

NEW ELECTIVE COURSE APPROVAL FORM – MINOR IN WOMEN'S AND GENDER STUDIES

The Women's and Gender Studies Advisory Committee invites submission of proposals for new courses satisfying elective credits in UNE's Minor in Women's and Gender Studies (WGST). Courses in WGST focus centrally on the roles, contributions, and experiences of women of diverse backgrounds, past and/or present, or they use gender as a central category of analysis.

The WGST Advisory Committee suggests that professors use the following guidelines for the inclusion of a course from their department in the WGST Minor curriculum.

A. Courses containing information on women, mothering, gender, etc. are not automatically assumed to be WGST courses.

B. The course syllabus should be composed primarily of works by and about women or of works that use gender as a central category of analysis (or will be analyzed through such a lens). The course content must clearly reflect and acquaint students with recent scholarship on women, gender, and/or feminist theory. Texts that do not do this, when used, should be put into a dialogue with some feminist perspective (i.e. a proactive approach to women's lives or gender analysis) that would problematize them.

C. A WGST course should do one or more of the following:

1. Critically examine cultural assumptions about gender (as well as race, class, and other relevant categories), and/or the gender assumptions in the traditional methodologies, theories, and research of particular disciplines.
2. Explore the production of knowledge in the arts and sciences as it reflects women's or gendered experiences.
3. Equip students to identify and critically analyze power relations and/or systems of domination that impact women's lives, including stereotyped assumptions and biases about women, or that otherwise impact definitions of gender.
4. Focus on providing information about women, their psychology, biology, roles, experiences, history and contributions, or about the experience of gender/processes of gendering through such perspectives.
5. Explore the ways that race, class, ethnicity, sexual orientation and other categories inflect how one experiences gender, subordination, and agency. A WGST course uncovers, rather than ignores or dismisses, these categories and their implications.

D. Although pedagogical style is not a criterion for inclusion, WGST courses should be taught in a way that fosters the empowerment of all students. Every effort should be made to overcome patterns of discrimination and silencing. Whenever and however appropriate, the instructor should use teaching techniques that encourage student participation and, thus, active learning.

E. WGST courses should encourage women to look at a wide range of personal and professional possibilities.

To add a course from your department to the WGST curriculum, please submit the following, in which you explicitly address the above criteria:

1. A course syllabus including a list of readings and assignments and a description of your teaching method
2. Course objectives
3. Prerequisites, if any

The committee would also welcome any additional materials that might help in assessing the course's suitability for inclusion in the WGST curriculum.

Please send all course information to Jennifer Tuttle (x4433).