# Curriculum Proposal

## WSGS 15-16 #11

### Packet Contents

1. **Summary**

### Course Modification

1.2 Change all course prefix’s from WSGS to GWS

1.4 WSGS 2223 Men’s Issues (3 credits) to GWS 2223; description change

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<th>Lib Ed Goal Areas 5 &amp; 7 (Add Goal 5)</th>
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1.10 WSGS 3100 Topics in Women’s Studies Gender Studies (3 credits) to GWS 3100 Topics in Gender and Women’s Studies

1.12 WSGS 3220 Gender Politics (3 credits) to GWS 3100; description and prerequisite change

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<tr>
<th>Add Lib Ed Goal Areas 7 &amp; 9</th>
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1.19 WSGS 3330 International Gender Issues (3 credits) to GWS 3330; description and prerequisite change

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<tr>
<th>Add Lib Ed Goal Area 8</th>
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1.23 WSGS 3850 Feminist Theories and Practice (3 credits) to GWS 3850 Sex, Gender and Power: Theories and Practice; description and prerequisite change

### New Course

1.25 GWS 1100 Introduction to Gender Studies (3 credits)

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<tr>
<th>Lib Ed Goal Areas 7 &amp; 9</th>
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### Program Modification

1.29 Women’s Studies Gender Studies minor to Gender and Women’s Studies minor

### Signatures
BSU Curriculum Forms
Form 1
Curriculum Modification Summary
College: Arts and Sciences
Department: Integrative Program: Women’s Studies Gender Studies
Proposer: Dr. Carla Norris-Raynbird
Proposer’s position: Director of Women’s Studies Gender Studies
Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

1) Change integrative program name from Women’s Studies Gender Studies to Gender and Women’s Studies.
2) Change all integrative program course prefixes from WSGS to GWS.
3) Change course titles
   a. From WSGS 3850 Feminist Theories and Practice to GWS 3850 Sex, Gender, and Power.
   b. From WSGS 3100 Topics in Women's Studies Gender Studies to GWS 3100 Topics in Gender and Women’s Studies.
4) Change all course descriptions to reflect Prefix change; and select courses to reflect lib ed goal area changes and pre-requisite changes.
5) Create 1000 level introductory course and seek inclusion in liberal education goal areas 7 and 9.
6) Change list of required core courses
   a. Remove SOC 3270 Intersections of Sexuality and Gender from core and place in electives.
   b. Add GWS 1100 course to list of required core courses.
7) Add prerequisite to following courses: WSGS 3220 Gender Politics, WSGS 3330 International Gender Issues, WSGS 3850 Feminist Theories and Practice.
8) Add liberal education goal area 5 to WSGS 2223 Men’s Issues.
9) Add liberal education goal areas 7 and 9 to WSGS 3220 Gender Politics.
10) Add liberal education goal area 8 to WSGS 3330 International Gender Issues.
11) Add INST 3888 Indigenous Women Writers as an elective in the minor.

Modifications proposed (specify number of each):
   _6_ Course Modification(s) (form 2)
   _1_ New Course(s) (form 3)
   _4_ Course Drop(s) (form 4)
   _1_ Program Modification(s) (form 5)
   _6_ New Program(s) (form 6)
   _1_ Program Drop(s) (form 7)

The modifications affect (check):
   _X_ Liberal Education
   _X_ Undergraduate Curriculum
   ___ Graduate Curriculum
   ___ Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: All GSWS courses
   Graduate: 
Proposed Course Number(s), if different:
   Undergraduate: Change all courses to the prefix of GWS
   Graduate: 

Current Course Title:
Proposed Course Title, if different:

Current Course Description:
Proposed Course Description, if different:

Current Credits:
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: 
   Graduate: 
Proposed Prerequisite(s), if different:
   Undergraduate: 
   Graduate: 

1) Reason(s) for change(s):
   Gender and Women’s Studies more accurately reflects current shifts in the discipline toward a broader understanding of and study of gender. Current trends in the discipline move well away from traditional dichotomies of sex and gender toward an array of sexualities and gender identities. The body of literature and course topics also reflect this shift. While ‘Gender Studies’ includes women’s studies, it is thought that Women’s Studies has a recognition factor and an historical distinctness about this area of study that warrants inclusion of it in the title of the program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _____ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No _____
   Major Content Areas Yes _____ No _____
   Projected Maximum Class Size (Cap) Yes _____ No _____
4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where
this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
catalog(s),
   b) click on “Areas of Study, and Course Descriptions;”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on ________
date) by ____________________ (mail, email, or phone).

Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of
   the notification.

   ______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: WSGS 2223
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate: GWS 2223
  Graduate:

Current Course Title: Men’s Issues
Proposed Course Title, if different:

Current Course Description:
An exploration of the theoretical and social construction of masculinities. Hegemonic masculinity is examined in an attempt to understand the challenges it has created for men, women, and children. Students engage in reading, writing, and conversations about how gender and masculinity shape and impact relationships, family, work, education, and society. Personal beliefs and values related to masculinity are also addressed. Liberal Education Goal Area 7.

Proposed Course Description, if different:
An exploration of the theoretical and social construction of masculinities. Hegemonic masculinity is examined in an attempt to understand the challenges it has created for men, women, and children. Students engage in reading, writing, and conversations about how gender and masculinity shape and impact relationships, family, work, education, and society. Personal beliefs and values related to masculinity are also addressed. Liberal Education Goal Areas 5 & 7.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
Proposed Prerequisite(s), if different:

1) Reason(s) for change(s):

This course meets the outcomes for Goal Area 5 and will provide more opportunities for students in fulfilling this requirement.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ☐ No ☐ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

- Student Learning Outcomes: Yes _____ No ___ X__
- Major Content Areas: Yes _____ No ___ X__
- Projected Maximum Class Size (Cap): Yes _____ No ___ X__

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:

   Teacher Licensure programs:

   Liberal Education: **Goal Areas 5 & 7**

The above “service area” programs/departments were notified of this modification on 4-17-15 (date) by EMAIL_________________ (mail, email, or phone).

Please check one of the items below:

- ✔️ No comments were received from other programs or departments within one week of the notification.
- ______ Comments were received within one week of the notification, and are attached.
GWS 2223 - MENS ISSUES

INSTRUCTOR
Randall B. Ludeman, Ph.D.  * Office Hours By Appointment
Residential Life – Walnut Hall
755-3750 (office)  * Class Meets:
rludeman@bemidjistate.edu  * Location:

REQUIRED TEXTBOOK

COURSE DESCRIPTION
This course is an exploration of the theoretical and social construction of masculinities. Hegemonic masculinity is examined in an attempt to understand the challenges it has created for men, women, and children. Students engage in reading, writing, and conversations about how gender and masculinity shape and impact relationships, family, work, education, and society. Personal beliefs and values related to masculinity are also addressed. Liberal Education Goal Areas 5 & 7.

LEARNING OUTCOME GOALS
• Examine and identify frameworks for understanding men & masculinity (LE 5C, 5D, 7A&B)
• Summarize theoretical perspectives on males and gender (LE 5A, 5B, 7A&B)
• Critically examine and explain hegemonic masculinity and the challenges it has created for men, women, and children (LE 2A&C, 5E, 5F, 7C-H)
• Explore and articulate contemporary men’s issues (LE 5G, 5H, 7J)
• Identify personal beliefs and values related to masculinity (LE 2B&D, 7E-H)

LEARNING PHILOSOPHY
This is a seminar course; a course where we all will both teach and learn. We will challenge each other and ourselves by critically examining the social construction of masculinity and gender. Much of our learning success will depend on your participation in discussions and engagement in your reading and writing.

GRADING
• Class Attendance & Participation 150 points  A = 450 to 500 total points
• Essays (10 points each x 10 essays) 100 Points  B = 400 to 449 total points
• Discussion Starters (50 points each) 100 points  C = 350 to 399 total points
• Term Paper & Presentation 150 points  D = 300 to 349 total points
  Total Possible Points 500 points  F = 299 or fewer total points

ESSAYS
You will complete up to twelve (12) essays in response to a set of questions provided to you. There are a total of twelve possible essays – ten are required. If you complete all twelve there will be extra credit points. These essays are due by the start of class on the dates listed in the course schedule. Essays must be typed and should be a minimum of one page. Please do not complete the essay questions until the week they are due as you will be expected to incorporate class discussions and readings into your answers. You should submit your essays electronically as an attachment to an email, following the expectations above.
DISCUSSION STARTERS
You will each choose two of the class sessions in the schedule for which you will be responsible for leading the class discussion. On those dates, you will submit a two-page paper that summarizes the content of the articles read for that class session. You will present your paper and facilitate the discussion that follows.

TERM PAPER & CLASS PRESENTATION
You will research a contemporary men’s issue, complete a paper, and present a brief summary of findings to the class. Included in your paper and presentation should be your recommendations regarding a solution to problems created by the issue (recommended social change). Students will need to obtain my approval for the topic of their paper by the fourth week of class.

The paper:
1) Minimum of five double-spaced pages
2) Include a minimum of three references
3) APA Publication Style

The presentation:
1) Five minute summary of paper
2) Include recommendations for social change

CLASS EXPECTATIONS
• You will be expected to use your BSU student email account for class assignments and communication.
• You are expected to attend every class session. Absences should be approved in advance and will count against your points for attendance.
• You are expected to participate in class discussions. Please be open about your feelings and share them with others.
• You are expected to have read the assigned readings prior to the class sessions.
• You are expected to complete and submit all essays on the date requested. Exceptions MUST be approved in advance.
• You are expected to turn in your paper on time and prepare for your presentation. Exceptions MUST be approved in advance.
• Cell phones, etc. must not interrupt the class.

ACADEMIC INTEGRITY
BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure of part or all of a course as well as referral to the Student Conduct System.

The Americans with Disabilities Act
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Bangsberg Hall, Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. These accommodations are also available through the Minnesota Relay Service at 1-800-627-3529.
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<tr>
<th>Week 1 – <strong>COURSE INTRODUCTION</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Introductions, Class Outline, Learner Outcomes, Course Expectations</td>
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<tr>
<td><strong>Thursday</strong> – Kimmel Video: “Mars, Venus, or Planet Earth” (HQ1075.M52 2008)</td>
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<tr>
<th>Week 2 – <strong>PERSPECTIVES ON MASCULINITIES</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Introduction; Articles 1 &amp; 2</td>
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<td><strong>Thursday</strong> – Articles 4 &amp; 5</td>
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<th>Week 3 – <strong>BOYHOOD</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Articles 7, 8 &amp; 10</td>
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<td><strong>Thursday</strong> – Video: “Boys Will Be Men” (BF692.5.B69 2001)</td>
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<th>Week 4 – <strong>COLEGIAN MASCULINITIES: PRIVILEGE &amp; PERIL</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Articles 11 &amp; 12</td>
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<td><strong>Thursday</strong> – Articles 13 &amp; 14</td>
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<th>Week 5 – <strong>MEN &amp; WORK</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Articles 15 &amp; 16</td>
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<th>Week 6 – <strong>MEN &amp; HEALTH</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Articles 19 &amp; 20</td>
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<th>Week 7 – <strong>MEN IN RELATIONSHIPS</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Articles 24 &amp; 25</td>
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<tr>
<th>Week 8 – <strong>MALE SEXUALITIES</strong></th>
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<tr>
<td><strong>Tuesday</strong> – Articles 28, 29 &amp; 30</td>
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<tr>
<th>Week 9 – <strong>MALE SEXUALITIES (cont.)</strong></th>
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*Readings should be completed prior to class for which the reading is listed.*
• Tuesday – Video: “Finding Our Way”
• Thursday – Video: “The Bro Code”

Week 10 – MEN IN FAMILIES
• Tuesday – NO CLASS (work on papers)
• Thursday – Articles 33 & 34
  * DISCUSSION STARTER
  -- Articles 35 & 36
  * DISCUSSION STARTER

* Essay #8 due

Week 11 – MASCULINITIES IN RELIGION
• Tuesday – Articles 37 & 38
  * DISCUSSION STARTER
• Thursday – Articles 39 & 40
  * DISCUSSION STARTER

* Essay #9 due

Week 12 – MASCULINITIES IN THE MEDIA & POPULAR CULTURE
• Tuesday – NO CLASS – VETERAN’S DAY
• Thursday – Articles 41 & 42
  * DISCUSSION STARTER
  -- Articles 43 & 44
  * DISCUSSION STARTER

* Essay #10 due

Week 13 – VIOLENCE & MASCULINITIES
• Tuesday – Video “Tough Guise” (part 1/ discuss)
• Thursday – Video “Tough Guise” (part 2 & discuss)
  * DISCUSSION STARTER

* Essay #11 due

Week 14 – NO CLASS – FALL BREAK!!

Week 15 - VIOLENCE & MASCULINITIES and THE FUTURE
• Tuesday – Articles 46, 47 & 49
  * DISCUSSION STARTER
• Thursday – Articles 52 & 53
  * DISCUSSION STARTER

* Essay #12 due

Week 16 –
• Tuesday - FINAL PRESENTATIONS
  **FINAL PAPERS DUE
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate: WSGS 3100
Graduate:
Proposed Course Number(s), if different:
Undergraduate: GWS 3100
Graduate:

Current Course Title: Topics in Women’s Studies Gender Studies
Proposed Course Title, if different: Topics in Gender and Women’s Studies

Current Course Description:
Diverse topics encompass an international range of gendered experiences and may include sources from literature, law, history, myth/religion, psychology, sociology, philosophy, theology, and the visual arts. Topics may include: myths and spirituality; mother, daughter, self; writing women’s lives; art, erotica, and pornography in American Culture; reproductive freedom; Indigenous women’s issues; sexualities and difference in America. May be taken for credit under different subtitles.

Proposed Course Description, if different:

Current Credits: 3 credits
Proposed Credits, if different:

Current Prerequisite(s): NA
Proposed Prerequisite(s), if different:

1) Reason(s) for change(s):
Program curriculum revision

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes       Yes _____ No ___X___
   Major Content Areas            Yes _____ No ___X___
   Projected Maximum Class Size (Cap) Yes _____ No ___X___
4) Current Course fee(s) per student: $NA
for:
Proposed Course fee(s) per student, if different: $NA
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where
this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: NA
   Teacher Licensure programs: NA
   Liberal Education: NA

The above “service area” programs/departments were notified of this modification on ________
(date) by _____________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of
the notification.

______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate: WSGS 3220
Graduate:
Proposed Course Number(s), if different:
Undergraduate: GWS 3220
Graduate:

Current Course Title: Gender Politics
Proposed Course Title, if different:

Current Course Description:
An examination of the capacity of political thought and action among women and men. Students explore how women and men approach the public sphere, and their identification with particular parties in the United States. Political issues are further examined by looking at the ways in which men and women understand political thinking and how they evaluate issues and candidates. In an attempt to go beyond conventional understandings of political engagement and leadership, students will discuss what it means to engage in contested forms of political interpretation, how the public and private sphere is politicized, and how a discussion of politics is intimately related to politics of the body. (Might not be offered every year)

Proposed Course Description, if different:
This course will include examination of the capacity of political thought and action among women and men. Students explore how women and men approach the public sphere, and their identification with particular parties in the United States. Political issues are further examined by looking at the ways in which men and women understand political thinking and how they evaluate issues and candidates. In an attempt to go beyond conventional understandings of political engagement and leadership, students will discuss what it means to engage in contested forms of political interpretation, how the public and private sphere is politicized, and how a discussion of politics is intimately related to politics of the body. Prerequisite: GWS 1100. Liberal Education Goal Areas 7 & 9.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
Proposed Prerequisite(s), if different: GWS 1100 Introduction to Gender Studies

1) Reason(s) for change(s):
This course meets the outcomes for Goal Areas 7 & 9 and will provide more opportunities for students in fulfilling these requirements. Prerequisite is necessary to provide a broader foundational base of gender and women’s studies to prepare students for the higher level courses in the minor.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___x__  No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes _____ No __x___
   - Major Content Areas Yes _____ No __x___
   - Projected Maximum Class Size (Cap) Yes _____ No __x___

4) Current Course fee(s) per student: $ 
   Proposed Course fee(s) per student, if different: $ 
   for: ____________________________

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   - go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   - click on “Areas of Study, and Course Descriptions,”
   - click on “PDF of Entire Catalog” in upper right,
   - press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

Teacher Licensure programs:

Liberal Education:  **Goal Areas 7 & 9**

The above “service area” programs/departments were notified of this modification on 4-17-15 & 11.06.15 (date) by ______EMAIL_________ (mail, email, or phone).

Please check one of the items below:

___ ✔  No comments were received from other programs or departments within one week of the notification.

____  Comments were received within one week of the notification, and are attached.
WSGS 3220 - GENDER POLITICS

INSTRUCTOR
Randall B. Ludeman, Ph.D. * Office Hours By Appointment
Residential Life – Walnut Hall * Class Meets:
755-3750 (office) rludeman@bemidjistate.edu

REQUIRED TEXTBOOK:
Gender and American Politics, Tolleson-Rinehart and Josephson, 2005
* supplemental readings will be provided by instructor

COURSE DESCRIPTION
This course will include examination of the capacity of political thought and action among women and men. Students explore how women and men approach the public sphere, and their identification with particular parties in the United States. Political issues are further examined by looking at the ways in which men and women understand political thinking and how they evaluate issues and candidates. In an attempt to go beyond conventional understandings of political engagement and leadership, students will discuss what it means to engage in contested forms of political interpretation, how the public and private sphere is politicized, and how a discussion of politics is intimately related to politics of the body. Prerequisite: GWS 1100. Liberal Education Goal Areas 7 & 9.

LEARNING OUTCOME GOALS:
• Analyze the placement of men and women in organizations (LE 7A, 7B, 7C, 9A, 9D, 9E).
• Analyze the politics of the body (LE 7D, 9B, 9C).
• Critically examine how organizational placement and interpretations of the body impacts the social environment (LE 2A&C, 7D, 9B).
• Compare and contrast critical feminist, socialist feminist, and cultural feminist interpretations of politics of the body (LE 2A-D, 7E, 9B).

LEARNING PHILOSOPHY
This is a seminar course where we all will both teach and learn. We will challenge each other and ourselves by critically examining the political arena as related to gender. Much of our learning success will depend on your participation in discussions and engagement in your reading and writing.

GRADING:
<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Essays (10 points each x 10 essays)</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Starters (50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Term Paper &amp; Presentation</td>
<td>150</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>500</td>
</tr>
</tbody>
</table>

A = 450 to 500 total points
B = 400 to 449 total points
C = 350 to 399 total points
D = 300 to 349 total points
F = 299 or fewer total points

GRADED DELIVERABLES:
ESSAYS:
You will complete ten (10) essays in response to a set of questions provided to you. These essays are due by the start of class on the dates listed in the course schedule. Essays must be typed and should be a
minimum of one page. Please do not complete the essay questions until the week they are due. You should submit your essays electronically as an attachment to an email or in D2L, following the expectations above.

DISCUSSION STARTERS:
You will choose THREE (3) of the class sessions in the schedule for which you will be responsible for leading the class discussion. On those dates, you will submit an outline that summarizes the content of the article(s) read for that class session, as well as your questions you plan to use to generate the class discussion.

RESEARCH PAPER:
You will research a topic in gender politics, complete a paper, and present a brief summary of findings to the class. The topic should be centered on the placement of men and women in organizations and/or some issue of the politics of the body. You should also plan to analyze the issue you present through the lens of a feminist theory perspective presented in the course materials. Included in your paper and presentation should be your recommendations regarding a solution to problems created by the issue (recommended social change). Students will need to obtain instructor’s approval for the topic of their paper by the fourth week of class.

The paper:
1) Minimum of seven double-spaced pages
2) Include a minimum of three references
3) APA Publication Style

The presentation:
1) Five minute summary of paper
2) Include recommendations for social change

CLASS EXPECTATIONS:
• You will be expected to use your BSU student email account for class assignments and communication.
• You are expected to attend every class session. Absences should be approved in advance and will count against your points for attendance.
• You are expected to participate in class discussions. Please be open about your feelings and share them with others.
• You are expected to have read the assigned readings prior to the class sessions.
• You are expected to complete and submit all essays on the date requested. Exceptions MUST be approved in advance.
• You are expected to turn in your paper on time and prepare for your presentation. Exceptions MUST be approved in advance.
• Cell phones, etc. must not interrupt the class.

ACADEMIC INTEGRITY:
BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure of part or all of a course as well as referral to the Student Conduct System.

The Americans with Disabilities Act
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Bangsberg Hall, Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. These accommodations are also available through the Minnesota Relay Service at 1-800-627-3529.
**COURSE SCHEDULE**

*Readings should be completed prior to class for which the reading is listed. Articles listed not from book are posted in “content” on D2L site.*

**Week 1 – COURSE INTRODUCTION**
- Thursday
  - Introductions, Class Outline, Learner Outcomes, Course Expectations
  - Choose Discussions Starter Dates
  - Introduction to Gender Politics
    ** Read the following on D2L:
    - “Variety of Feminisms”
    - “Feminist Theory” (PowerPoint)

**Week 2 – POLITICAL BEHAVIOR**
- Tuesday
  - Book Article 2: DISCUSSION STARTER
  - Book Article 3: DISCUSSION STARTER
- Essay #1 due
- Thursday
  - Book Article 4: DISCUSSION STARTER
  - Book Article 5: DISCUSSION STARTER

**Week 3 – POLITICAL BEHAVIOR**
- Tuesday
  - Video: “The Contender” (part 1)
  - Essay #2 due
- Thursday
  - Video: “The Contender” (part 2)

**Week 4 – PUBLIC POLICY**
- Tuesday
  - Book Article 6: DISCUSSION STARTER
  - Book Article 7: DISCUSSION STARTER
  - Essay #3 due
- Thursday
  - Book Article 8: DISCUSSION STARTER
  - Book Article 9: DISCUSSION STARTER

**Week 5 – PUBLIC POLICY**
- Tuesday
  - Video: “If These Walls Could Talk” (part 1) * graphic content
  - Essay #4 due
- Thursday
  - Video: “If These Walls Could Talk” (part 2) * graphic content
    - DISCUSSION STARTER

**Week 6 – INSTITUTIONS**
- Tuesday
  - Book Article 10: DISCUSSION STARTER
- Book Article 11: DISCUSSION STARTER
- Essay #5 due

• Thursday
  - Book Article 12: DISCUSSION STARTER
  - Book Article 13: DISCUSSION STARTER

Week 7 – INSTITUTIONS
• Tuesday
  - Video: “Milk” (part 1)

• Thursday
  - Video: “Milk” (part 2)

Week 8 – GENDER AND POLITICAL LAW
• Tuesday
  - Article – “Equal Pay Act of 1963”
  - DISCUSSION STARTER
  - Article – “Fifty Years After the Equal Pay Act”
  - DISCUSSION STARTER
  - Essay #6 due

• Thursday
  - Article – “Don’t Ask, Don’t Tell”
  - DISCUSSION STARTER
  - Article – “Senate Repeals Ban Against Openly Gay Military Personnel”
  - DISCUSSION STARTER

Week 9 – BREAK
- Read articles in “Resources for Paper” folder on D2L

Week 10 – GENDER AND POLITICAL LAW
• Tuesday
  - Video: “North Country” (part 1)

• Thursday
  - Video: “North Country” (part 2)
  - DISCUSSION STARTER

Week 11 – GENDER AND POLITICAL LAW
• Tuesday
  - Article – “Sexual Harassment”
  - DISCUSSION STARTER
  - Article – “Gay Candidates Gain Acceptance”
  - DISCUSSION STARTER
  - Essay #7 due

• Thursday
  - Article – “Women’s Liberation – Gloria Steinem”
  - DISCUSSION STARTER
  - Article – “Transgender: the Challenge to Feminist Politics”
  - DISCUSSION STARTER
  - Article “Transgender.pdf”
- DISCUSSION STARTER

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<tr>
<th>Week 12 – GENDER AND POLITICAL LAW</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>- Article – “Supreme Court - DOMA”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
</tr>
<tr>
<td>- Article – “Supreme Court Bolsters Gay Marriage with Two Major Rulings”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
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<tr>
<td>- Essay #8 due</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>- DISCUSSION STARTER</td>
</tr>
<tr>
<td>- Article – “Campus SAVE Act”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
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<tr>
<th>Week 13 – POLITICS OF THE BODY</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>- Article “Body Politics #1”</td>
</tr>
<tr>
<td>- DISCUSSION STARTER</td>
</tr>
<tr>
<td>- Article “Sex/Human Trafficking”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
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<tr>
<td>- Essay #9 due</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>- Article - “What Happens When We Don’t Need Women’s Bodies for Gestation?”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
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<tr>
<td>- Article - “The Politics of Reproductive Rights”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
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<tr>
<th>Week 14 – POLITICS OF THE BODY</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>- Video: “12 Years a Slave”</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>- Video: “12 Years a Slave”</td>
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<tr>
<th>Week 15 – GENDER POLITICS AND THE FUTURE</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>- Article – “Madame President”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
</tr>
<tr>
<td>- Article – “How Hillary Clinton Can Become America’s First Female President”</td>
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<tr>
<td>- DISCUSSION STARTER</td>
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<tr>
<td>- Essay #10 due</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>** PRESENTATIONS</td>
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<tr>
<td>** FINAL PAPERS DUE</td>
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<tr>
<th>Week 16 – NO CLASS WEEK</th>
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</thead>
</table>

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BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s): GWS 3330
   Undergraduate:
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: International Gender Issues
Proposed Course Title, if different:

Current Course Description: An examination of gender issues from an international perspective, with particular emphasis on both distinguishing national practices and analyzing connections between these practices. This course explores the cultural construction and representation of gender, and also focuses on the way in which gender contributes to economic and cultural inequality. Students use a comparative international framework to evaluate the relation between gender and global issues. (Might not be offered every year)

Proposed Course Description, if different: An examination of gender issues from an international perspective, with particular emphasis on both distinguishing national practices and analyzing connections between these practices. This course explores the cultural construction and representation of gender, and also focuses on the way in which gender contributes to economic and cultural inequality. Students use a comparative international framework to evaluate the relation between gender and global issues. This course can be repeated for credit.
Prerequisite: GWS 1100. Liberal Education Goal Area 8.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
Proposed Prerequisite(s), if different: GWS 1100 Introduction to Gender Studies

1) Reason(s) for change(s):
This course meets the requirements for Liberal Education Area 8 and will provide more opportunities for students to take courses.

Prerequisite is necessary to provide a broader foundational base of gender and women’s studies to prepare students for the higher level courses in the minor.
2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No ____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**
   - Student Learning Outcomes Yes ____ No ___X__
   - Major Content Areas Yes ____ No ___X__
   - Projected Maximum Class Size (Cap) Yes ____ No ___X__

4) Current Course fee(s) per student: $
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Teacher Licensure programs:
   Liberal Education: **Goal Area 8**

   The above “service area” programs/departments were notified of this modification on _4-17-15_ (date) by _____email_____________ (mail, email, or phone).

   Please check one of the items below:
   ____✓__ No comments were received from other programs or departments within one week of the notification.
   ____ Comments were received within one week of the notification, and are attached.
WSGS 3330–INTERNATIONAL GENDER ISSUES

INSTRUCTOR
Blanca Rivera, Ph.D. * Office Hours By Appointment
HS 300 * Class Meets:
(218) 755-3354 (office) brivera@bemidjistate.edu

REQUIRED TEXTBOOK:
Global Gender Issues in the New Millennium, by Anne Sisson Runyan and Spike Peterson, 2005
* Supplemental texts/readings may be required to cover specific contexts, issues or case studies.

COURSE DESCRIPTION
An examination of gender issues from an international perspective, with particular emphasis on both distinguishing national practices and analyzing connections between these practices. This course explores the cultural construction and representation of gender, and also focuses on the way in which gender contributes to economic and cultural inequality. Students use a comparative international framework to evaluate the relation between gender and global issues. This course can be repeated for credit. Prerequisite: GWS 1100. Liberal Education Goal Area 8.

LEARNING OUTCOME GOALS:
• Critically examine and compare international gender issues.
• Explore how meanings and representations of gender are constructed in different cultures.
• Analyze the politics of the body as this intersects with social institutions from around the world.
• Critically examine how the culturally-constructed meanings and representations of gender reinforce and contribute to economic and cultural inequality

LEARNING PHILOSOPHY
This is a seminar course of critical examination, participatory discussion and writing. Sometimes we will work individually and other times there will be opportunities for group learning. The success of the class will depend on your participation in discussions and engagement in your reading and writing.

GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-class group documents X 4</td>
<td>100</td>
</tr>
<tr>
<td>Response papers X 5</td>
<td>100</td>
</tr>
<tr>
<td>Group Service Learning Project</td>
<td>150</td>
</tr>
<tr>
<td>Term Paper &amp; Group Presentation</td>
<td>150</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>500</td>
</tr>
</tbody>
</table>

A = 450 to 500 total points
B = 400 to 449 total points
C = 350 to 399 total points
D = 300 to 349 total points
F = 299 or fewer total points

GRADED DELIVERABLES:

IN-CLASS GROUP DOCUMENTS:
Students will work in groups to respond to questions about particular readings and/or a video. These documents will receive a group grade based on their thoroughness and supported arguments. Students must be in class and participate in the group-learning experience in order to receive a group grade.

RESPONSE PAPERS:
Students will work individually on an academic response (citations required) to a question posed in relation to materials covered in class. This will center on a gender issue and may be situated in a particular cultural context or as a comparison of different cultural contexts.

GROUP SERVICE LEARNING PROJECT:
Student groups will decide on a particular service learning project to undertake during the semester. The project will relate to gender issues covered in class. Students will reflect on their participation in the project and what they have learned about the applied setting of a particular gender issue.

TERM PAPER & GROUP PRESENTATION
Student groups will select a topic they wish to research that relates to the service learning project they have completed. Each member of the group will write a short term paper (detailed instructions will be provided) on a sub-topic within the larger context of their group topic. Each group will present an oral and PPT summary of their research comprised of brief presentations of individual component sub-topics. Every group member must present. Included in your paper and presentation should be your recommendations regarding potential solutions to the issue (recommended social change). Student groups will work with the instructor in developing their topic and avenue of research.

CLASS EXPECTATIONS:

- You are expected to use your BSU student email account for class assignments and communication.
- You are expected to be familiar with D2L, as this class will utilize online support.
- You are expected to attend every class session. Absences should be approved in advance and will count against your points for attendance.
- You are expected to participate in class discussions.
- You are expected to respect the participation and viewpoints of others.
- You are expected to have read the assigned readings prior to the class sessions.

ACADEMIC INTEGRITY:

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure of part or all of a course as well as referral to the Student Conduct System.

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COURSE SCHEDULE:

Is provided under separate cover.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate: WSGS 3850
  Graduate: Proposed Course Number(s), if different:
    Undergraduate: GWS 3850
    Graduate:

Current Course Title: Feminist Theories and Practice
Proposed Course Title, if different: Sex, Gender and Power: Theories and Practice

Current Course Description:
A critical examination of the main currents in contemporary feminist thought. Explores systems of ideas which explain the nature and causes of the position of women and men in society. The course includes a capstone experience involving student production of an original piece of work linking the student’s discipline to a gender issue through the use of feminist theory and research.

 Proposed Course Description, if different:
How, and from where, does gender emerge? What are the implications when the workings of power are played out in existing societal systems and relational understandings of gender? Students will examine feminist theories – liberal, socialist, radical, multicultural, postcolonial, ecofeminist; as well as Queer theory. This exploration of theory will introduce students to one of the most exciting and dynamic areas of contemporary inquiry, while preparing them for engagement in social movement, community and social transformation, and social justice. Prerequisite: GWS 1100.

Current Credits: 3 credits
Proposed Credits, if different:

Current Prerequisite(s): WSGS 2600
Proposed Prerequisite(s), if different: GWS 1100

1) Reason(s) for change(s):
   Program curriculum revision

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____. If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Major Content Areas</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Projected Maximum Class Size (Cap)</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

4) Current Course fee(s) per student: **$ NA**

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),

b) click on “Areas of Study, and Course Descriptions,”

c) click on “PDF of Entire Catalog” in upper right,

d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:

   Teacher Licensure programs:

   Liberal Education:

The above “service area” programs/departments were notified of this modification on _______ (date) by _____________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 3

New Course Form

Course Number: GWS 1100
Undergraduate: yes
Graduate:
Course Title: Introduction to Gender Studies
Course Description:

This course offers an introduction to Gender Studies, an interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies scholarship, both historical and contemporary. Gender scholarship critically analyzes themes of gendered performance and power in a range of social spheres, such as philosophy, economics, history, religion, politics and health. Liberal Education Goals 7 & 9.

Credits: 3
Prerequisite(s): none
1. Reason(s) for creating this course: Foundational course and pre-requisite to the minor; permits transfer credits of lower division courses in gender studies.

2. How often will this course be offered? 1 / academic year (Summer – online)

3. What are the student learning outcomes for the course (please precede each outcome with Students will):
   - Differentiate between and the intersection of sex (biological categorization) and gender (social enhancement of biological sex) (LE 7A, 7B, 7D)
   - Examine how gender has become a primary organizing principle of society as seen in multi-discipline literatures of philosophy, economics, history, religion, politics and health (LE 7A, 7B, 7D)
   - Identify how gender is represented in the US and globally in cultural artifacts such as art, film, music, literary works, and social media (LE 7A, 7B, 7D)
   - Explain foundational concepts in women’s and feminist studies, men’s and masculinity studies, studies of gender itself, and Queer studies (LE 7A, 7B, 7D)

4. What are the major content areas for the course?
   - Concepts and terminology in gender studies
   - Introduction to trans-discipline literature (philosophy, economics, history, religion, politics and health) pertinent to how society is organized around the concept of gender
• Global and contextual representations of gender: theory, research, applications
• Gender representations in cultural icons across mediums

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? **No**

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? **Initially this course will be offered online.**

7. What is the projected maximum class size (cap)? **20**

8. What qualified faculty will be available to teach this course? **Dr. Randall Ludeman**
**Alternates: Dr. Carla Norris-Raynbird, Colleen Bakken, MA**

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? **none**

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   **Amount per student: **$0
   **For:** **N/A**

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
GWS 1100 - Introduction to Gender Studies

Instructor
Randall B. Ludeman, Ph.D.  * Office Hours By Appointment
Residential Life – Walnut Hall
755-3750 (office)  * Class: online offering
rludeman@bemidjistate.edu

Required Textbook
2. Raewyn W. Connell and Rebecca Pearse. 2014. Gender: In World Perspective (Polity Short Introductions) ~ $18

Additional readings provided by instructor

Purpose of the Course
This course offers an introduction to Gender Studies, an interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies scholarship, both historical and contemporary. Gender scholarship critically analyzes themes of gendered performance and power in a range of social spheres, such as philosophy, economics, history, religion, politics and health. Liberal Education Goals 7 & 9.

Intended Learner Outcomes
- Differentiate between and the intersection of sex (biological categorization) and gender (social enhancement of biological sex)
- Examine how gender has become a primary organizing principle of society as seen in multi-discipline literatures of philosophy, economics, history, religion, politics and health
- Identify how gender is represented in the US and globally in cultural artifacts such as art, film, music, literary works, and social media
- Explain foundational concepts in women’s and feminist studies, men’s and masculinity studies, studies of gender itself, and Queer studies.

Grading (sample)
- Class Participation 150 points  A = 450 to 500 total points
- Writing projects 100 Points  B = 400 to 449 total points
- Quizzes 100 points  C = 350 to 399 total points
- Term Paper 150 points  D = 300 to 349 total points
Total Possible Points 500 points F = 299 or fewer total points

*As each assignment asks students to critically reflect upon, discuss or write about gender issues, each assignment will assess all learning outcomes.

**Class Expectations**

- You will be expected to use your BSU student email account for class assignments and communication.
- You are expected to attend every class session. Absences should be approved in advance and will count against your points for attendance.
- You are expected to participate in class discussions. Please be open about your feelings and share them with others.
- You are expected to have read the assigned readings prior to the class sessions.
- You are expected to complete and submit all essays on the date requested. Exceptions MUST be approved in advance.
- You are expected to turn in your paper on time and prepare for your presentation. Exceptions MUST be approved in advance.
- Cell phones, etc. must not interrupt the class.

**Academic Integrity**

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure of part or all of a course as well as referral to the Student Conduct System.

**Learning modules:**

1. Basic concepts and terminology in gender studies
2. Readings in trans-discipline literature (philosophy, economics, history, religion, politics and health) pertinent to how society is organized around the concept of gender
3. Global and contextual representations of gender: theory, research, applications
4. Gender representations in cultural icons across mediums

**Course Schedule**

Under separate cover…

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**The Americans with Disabilities Act**

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Bangsberg Hall. Phone: 218/755-3883 or E-mail address: Disabilities.service@bemidjistate.edu. These accommodations are also available through the...
Form 5

Program Modification Form

Program to be modified: Women’s Studies Gender Studies

List all proposed change(s):

1) Change name of program from Women’s Studies Gender Studies to Gender and Women’s Studies.
2) Change prefix of program from WSGS to GWS.
3) Change program description.
4) Change “Note” in catalog.
5) Change required GPA to 2.25.
6) Add GWS 1100 to required core courses.
7) Remove SOC 3270 Intersections of Sex and Gender from required core courses.
8) Add SOC 3270 Intersections of Sex and Gender and INST 3888 Indigenous Women Writers to program electives.
9) Change course title from WSGS 3850 Feminist Theories and Practice to GWS 3850 Sex, Gender and Power: Theories and Practice.
10) Change course titles from WSGS 3100 Topics in Women's Studies Gender Studies to GWS 3100 Topics in Gender and Women’s Studies.
11) Change course description for GWS 3850 Sex, Gender and Power: Theories and Practice.
12) Add prerequisite of GWS 1100 to: GWS 3220 Gender Politics, GWS 3330 International Gender Issues, GWS 3850 Feminist Theories and Practice.
13) Lib Ed goal areas:
   - GWS 2223 Men’s Issues – Add Lib Ed goal area 5.
   - GWS 3220 Gender Politics – Add Lib Ed goal areas 7 and 9.
   - GWS 3330 International Gender Issues – Add Lib Ed goal area 8.
   - GWS 1100 1100 Introduction to Gender Studies (3 credits) – Lib Ed Goal Areas 7 & 9

Reason(s) for the change(s): The recommended changes 1 – 5 came about through research of existing programs across the United States and through deliberation in the WSGS council. The council believes these changes are necessary to keep the program current and to reflect to students and external reviewers the focus of the program.

An introductory course was added to the required core courses (6) to facilitate transfer credits from introductory courses from other institutions and strengthen recruitment into the program.
SOC 3270 was the only non-WSG course in the required core. To facilitate addition of introductory course and to maintain credit hours in the core at their present level, SOC 3270 will move down to listed electives for the program (7-8). INST 3888 is a relevant course to GWS electives and strengthens student options across disciplines (8).

The change to course title for GWS 3850 (9) is recommended to reflect the more current language and student interests.

The change to course title for GWS 3100 (10) is recommended to be consistent with the program name change.

The change to GWS 3850 course description (11) reflects the new name and specified areas of focus.

The addition of a pre-requisite (12) to GWS 3220 Gender Politics, GWS 3330 International Gender Issues, and GWS 3850 Sex, Gender & Power: Theories and Practice are recommended to ensure the necessary foundation for these courses and to strengthen the minor program.

The addition of goal areas to GWS 2223 Men’s Issues, GWS 3220 Gender Politics, and GWS 3330 International Gender Issues recognizes the liberal education learning outcomes of these courses and facilitates more student options to meet liberal education requirements.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course’s department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on _4-12-15_ (date) by _email to Language & Ethnic Studies_ (mail, email, or phone).

_4-17-15_ (date) by _email to Sociology; Liberal Education_.

Please check one of the items below:

__*__ No comments were received from other programs or departments within one week of the notification.  * No comment from Languages & Ethnic Studies

_____  Comments were received within one week of the notification, and are attached.  

Acknowledgement received from Sociology and Liberal Education
Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes.
Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)

- Areas & Programs
- Women's Studies Gender Studies

**Women's Studies Gender Studies**

**Faculty**

Carla Norris-Raynbird, PhD
Randy Ludemen, PhD
Donna Pawloski, PhD
Colleen Bakken, MA
Blanca Rivera, PhD

**Programs**

- Women's Studies Gender Studies Minor
- Gender and Women's Studies Minor
- Women's Studies Gender Studies Minor

Women's Studies Gender Studies
HS 317
Phone: (218) 755-2828
Fax: (218) 755-2822

Field Code Changed
Women’s Studies Gender Studies: Women’s Studies Gender Studies examines the gendered diversity of human experience. It uses the lens of gender to explore stratification, colonization, power relationships and cultural stereotypes, and it encourages a sense of empowerment through an examination of commonality and diversity. Through an interdisciplinary program of courses, students will explore the role of gender and its practical implications for their basic life experiences. Students will extend their learning beyond the classroom through community engagement and social action, and they will have an opportunity to explore how their future careers are gendered and how their perceptions affect career expectations.

Note: The Women’s Gender and Women’s Studies minor is especially complementary to majors in Social Work, Applied Psychology, Sociology, English, Humanities, Criminal Justice, Health, and Political Science. It is also useful in preparation for diverse professional environments such as business, education, law, and medicine and for graduate study in gender and women’s studies.

Women’s Studies Gender and Women’s Studies Minor minor

Required Credits: 21
Required GPA: 2.00 2.00 2.25

I REQUIRED CORE COURSES

COMPLETE THE FOLLOWING COURSES:

- GWS 1100 Introduction to Gender Studies (3 credits)
- WSGS GWS 2220 Women's Issues (3 credits)
  or WSGS WSGS GWS 2223 Men's Issues (3 credits)
- WSGS GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
- WSGS GWS GWS 3220 Gender Politics (3 credits)
  or WSGS WSGS GWS 3330 International Gender Issues (3 credits)
- WSGS GWS GWS 3850 Feminist Theories and Practice (3 credits)
  Gender & Power: Theories & Practice (3 credits)
- SOC 3270 Intersections of Sexuality and Gender (3 credits)
- SOC 3270 Intersections of Sexuality and Gender (3 credits)

SELECT 6 SEMESTER CREDITS FROM THE FOLLOWING COURSES:

- ENGL 3607 Film Topics (3 credits)
- WSGS-GWS 3100 Topics in Women's Studies Gender Studies
- HST 2660 Women and History
- INST 3888 Indigenous Women Writers
- PHIL 2260 Women and Philosophy
- PSY 2200 Human Sexuality
- SOC 3270 Intersections of Sexuality and Gender
- SOWK 3030 Family Violence
- SOWK 3110 Parent-Child Relations in Contemporary Family Forms
BSU Curriculum Forms

Form 8

Signatures

Carla Norris-Raynbird / Women’s Studies/Gender Studies Director / 4.17.15
Proposer / Title / Date

Carla Norris-Raynbird / Women’s Studies/Gender Studies Director / 4.17.15
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty." -- IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

Colleen Greer / Arts and Sciences / 09.08.15
Dean / College / Date

[Note: at this point, packet goes to Academic Affairs Office.]

Council:

Derek Webb

Colleen Bakken

Donna Pawlowski

Miriam Rivera-Hokanson

Zack Johnson

Randy Ludeman

Vivian Delgado
From: Carla Norris-Raynbird
Sent: Sunday, April 12, 2015 10:44 PM
To: Blanca Rivera
Subject: Addition of INST 3888 to GWS minor

Dear Blanca,

Please be advised that WSGS program under its proposed curriculum as Gender and Women’s Studies, will be adding INST 3888 Indigenous Women Writers to its Minor program electives. If you have any questions, please contact me.

Regards,
Carla

Dr. Carla Norris-Raynbird, Sociology
Women’s Studies/Gender Studies Director
Bemidji State University
Office:  HS 317
218-755-2828

mailing address:
Bemidji State University
1500 Birchmont Dr. Bldg #23
Bemidji, MN  56601

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From: Debra Peterson  
Sent: Friday, April 17, 2015 10:44 AM  
To: Carla Norris-Raynbird  
Subject: RE: Adjustment to WSGS curriculum

Thanks for the information, Carla.

Deb Peterson, PhD  
Chair, Sociology Department  
1500 Birchmont Dr NE, #23  
Bemidji State University  
Bemidji, MN 56601  
218.755.3943, HS 316  
dpeterson@bemidjistate.edu

From: Carla Norris-Raynbird  
Sent: Friday, April 17, 2015 9:39 AM  
To: Debra Peterson  
Subject: Adjustment to WSGS curriculum

Deb—

Please be advised that the WSGS Council has made program and curriculum revisions to the WSGS minor. One of these changes removes SOC 3270 from the core area of the minor and places it in the elective options. This decision was made for the following reasons:

- Soc 3270 is the only course in the core with a prefix other than WSGS
- The students taking Soc 3270 are primarily Sociology students or students taking Sociology minor.
- The addition of the Intro to Gender course made it necessary to eliminate another course from the core area to ensure the efficiency of the minor. This addition is expected to make the minor more attractive to transfer students.

If you have any questions please contact me. Thanks.

Dr. Carla Norris-Raynbird, Sociology  
Women's Studies/Gender Studies Director  
Bemidji State University  
Office: HS 317  
218-755-2828

mailing address:  
Bemidji State University  
1500 Birchmont Dr. Bldg #23  
Bemidji, MN 56601

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From: Carla Norris-Raynbird  
Sent: Friday, April 17, 2015 10:50 AM  
To: Debra Peterson  
Subject: WSGS Revised Curriculum Lib Ed Goal Areas

Deb –
Please be advised that the WSGS Council has made revisions to the WSGS curriculum which includes the addition of goal areas to the following courses:

- Add Goal area 5 to WSGS 2223 ‘Men’s Issues’
- Add Goal areas 7 & 9 to WSGS 3220 ‘Gender Politics’
- Add Goal area 8 to WSGS 3330 ‘International Gender Issues’

The curriculum packet will be going forward shortly. If you have any questions please contact me.

Dr. Carla Norris-Raynbird, Sociology  
Women's Studies/Gender Studies Director  
Bemidji State University  
Office: HS 317  
218-755-2828

mailing address:  
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1500 Birchmont Dr. Bldg #23  
Bemidji, MN 56601

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Course Rotation for Gender & Women’s Studies S15 – F19

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Note:  This course rotation matrix takes into consideration our staffing restrictions...course needs...and the comments from committee to try a 3 - s semester rotation.

Even with the 3 semester rotation, there are some courses that will have to rotate more slowly than that in regular sessions.  I refer to Intl Gender Issues and Topics.  There is more flexibility with these courses in that more people can teach them and they can perhaps be offered in some summer sessions online.  The ? indicates potential placement during summer.