



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 # 75
College: <u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Women's Studies</u>	<input type="checkbox"/> Graduate	Academic Year 06-07
Program: <u>N/A</u>	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>		Course Designator Number of
Proposed: <u>Change in Credits</u>		and Number Credits
Title Current: <u>Undergraduate Seminar</u>		WOST 340 3
Title Proposed: <u>Undergraduate Seminar</u>		WOST 340 4
24-Char. Abbrev: <u>Undergraduate Seminar</u>		(if applicable)

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

This course explores an advanced topic in women's and gender studies.

Rationale or Justification for change:

The course is increasing from 3 to 4 credits with the addition of a writing lab requirement.

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

<p style="text-align: center;">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> </table> <p><small>? 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.</small></p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> 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. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p style="text-align: center;">Cultural Diversity Course:</p> <p style="text-align: center;"><small>(Please check one.)</small></p> <p><input 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.)</p> <p><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.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

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

(Check all that apply):	Instructional Type: <u>Seminar</u>	Course will be offered:
<input 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 checked="" type="checkbox"/> Course is required for program	<u>BS, Women's Studies; BA, Women's Studies</u>	<input checked="" 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:		
<ol style="list-style-type: none"> 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
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*****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/words/PRA_SampSLOAssessPlan.doc
- 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>

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.



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Signature Page

Department

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


Department Chair

10/19/06
Date

Comments:

College Curriculum Committee

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

 Ph.D, UICSW
Committee Chair

10-25-06
Date

Comments:

College Dean

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


Dean

11/2/06
Date

Comments:

General Education Subcommittee

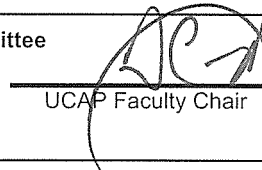
Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

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


UCAP Faculty Chair

3/1/07
Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

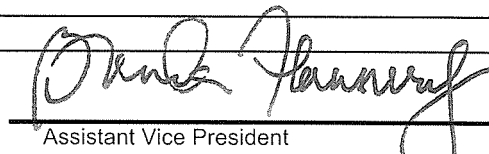
Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

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

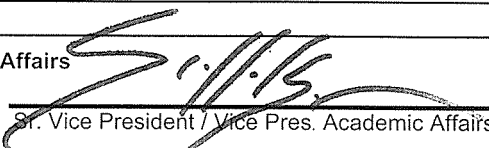

Assistant Vice President

3/12/07
Date

Comments:

Senior Vice President and Vice President for Academic Affairs

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


Sr. Vice President / Vice Pres. Academic Affairs

3/13/07
Date

Comments:

a. UNDERGRADUATE SEMINAR:
[SAMPLE TOPIC] SEX, GENDER AND THE BODY
WOMEN'S STUDIES 340
Minnesota State University-Mankato

COURSE DESCRIPTION: This course explores an advanced topic in women's and gender studies. The course requires three hours of class meetings as well as an additional one-hour writing lab each week.

SAMPLE COURSE DESCRIPTION: In the Western cultural and intellectual tradition, the body has been absent or at best subordinated to the mind or the soul in accounts of the world. The association of women with the body within this context has helped to justify their subordination within society. Feminists have responded by placing concerns with embodiment and the treatment of the body, especially women's bodies, at the forefront of theory. Representations of the body, the manner of regulating and restraining the body, the social and physical space it occupies, the lived experience we have in our bodies are some of the issues dealt with in an ever-growing body of feminist literature. In this course, we will engage many of these issues through readings in feminist theory and activities that enhance our understanding of these theories.

REQUIRED TEXTS:

Susan Bordo *Unbearable Weight* (1993)

Katie Conboy, Nadia Medina and Sarah Stanbury, eds. *Writing on the Body: Female Embodiment and Feminist Theory* (1997)

Janet Price and Margrit Shildrick, eds. *Feminist Theory and the Body* (1999)

Ophira Edut, ed. *Body Outlaws* (2003)

COURSE REQUIREMENTS:

Seminar paper (30%)

Seminar presentation (10%)

Participation in class discussion and writing labs (20%)

Weekly reaction papers (40%)

Seminar paper: The bulk of your grade will come from this work of original research and analysis on a topic related to the course. While selection of your topic is at your discretion and a reflection of your own interests, you should take time throughout the semester in consultation with me to develop your thesis. A 1-page statement of your topic with a preliminary bibliography will be due to me at the mid-term. You need not have read all the materials in the bibliography at that point; rather, it will give me a sense of the direction you are taking and will give you the time to inter-library loan any materials not readily available at the campus library. A draft of the paper will be due to me electronically the morning of your class presentation (preferably as a word file so I might insert comments electronically). Final papers will be due to me electronically (as a PDF or Word file) by the end of finals week. Final papers shall be 18-25 pages and should be well-written and edited for grammar and spelling.

Seminar presentation: All participants in the seminar will assign an article or two related to her seminar paper to the class and lead discussion on them. You will also take 5-10 minutes to briefly summarize the argument of your paper, after which we will discuss your ideas and attempt to make constructive and critical comments to aid you in your work on the final draft of your paper. Sign-ups for the presentations will be circulated after the mid-term.

Participation: During our sessions, your full attention and active participation in discussion is expected. This entails both making productive contributions and being an engaged, active listener. Toward the end of the term, I will have you assign yourself a participation grade for the class, based on your own assessment of your performance related to goals you set for yourself during our first class session. During the week following the first class session, you will write an exercise about your discussion goals.

Completion of all Writing Lab tasks will be included in assessment of the successful participation in the course.

Weekly reaction papers: Each participant will write 8 2-page weekly reaction papers discussing and responding to that week’s readings and class discussions. These papers are due on Fridays. Students will select which weeks they will compose reaction papers.

A NOTE ON ACCESS AND ACCOMODATIONS: Every attempt will be made to accommodate qualified students with disabilities. Students with documented disabilities should contact the Office of Disability Services, located in 0132 Memorial Library, telephone 507.389.2825 (V/TTY) or 800.336.2562 (TTY answering machine) and then see me early in the semester to discuss the necessary accommodations. The earlier you let Disability Services and me know, the better able we will be to assess and accommodate your needs.

A NOTE ON PLAGIARISM: Students are expected to turn in only their original work and to properly cite the use of others' ideas and writings. If you present the work of another person as your own – *whether intentionally or by accident* – you have committed plagiarism. If in doubt, ASK. Plagiarism is not only a violation of college policy, but a violation of academic integrity. I take this very, very seriously. Please make yourself acquainted with the university policies regarding plagiarism found in your student handbook. Incidents of plagiarism in this course will result in a zero for the assignment and can result in a failing grade for the semester, with due notification of your college and/or academic department.

Schedule of Readings:

week	Discussion Topic and Readings	Writing Lab	Assignment
1	Introductions; the “ideal body”; traditional theories of the body and discussion of critiques of those theories of the body <i>Readings from Price and Shildrick</i>	Writing Process and Dialogue: on-line discussion facilitated by instructor	Discussion goal-setting (see above)
2	Images we live with I <i>Readings from Bordo</i>	Writing groups formed; Library Research: group exercise and library visit	Reaction papers due on Friday: everyone must do a paper for first deadline
3	Contesting the biological body <i>Readings from Price and Shildrick</i>	Writing groups create annotated guide to WOST and course-related resources at the MSU, Mankato library	Reaction papers due on Friday
4	Images we live with II <i>Readings from Bordo; Edut</i>	“Writing to Understand”: group writing exercise with 1st reaction papers	Reaction papers due on Friday
5	Postmodern Bodies <i>Readings from Bordo; E-reserves</i>	“Writing about theory”: group writing exercises	Reaction papers due on Friday
6	Foucaultian Theory <i>Readings from Price and Shildrick; Conboy et al.; e-reserves</i>	“How to Critique”: group discussion and guideline setting	Reaction papers due on Friday
7	Phenomenology and Experience <i>Readings from E-reserves; Price and Shildrick</i>	Drafts of paper proposals and preliminary bibliographies due for	Reaction papers due on Friday

		writing group discussion	
8	Psychoanalysis and the Body <i>Readings from Conboy et al.; e-reserves</i>	"Evaluating the support for your claims": a group exercise in the logic of arguments	Reaction papers due on Friday; Proposals and preliminary bibliographies due to instructor
9	Difference Theory <i>Readings from Conboy et al.; e-reserves</i>	"Evaluating the support for your claims": discussion of research papers	Reaction papers due on Friday
10	Considering Race <i>Readings from Price and Shildrick; Conboy et al.</i>	Group exercises on constructing an argument	Reaction papers due on Friday
11	Butler and Performativity Theory <i>Readings from Price and Shildrick; Conboy et al.</i>	"The Craft of Writing": Online discussion of issues related to audience, voice, and organization	Reaction papers due on Friday
12	Contesting Sexuality <i>Readings from Price and Shildrick; Conboy et al.</i>	"The Craft of Writing": group exercises related to last week's discussion	Reaction papers due on Friday (students should have completed their 8 th reaction paper by this date)
13	Theory into practice <i>Readings from Edut; e-reserves</i>	workshop on drafts in preparation for full-class presentations weeks 14 & 15	
14	Student Presentations	"The Art of Revision": group writing exercises	Drafts due on day of presentation
15	Student Presentations	"Being your own critic": online group discussions	Drafts due on day of presentation

Final versions of the seminar papers are due to me ELECTRONICALLY by final exam date.

b. Learning Objectives

1. Students will familiarize themselves with a topical area of feminist research.
2. Students will research an issue of interest within that topical area and be able to articulate feminist positions on that issue.
3. Students will cultivate their ability to think critically with feminist thought about social and cultural issues.

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 on the topic offered.

e. N/A