

FACULTY REQUEST FOR WOMEN'S & GENDER STUDIES (WGS) COURSE DESIGNATION

I. Policies

Faculty members who teach (or plan to teach) courses in their home departments that fulfill at least one Program Learning Outcome (PLO) for Women's and Gender Studies (WGS) are encouraged to apply to the Women's and Gender Studies Program Steering Committee (WGSPSC) for the course to earn WGS credit following the procedures (section II) and application form (section III) in this document. WGS credit can be approved permanently (with the course being cross-listed as a WGS course) or temporarily designated for WGS credit (one semester at a time).

A. Designated WGS Courses

Faculty members thinking of developing a new course or with an existing course focused on women's issues, gender, and/or feminism are encouraged to consult with the WGSPSC by contacting the WGS Director. Such consultation can save time and assist faculty in developing or revising a course that meets WGS PLOs while at the same time meeting departmental and/or GE requirements.

Faculty members proposing new courses for WGS designation are encouraged to submit the course for simultaneous review by WGSPSC and their home department, and obtain the signature of the chair of LA/W/S on the curricular approval forms that go to the appropriate curriculum committees.

Usually, WGS designated courses will carry the number from their home department and then be assigned the WGS attribute in the course search system. Courses that carry the WGS attribute will be scheduled through their home department in consultation with the director of Women's and Gender Studies to avoid scheduling conflicts that can adversely affect students' access to the course.

In cases where the course serves a requirement for the WGS concentration and/or major, the course may be either officially double-numbered, e.g. WOMN 215/SOC 315 or the course may carry a WOMN and LAWS prefix (the latter in cases where the course meets both Latin American Studies and Women's and Gender Studies requirements).

In case of staffing changes or substantive alterations of course content for a WGS designated course, the WGS course must be resubmitted to the WGSPSC for continued WGS designation. The rationale for this resubmission is that, because WGS PLOs are not necessarily included in a course's catalog copy, it may be possible to teach a version of the course that meets the catalog description and home department PLOs but fails to meet WGS's PLOs. Therefore, all WGS courses are subject to regular review and assessment.

B. Temporarily Designated WGS Courses (for a specific faculty member/ semester)

Special topics courses and courses offered by multiple faculty can be approved for WGS credit for a semester at a time. The faculty member proposing such a course for WGS designation for a specific semester should submit a proposal to the WGSPSC prior to the semester in which the course will be offered. The proposal must follow the procedures outlined in section II below. When a special topics course or a course offered by multiple faculty members acquires WGS designation for a semester through a faculty proposal, individual students in the course who seek to earn WGS credit must submit a Course Substitution Form with the appropriate dean(s).

C. Program Learning Outcomes (PLOs)

Designated WGS courses and Temporarily Designated WGS courses must contribute to at least one of the WGS Program Learning Outcomes listed below. We do not expect any given course to fulfill all WGS PLOs, but every faculty member must be able to articulate how their course helps students make progress towards at least one of those outcomes.

PLO #1: Articulate an understanding of and demonstrate the ability to critique human experiences in relationship to gender and the evolution of gender in specific historical, social, and cultural contexts.

After taking courses that support PLO #1, which corresponds with the major distribution area historical knowledge (A), students will be able to demonstrate that they can

- ✓ Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality;
- ✓ Comprehend the impact of gender and women's experiences on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives in geographical settings;
- ✓ Demonstrate knowledge of the history of women's studies as an academic discipline, with an understanding of its growth and relation to the fields of gender and sexuality studies;
- ✓ Articulate a critical appreciation of the richness and diversity of gender expressions and feminisms;
- ✓ Articulate theoretical perspectives relevant to feminist theories;
- ✓ Explain relationships between feminist theory and practice.

PLO #2: Articulate an understanding of the complexity of power structures and modes of authority, especially as they pertain to structural and institutional modes of power and oppression.

After taking the courses that support PLO #2, which corresponds to the major distribution area social and behavioral sciences (B), students will be able to:

- ✓ Demonstrate an understanding of cross-cultural studies of gender;
- ✓ Articulate an understanding of intersectionality between gender and other modes of oppression;
- ✓ Determine how various types of research tools and social/behavioral science research methods are used to study the human experience and gender;
- ✓ Perform an institutional, structural, and behavioral analysis of gender and/or women's lives;
- ✓ Articulate theoretical perspectives relevant to feminist theories;
- ✓ Explain relationships between feminist theory and practice.

PLO #3: Demonstrate a broad and interdisciplinary understanding of the methods women and the marginalized have employed to achieve self-expression, voice, and visibility, and to exercise agency.

After taking the courses that support PLO #3, which corresponds to the major distribution area expressions and representations (C), students will be able to:

- ✓ Demonstrate through analysis and/or practice their understanding of ways in which artistic works (i.e. literature, music, and the visual arts) expose the reality of gender-based human experiences;

- ✓ Demonstrate through analysis and/or practice their understanding of ways in which artistic works have been created to express gender-based social and/or political views, issues of sexuality, and the relationship between the personal and the political;
- ✓ Articulate theoretical perspectives relevant to feminist theories;
- ✓ Demonstrate through analysis and/or practice the relationship between feminist and/or queer theories and practices.

II Procedures

Each WGS designated/ temporarily designated course must contribute to at least one Program Learning Outcome. Therefore, faculty proposing a course for WGS designation/ temporary designation must complete the form in Part III, including the explanation for how the course meets at least one PLO. The course syllabus must include at least one WGS PLO. **Faculty are encouraged to request guidance from the WGS Program Director as to which PLOs best match their course design.**

The Women's and Gender Studies Program Steering Committee (WGSPSC), a committee comprised of the director of Women's and Gender Studies and at least three elected representatives from the Women's and Gender Studies faculty, will review all proposals. Proposals submitted at least one week in advance of a scheduled WGSPSC meeting normally will be reviewed at that meeting; otherwise, they will be placed on the agenda for review at the next meeting.

Faculty members whose proposed courses are approved will receive an email/ letter of notification that will also be copied to the chair of that faculty member's home department. The WGS director will also notify the assistant dean of the relevant college and the chair of the home department when a course has been approved for cross-listing to request that the WGS attribute be listed for the course.

In cases where WGS designation/ temporary designation is denied, the WGS director will offer to meet with the faculty member to outline the concerns and offer advice on how the course might be revised to qualify for future designation.

All faculty members teaching a newly designated WGS course are expected to present the course to the WGS faculty at its semi-annual meeting in May or August. Faculty members with temporarily designated WGS courses will be invited to present the course to the WGS faculty at its semi-annual meeting in May or August. This process provides both new WGS faculty and more experienced WGS faculty the opportunity to become aware of new curricular developments, eliminate potential course overlaps, and explore points of productive connection with other courses.

Once a course has been granted a WGS designation/ temporary designation the faculty member must inform students that the course is listed as a WGS course or is available as a substitute course for WGS credit, both by placing a notification on the syllabus and by including the relevant WGS PLO(s) on the syllabus. The WGS director will provide faculty with an updated statement for inclusion on each WGS syllabus prior to the beginning of classes.

III Application for WGS Designation or Temporary Designation

Name of instructor:

Instructor's Home department:

E-mail:

Phone:

Course for review (title or description if not yet titled):

Home department for the course:

Check as applicable:

☐ **Is this course an existing catalogued course?**

If yes, list prefix and course number:

☐ **Is this course currently listed with a WS attribute?**

☐ **Yes**

☐ **No**

☐ **Is this course a special topics course?**

☐ **No**

☐ **If yes, list prefix and course number** (e.g., HIST 384 ST: Women in Ancient Athens)

- ☐ **Is this course to be catalogued as a new course?**
 - ☐ **If yes, list prefix and course number**
 - ☐ **I have attached curriculum review materials**
 - ☐ **I plan to catalog the course, but have not yet completed the curriculum review paperwork**
- ☐ **Syllabus is attached.** (Note that a syllabus must include a course description and relevant PLOs, in addition to a reading list, an outline of assignments, and a course plan.) *If the syllabus lacks any of those features, please complete the form below. If the syllabus is already complete, you may skip to the section of the form marked “REQUIRED.”*
- ☐ **Course description** (include only if syllabus is not attached and/or lacks a course description)
- ☐ **Reading list** (please note on the syllabus or on this form which of the readings are feminist readings and how their assignment will contribute to one or more WS PLOs)
- ☐ **Assignment list** (include only if you have not attached a syllabus or if the syllabus lacks a list and description of graded assignments).
- ☐ **Course plan** (include only if you have not attached a syllabus or if the syllabus lacks a calendar/course plan)

REQUIRED: Explain how your course meets at least one of the following PLOs, which serve as our primary criteria in deciding to approve a WS designation:

PLO #1: Articulate an understanding of and demonstrate the ability to critique human experiences in relationship to gender and the evolution of gender in specific historical, social, and cultural contexts.

After taking courses that support PLO #1, which corresponds with the major distribution area historical knowledge (A), students will be able to demonstrate that they can

- √ Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality;

- ✓ Comprehend the impact of gender and women's experiences on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives in geographical settings;
- ✓ Demonstrate knowledge of the history of women's studies as an academic discipline, with an understanding of its growth and relation to the fields of gender and sexuality studies;
- ✓ Articulate a critical appreciation of the richness and diversity of gender expressions and feminisms;
- ✓ Articulate theoretical perspectives relevant to feminist theories;
- ✓ Explain relationships between feminist theory and practice.

PLO #2: Articulate an understanding of the complexity of power structures and modes of authority, especially as they pertain to structural and institutional modes of power and oppression.

After taking the courses that support PLO #2, which corresponds to the major distribution area social and behavioral sciences (B), students will be able to:

- ✓ Demonstrate an understanding of cross-cultural studies of gender;
- ✓ Articulate an understanding of intersectionality between gender and other modes of oppression;
- ✓ Determine how various types of research tools and social/behavioral science research methods are used to study the human experience and gender;
- ✓ Perform an institutional, structural, and behavioral analysis of gender and/or women's lives;
- ✓ Articulate theoretical perspectives relevant to feminist theories;
- ✓ Explain relationships between feminist theory and practice.

PLO #3: Demonstrate a broad and interdisciplinary understanding of the methods women and the marginalized have employed to achieve self-expression, voice, and visibility, and to exercise agency.

After taking the courses that support PLO #3, which corresponds to the major distribution area expressions and representations (C), students will be able to:

- ✓ Demonstrate through analysis and/or practice their understanding of ways in which artistic works (i.e. literature, music, and the visual arts) expose the reality of gender-based human experiences;
- ✓ Demonstrate through analysis and/or practice their understanding of ways in which artistic works have been created to express gender-based social and/or political views, issues of sexuality, and the relationship between the personal and the political;
- ✓ Articulate theoretical perspectives relevant to feminist theories;
- ✓ Demonstrate through analysis and/or practice the relationship between feminist and/or queer theories and practices.

Please indicate which course readings and assignments will help students achieve any of the outcomes you may have identified above.