LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

Add Goal area 5 to WSGS 2223 Men’s Issues.

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td>5 &amp; 7</td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>WSGS 2223</td>
<td>GWS 2223</td>
</tr>
<tr>
<td>Title</td>
<td>Men’s Issues</td>
<td></td>
</tr>
</tbody>
</table>
| 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 | 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
WSGS 2223 Men’s Issues course currently fulfills Goal area 7; however it also fulfills the outcomes for Goal area 5. Making this change will allow more students access to courses in goal 5, as well as generate potential interest in Women’s and Gender Studies as a minor.

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator: Carla Norris-Raynbird</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td></td>
<td>4.17.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair: Carla Norris-Raynbird</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td></td>
<td>4.17.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean: Colleen Greer</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td></td>
<td>9.8.15</td>
</tr>
</tbody>
</table>

Person to be contacted for further information:

Name: Carla Norris-Raynbird  Phone: 218-755-2828  E-mail: cnorrisraynbird@bemidjistate.edu
### V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Men’s Issues
Course prefix and number: GWS 2223
Credits: 3
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 Areas 5 & 7.

Are there any prerequisites? none
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: Course fulfills outcomes for goal area 5 (as well as its current area of 7).
How often will this course be offered? annually
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.

___X___ A. Students will be able to
Employ the methods that historians and social and behavioral scientists use to investigate the human condition.

Employ the data that historians and social and behavioral scientists use to investigate the human condition.

B. Students will be able to
- Examine social institutions across a range of historical periods and cultures.
- Examine social processes across a range of historical periods and cultures.

C. Students will be able to
- Use alternative explanatory systems or theories.
- Critique alternative explanatory systems or theories.

D. Students will be able to
- Develop alternative explanations or solutions for contemporary social issues.
- Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Learning Outcomes:
• 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)

Major Content Areas:
Perspectives on Masculinities
Boyhood
Collegiate Masculinities: Privilege and Peril
Men and Work
Men and Health
Men in Relationships
Men in Families
Masculinities in Religion
Masculinities in the Media and Popular Culture
Violence and Masculinities
The Future
GWS 2223 - MENS ISSUES

INSTRUCTOR

Randall B. Ludeman, Ph.D.  
Residential Life – Walnut Hall  
755-3750 (office)  
rnludeman@bemidjistate.edu

* Office Hours By Appointment  
* Class Meets:  
* 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.
COURSE SCHEDULE

*Readings should be completed prior to class for which the reading is listed.

Week 1 – COURSE INTRODUCTION
• Tuesday – Introductions, Class Outline, Learner Outcomes, Course Expectations
  Choose Discussions Starter Dates
• Thursday – Kimmel Video: “Mars, Venus, or Planet Earth” (HQ1075.M52 2008)

Week 2 – PERSPECTIVES ON MASCULINITIES
• Tuesday – Introduction; Articles 1 & 2
  * DISCUSSION STARTER
• Thursday – Articles 4 & 5
  * DISCUSSION STARTER

* Essay #1 due

Week 3 – BOYHOOD
• Tuesday – Articles 7, 8 & 10
  * DISCUSSION STARTER
• Thursday – Video: “Boys Will Be Men” (BF692.5.B69 2001)

* Essay #2 due

Week 4 – COLLEGIATE MASCULINITIES: PRIVILEGE & PERIL
• Tuesday – Articles 11 & 12
  * DISCUSSION STARTER
• Thursday – Articles 13 & 14
  * DISCUSSION STARTER

* Essay #3 due

Week 5 – MEN & WORK
• Tuesday – Articles 15 & 16
  * DISCUSSION STARTER
• Thursday – Articles 17 & 18
  * DISCUSSION STARTER

* Essay #4 due

Week 6 – MEN & HEALTH
• Tuesday – Articles 19 & 20
  * DISCUSSION STARTER, Articles 21, 22 & 23
  * DISCUSSION STARTER
• Thursday – Video: “Men & Emotions”

* Essay #5 due

Week 7 – MEN IN RELATIONSHIPS
• Tuesday – Articles 24 & 25
  * DISCUSSION STARTER
• Thursday – Articles 26 & 27
  * DISCUSSION STARTER

* Essay #6 due

Week 8 – MALE SEXUALITIES
• Tuesday – Articles 28, 29 & 30
  * DISCUSSION STARTER
• Thursday – Articles 31 & 32
  * DISCUSSION STARTER

* Essay #7 due

Week 9 – MALE SEXUALITIES (cont.)
• Tuesday – Video: “Finding Our Way”
• Thursday – Video: “The Bro Code”

Week 10 – MENS IN FAMILIES
• Tuesday– NO CLASS (work on papers)  
  * DISCUSSION STARTER
• 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  
  * DISCUSSION STARTER
• 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)  
  * Essay #11 due
• Thursday– Video “Tough Guise” (part 2 & discuss)
  * DISCUSSION STARTER

Week 14 – NO CLASS – FALL BREAK!!

Week 15 - VIOLENCE & MASCULINITIES and THE FUTURE
• Tuesday– Articles 46, 47 & 49  
  * Essay #12 due
• Thursday– Articles 52 &53
  * DISCUSSION STARTER

Week 16 –  
• Tuesday - FINAL PRESENTATIONS
  **FINAL PAPERS DUE
LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

Add Goal areas 7 & 9 to WSGS 3220 Gender Politics

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s) (Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td>None</td>
<td>7 &amp; 9</td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>WSGS 3220</td>
<td>GWS 3220</td>
</tr>
<tr>
<td>Title</td>
<td>Gender Politics</td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td><strong>Description (Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</strong></td>
<td>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. ( Might not be offered every year)</td>
<td></td>
</tr>
</tbody>
</table>

| **Prerequisite(s)** | none | GWS 1100 Introduction to Gender |
| **Credits** | 3 |
| **Frequency of offering** | Might not be offered every year |

II. Explanation for proposed modification(s). Please use the space below for the explanation.

Gender Politics fulfills the outcomes of goal areas 7 & 9 and will allow more course offerings for students in those areas. It may also generate interest in the WSGS minor.
III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: Carla Norris-Raynbird  
Name Typed  
Signature  
Date  

Department Chair: Carla Norris-Raynbird  
Name Typed  
Signature  
Date  

Dean: Colleen Greer  
Name Typed  
Signature  
Date  

Person to be contacted for further information:

Name: Carla Norris-Raynbird  
Phone: 218-755-2828  
E-mail: cnorrisraynbird@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Gender Politics
Course prefix and number: GWS 3220
Credits: 3
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.

Are there any prerequisites? GWS 1000 Introduction to Gender Studies
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: This course fulfills the CORE area of 7.
How often will this course be offered? Annual
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 7: Human Diversity

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.
___X__ A. Students will be able to
   - Understand the development of group identities in the United States, history and culture.

___X__ B. Students will be able to
   - Demonstrate an awareness of the individual dynamics of unequal power relations between
groups in contemporary society.
   - Demonstrate an awareness of the institutional dynamics of unequal power relations between
groups in contemporary society.

___X__ C. Students will be able to
   - Analyze their own attitudes regarding diversity, racism, and bigotry.
   - Analyze their own behaviors regarding diversity, racism, and bigotry.
   - Analyze their own concepts regarding diversity, racism, and bigotry.
   - Analyze their own beliefs regarding diversity, racism, and bigotry.

___X__ D. Students will be able to discuss the experience and contributions (political, social, economic, etc.)
of the many groups that shape American society and culture, in particular those groups that have
suffered discrimination and exclusion.

___X__ E. Students will be able to demonstrate communication skills necessary for living and working
effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall
goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual,
creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout
the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and
problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be
actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one
or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear,
   comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which
can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a
   problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations,
analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING
OUTCOME/COMPETENCY
   SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning
outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Learning Outcomes:
- 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)

Major Content Areas:
- Introduction to Gender Politics
- Political Behavior
- Public Policy
- Institutions
- Gender and Political Law
- Politics of the Body
- Gender Politics and the Future
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Gender Politics
Course prefix and number: GWS 3220
Credits: 3
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.

Are there any prerequisites? WGS 1100 Introduction to Gender
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: This course fulfills the CORE area of 9.
How often will this course be offered? Annual
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.
According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. **Please checkmark the competencies met by the course under consideration.**

___X__ A. Students will be able to
  - Examine their own ethical views.
  - Articulate their own ethical views.
  - Apply their own ethical views.

___X__ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

___X__ C. Students will be able to
  - Discuss the ethical dimensions of legal, social, and scientific issues.
  - Analyze the ethical dimensions of legal, social, and scientific issues.

___X__ D. Students will be able to distinguish the diversity of political motivations and interests of others.

___X__ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

**Goal Area 2: Critical Thinking**

All courses in BSU's Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please **detail** how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Learning Outcomes:
• 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)

Major Content Areas:
Introduction to Gender Politics
Political Behavior
Public Policy
Institutions
Gender and Political Law
Politics of the Body
Gender Politics and the Future
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:

• Class Attendance & Participation  100 points
• Essays (10 points each x 10 essays)  100 Points
• Discussion Starters (50 points each)  150 points
• Term Paper & Presentation  150 points
  Total Possible Points  500 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
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.

<table>
<thead>
<tr>
<th>The paper:</th>
<th>The presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Minimum of seven double-spaced pages</td>
<td>1) Five minute summary of paper</td>
</tr>
<tr>
<td>2) Include a minimum of three references</td>
<td>2) Include recommendations for</td>
</tr>
<tr>
<td>3) APA Publication Style</td>
<td>social change</td>
</tr>
</tbody>
</table>

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”
11.WSGS_15-16

Week 12 – GENDER AND POLITICAL LAW

• Tuesday
  - Article – “Supreme Court - DOMA”
  - DISCUSSION STARTER
  - Article – “Supreme Court Bolsters Gay Marriage with Two Major Rulings”
  - DISCUSSION STARTER
  - Essay #8 due

• Thursday
  - DISCUSSION STARTER
  - Article – “Campus SAVE Act”
  - DISCUSSION STARTER

Week 13 – POLITICS OF THE BODY

• Tuesday
  - Article “Body Politics #1”
  - DISCUSSION STARTER
  - Article “Sex/Human Trafficking”
  - DISCUSSION STARTER
  - Essay #9 due

• Thursday
  - Article – “What Happens When We Don’t Need Women’s Bodies for Gestation?”
  - DISCUSSION STARTER
  - Article – “The Politics of Reproductive Rights”
  - DISCUSSION STARTER

Week 14 – POLITICS OF THE BODY

• Tuesday
  - Video: “12 Years a Slave”

• Thursday
  - Video: “12 Years a Slave”

Week 15 – GENDER POLITICS AND THE FUTURE

• Tuesday
  - Article – “Madame President”
  - DISCUSSION STARTER
  - Article – “How Hillary Clinton Can Become America’s First Female President”
  - DISCUSSION STARTER
  - Essay #10 due

• Thursday
  ** PRESENTATIONS
  ** FINAL PAPERS DUE

Week 16 – NO CLASS WEEK
**LIBERAL EDUCATION PROGRAM**

**FORM FOR MODIFIED COURSE SUBMISSIONS**

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. **Summary of Modification(s).**

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current-- Complete all cells</th>
<th>Proposed-- Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>None</td>
<td>8</td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>WSGS 3330</td>
<td>GWS 3330 International Gender Issues</td>
</tr>
<tr>
<td>Title</td>
<td>International Gender Issues</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>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)</td>
<td>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.</td>
</tr>
</tbody>
</table>

Prerequisite: GWS 1100.
Liberal Education Goal Area 8.

<table>
<thead>
<tr>
<th>Prerequisite(s)</th>
<th>None</th>
<th>GWS 1100 Introduction to Gender Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Might not be offered every year</td>
<td></td>
</tr>
</tbody>
</table>

II. Explanation for proposed modification(s). Please use the space below for the explanation.

This course meets the requirements for Liberal Education Area 8 and will provide more opportunities for students to take courses.

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: **Carla Norris-Raynbird**
Name Typed ____________________________ 4.17.15
Signature ____________________________ Date

Department Chair: **Carla Norris-Raynbird**
Name Typed ____________________________ 4.17.15
Signature ____________________________ Date

Dean: **Colleen Greer**
Name Typed ____________________________ 9.8.15
Signature ____________________________ Date

Person to be contacted for further information:

Name: **Carla Norris-Raynbird**
Phone: **218-755-2828**
E-mail: **cnorrisraynbird@bemidjistate.edu**

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.
<table>
<thead>
<tr>
<th>Role</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 8: GLOBAL PERSPECTIVE*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: International Gender Issues
Course prefix and number: GWS 3330
Credits: 3
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.

Are there any prerequisites? GWS 1100 Introduction to Gender Studies
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: This course fulfills the outcomes for CORE area 8
How often will this course be offered? Annual
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

_____________________________________________________________________________________

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 8: Global Perspective

- Students need to take one course and earn three or more credits

The overall goal of this goal area is to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competency categories, A-D. To submit a course for approval in this goal area you must select competency categories A and B plus either C or D.

__X__ A. Students will be able to
- Describe political, economic, and cultural aspects of societies in their historical and/or contemporary settings.
- Analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings.

B. Students will be able to
- Analyze specific international problems, illustrating the cultural differences that affect their solution.
- Analyze specific international problems, illustrating the economic differences that affect their solution.
- Analyze specific international problems, illustrating the political differences that affect their solution.

C. Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

D. Students will be able to demonstrate knowledge of a culture through non-English language study at the intermediate (second year) level.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 8 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

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:

• In-class group documents X 4 100 points
• Response papers X 5 100 Points
• Group Service Learning Project 150 points
• Term Paper & Group Presentation 150 points
  Total Possible Points 500 points

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.

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:
I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Introduction to Gender Studies
Course Prefix and Number (e.g., ENGL 1151): GWS 1100
Credits: 3
Description (from catalog or from curriculum proposal):

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 Goal Areas 7 & 9.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

_X__ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ___ (#), __________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)

_X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)
_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
__X__ Goal Area 7: Human Diversity (1 course, 2 or more credits)
_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)
__X__ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
_____ Goal Area 10: People and the Environment (1 course, 3 credits)
_____ Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator: Carla Norris-Raynbird</th>
<th>Name Typed</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair: Carla Norris-Raynbird</td>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Dean: Colleen Greer</td>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Person to be contacted for further information:

Name: Carla Norris-Raynbird Phone: 218-755-2828 E-mail: cnorrisraynbird@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Committees</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Introduction to Gender Studies
Course prefix and number: GWS 1100
Credits: 3
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. Meets Liberal Education Goals 7 & 9.

Are there any prerequisites? no
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: To provide foundational knowledge for students interested in the minor. It also fulfills the CORE areas, providing more variety of offerings to students.
How often will this course be offered? annual
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 7: Human Diversity

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.
A. Students will be able to
  - Understand the development of group identities in the United States, history and culture.
  - Understand the changing meanings of group identities in the United States, history and culture.

B. Students will be able to
  - Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
  - Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

C. Students will be able to
  - Analyze their own attitudes regarding diversity, racism, and bigotry.
  - Analyze their own behaviors regarding diversity, racism, and bigotry.
  - Analyze their own concepts regarding diversity, racism, and bigotry.
  - Analyze their own beliefs regarding diversity, racism, and bigotry.

D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Learning Outcomes:
- 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)

Major Content Areas:
- 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
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Introduction to Gender Studies
Course prefix and number: GWS 1100
Credits: 3
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. Meets Liberal Education Goals 7 & 9.

Are there any prerequisites? no
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: To provide foundational knowledge for students interested in the minor. It also fulfills the CORE areas, providing more variety of offerings to students.

How often will this course be offered? annual
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.
According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

---

1. **A.** Students will be able to
   - Examine their own ethical views.
   - Articulate their own ethical views.
   - Apply their own ethical views.

2. **X** B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

---

3. **X** C. Students will be able to
   - Discuss the ethical dimensions of legal, social, and scientific issues.
   - Analyze the ethical dimensions of legal, social, and scientific issues.

4. **X** D. Students will be able to distinguish the diversity of political motivations and interests of others.

---

5. **E.** Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

---

**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

1. **X** A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

2. **X** B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

3. **X** C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

4. **X** D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

---

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Learning Outcomes:

- Differentiate between and the intersection of sex (biological categorization) and gender (social enhancement of biological sex) (LE 9B, 9C, 9D)
- 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 9B, 9C, 9D)
- Identify how gender is represented in the US and globally in cultural artifacts such as art, film, music, literary works, and social media (LE 9B, 9C, 9D)
- Explain foundational concepts in women’s and feminist studies, men’s and masculinity studies, studies of gender itself, and Queer studies (LE 9B, 9C, 9D)

Major Content Areas:

- 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
Instructor

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

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. Meets 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...

---

**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.