruth L. Ozeki, Penguin, 1998

Assignments
Students will be evaluated based on attendance/participation, class presentations, participation in community-based learning, a research project, and a final paper.

Attendance and Participation 25 points. To maximize your points in these areas, you should attend class and lab regularly and come to class prepared to discuss course materials and participate in dialogue and activities. Perfect attendance will be worth 15 points, with one point deducted for each absence. The remaining 10 points will be awarded based on the quality of participation. Were your questions and responses insightful? Did you make connections between course materials and draw on course concepts? Did you demonstrate in your participation that you were making your best effort to learn in this class?

Class Presentations. 50 points. These activities give you an opportunity to get practice with conducting research and sharing information.

Feminist Journals. 10 points. Each student will present to the class an overview of a feminist academic journal that publishes peer-reviewed, feminist scholarship. The brief presentation will address the following: length/history of publication; publication location and geographical scope of readership; availability at MSU and electronically (in print, full text online, ILL); current mission or statement of purpose; types of articles published; and an overview of the most recent issue’s contents. Please bring a copy of the table of contents to display on the overhead in class. Presentations should be between 5 and 8 minutes, and points will be awarded for accuracy, thoroughness, and effectiveness in communicating information.

Research Resources. 10 points. Each student will present to the class an overview of a resource that assists or supports research. The brief presentation should address the following: purpose of the office (as it relates to research); location—physical and online accessibility; staff; who uses the services; any news or changes. Please bring copies of brochures or literature to distribute in class, if appropriate. Presentations
should be between 5 and 8 minutes, and points will be awarded for accuracy, thoroughness, and effectiveness at communicating information.

**Campus and Community Problems.** 10 points. Each student will identify a specific problem within their community-based learning site. The student will then conduct preliminary research to find out the scope of the problem; the resources available for addressing the problem; the needs of campus and community activists to create change more effectively; and how research might contribute to solutions. Presentations should be between 5 and 8 minutes, and points will be awarded for thoughtfulness, thoroughness, and making connections between research and action.

**Feminist Articles.** 10 points. Each student will present to the class an overview of a peer-reviewed, scholarly article, published in a feminist academic journal. The brief presentation will address the following: the author's research question; the research methods s/he used; the article's conclusions; and one or more questions or critiques of the research. Presentations should be between 5 and 8 minutes, and points will be awarded for comprehension of the article, effectiveness at communicating information, and evidence of critical thinking.

**Our Bodies, Ourselves—Then and Now.** 10 points. Students will collaborate to examine the changes in *Our Bodies, Ourselves* over the years since its first newsprint edition in 1970. As we read the most recent version, we will also examine previous editions. These presentations will be collaborative, and points will be awarded for thoughtfulness, thoroughness, and evidence of critical thinking.

**Research/Activism Forum.** 25 points. Throughout the semester, you will be encouraged to consider the relationship between the personal and the political, between theory and practice, and between individuals and communities of activists and scholars. As you read My Year of Meats and as you engage in your own research projects, I want you to reflect on the personal stakes—risks, fears, disappointments, and satisfactions—involving in research and activism. On D2L, you will find a discussion thread set up for this topic. Your job as class members is to create and fill the forum with your questions, passions, ideas, and reactions. Each student will contribute at least one discussion question to the forum, using *My Year of Meats* as a point of departure; questions must be posted by the beginning of week 9. Everyone will respond to each of the discussion questions. You may complete your posts to the forum at any time during the semester. Five points will be awarded for your question. You’ll get 10 points for responding with one paragraph or more to each of the questions. The remaining 10 points will be depend on the quality of your question and responses.

**Community-Based Learning.** 50 points. Each student will identify a placement for a community-based learning experience, in consultation with the instructor, during the first week of the semester. During the semester, students will complete a minimum of 12 hours of on-site work with their selected organization or office. Upon completion of the hours, students will submit an evaluation from a supervisor, along with a self-evaluation, which will be used to award points.

**Research Project.** 100 points. Each student will participate in conducting a research project, presentation, and paper. This will involve:
- determining a focus and developing a research abstract (10 points);
- compiling a bibliography of 8-10 secondary sources (5 points);
- drafting a methodological statement (10 points);
- writing a literature review (10 points);
- preparing and giving a class presentation (10 points);
- presenting the research presentation at the campus undergraduate research conference (5 points);
- submitting a final, double-spaced, 10-12 page research paper with footnotes and bibliography in Chicago style (50 points).
Class Schedule

week 1: course overview, introductions, demystifying research, community-based learning (CBL)
  read selections from Stoecker
  CBL: meet with instructor, community-based learning supervisor, and determine CBL placement
week 2: feminism, methodology, and epistemology
  read selections from Primer; presentations on feminist journals
  CBL: begin on-site work
week 3: gender politics of knowledge production
  read selections from Primer; presentations on research resources
  CBL: on-site work
week 4: project-based participatory research
  read selections from Stoecker and Our Bodies, Ourselves; presentations on campus/community problems
  CBL: on-site work
week 5: feminist theory and research practice
  read selections from Primer and Our Bodies, Ourselves; workshop on abstracts and research designs
  CBL: on-site work
week 6: methods of research
  read selections from Primer and Our Bodies, Ourselves; workshop on research methods and human subjects
  CBL: on-site work
week 7: methods of research
  read selections from Primer and Our Bodies, Ourselves; workshop session on library resources
  CBL: on-site work
week 8: methods of research
  read selections from Primer and Our Bodies, Ourselves; workshop on literature review
  CBL: on-site work
week 9: ethics and power in research
  read selections from Primer and Stoecker; presentations on feminist articles
  CBL: on-site work
week 10: data collection and interpretation
  read selections from Primer; workshop on content analysis
  CBL: on-site work
week 11: research and community organizing
  read selections from Stoecker; peer critique of literature reviews
  CBL: on-site work
week 12: grassroots and collaborative research
  work on research project; peer critique of methodology and findings
  CBL: on-site work
week 13: presenting our research
  work on research project; class presentations of conference papers
  CBL: on-site work
week 14: University Research Conference
  work on research project; presentations and critiques of conference papers
  CBL: attend the conference
week 15: changing trends in feminist research
  read selections from Our Bodies, Ourselves; workshop and presentations on OBOS—Then and Now
  CBL: evaluations and debriefing with CBL supervisor
b. Student learning outcomes
   1. analyze the relationship between theory and practice in feminist research
   2. gain familiarity with a variety of methods used by feminist scholars
   3. participate in community-based learning
   4. plan and conduct a feminist research project with an action component
   5. present research at the Undergraduate Research Conference
   6. strengthen critical thinking, analytical writing, and effective speaking skills

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 will be taught by existing departmental faculty with expertise in the field.

e. N/A