

**University of Windsor
Program Development Committee**

*5.21: **Women’s Studies and History - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **History/Women’s Studies, FAHSS**

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

PART A

Please indicate with an “X” whether this change will be made to the undergraduate calendar or the graduate calendar, or both.

<u>X</u>	The changes below, minor and largely editorial, will be made to the Undergraduate Calendar . These changes required no new resources.
—	The changes below, minor and largely editorial, will be made to the Graduate Calendar . These changes required no new resources.

When will these proposed change(s) be effective? [include semester and year]:	Fall 2014
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PART B

Please list the course number and indicate with an “X” the changes that are being made. Add rows to the table as required. Full details on the proposed change(s) are to be provided in Part C.

Current course number	Deleting courses which are not part of any program’s degree requirements*	Course calendar description changes	Pre/anti/co-requisite changes	Contact hour/laboratory requirement changes	Course title changes	Renumbering courses	Cross-listing courses
43-463/ 53-463		X			X		
53-260							X

**If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C.*

PART C

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar(www.uwindsor.ca/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM "E"

*For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

Example: 03-101. University Senates – ~~Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as 04-101.~~) (Prerequisite: 03-100.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

43-463. ~~The History of Sexuality in North America~~ History of Gender and Sexuality

The cultural ideology, social regulation, and experience of reproduction and sexual relations and marriage, with an emphasis on women from 1600 to the present. Topics include childbirth, inter-racial relationships, abortion and contraception, sex and social class, sex and slavery, same sex relationships, concepts of masculinity, and sexuality and feminism. **This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor. .** (Prerequisite: one of 43-249, 43-250, or 43-251/43-200.) (~~Prerequisite: Restricted to History majors and Women's Studies majors and other students with at least semester 5 and permission of the instructor.~~) **(Prerequisite: Semester 5 or above standing and one of 43-249, 43-250, or 43-251/53-200 or permission of the instructor.)**

53-260. Women and Globalization

This course introduces students to gender-sensitive analysis of the role of women in the global economy. Course materials cover the place of women in the international division of labour, the role of women in export-oriented industries in the "Third World," and women as "homeworkers" in the First and Third World. Students will utilize relevant empirical material to develop critical thinking and an understanding of gender inequalities in the "development process." (Prerequisites: at least Semester 3 standing.) **(Also offered as Labour Studies 54-260.)**

Part D

Please indicate with an "X".

Will the proposed changes result in changes to the learning outcomes of the course(s)?

<input checked="" type="checkbox"/>	Yes. If so, please complete the learning outcomes form and append new learning outcomes, as appropriate, to this FormE submission. (See attached for learning outcomes form)
<input type="checkbox"/>	No.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM "E"

LEARNING OUTCOMES FORM

COURSE NUMBER AND TITLE: 02-43/53-463 History of Gender and Sexuality

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A.--Identify and critique basic historical concepts. --Evaluate, analyze and synthesize historical materials (primary and secondary sources). --Define, apply, and evaluate the concept of sexuality as a fluid social construct that evolves over time and between cultures, looking specifically at changes from the 18th century to the present. --Analyze the diversity of sexual experiences in relation to legal status (slave or free, married or single); social class; culture, race, or nation; and gender and sexual identities. --Evaluate how feminists and other activists, such as supporters of birth control or gay and lesbian liberation, have developed new sexual knowledge and practices to advance social justice.	A. the acquisition, application and integration of knowledge
B. --Articulate historical questions. --Identify the extent and nature of primary and secondary sources available/needed to research a particular topic on the history of sexuality. --Access historical materials efficiently and effectively. --Integrate and use historical information to evaluate and compare different scholarly approaches to a topic. --Use a variety of technologies to locate different kinds of information and evaluate the validity and reliability of that information.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. --Apply a sense of "historical mindedness" by analyzing issues in historical context with careful attention to the particularities of time and place. --Identify the way history is produced and used to justify social, cultural, and political ends. --Examine current issues from a historical perspective. --Deconstruct dominant discourses reflected in literature, media, and cultural representations of women's and men's lives. -- Apply feminist concepts, ideas, and theories to articulate a personal perspective and create alternative discourses and assess the challenges of implementing them.	C. critical thinking and problem-solving skills

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM "E"**

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
D. --Articulate, clearly and cogently, concepts, ideas, and theories about sexuality orally and in writing. --Organize and present evidence in a coherent manner in a variety of communication media. --Employ proper citation (Chicago style and/or others).	D. literacy and numeracy skills
E. --Engage in critical self-reflection to identify one's own position in relation to structures of privilege and oppression. -- Identify and challenge sexist, homophobic, and racist speech and behaviour appropriately. --Demonstrate the capacity to learn from others whose life experiences and points of view may differ. --Adhere to principles of academic integrity.	E. responsible behaviour to self, others and society
F.--Articulate ideas, taking into account multiple perspectives and evidence in written and oral form, as a team or individually. --Formulate and assert a reasoned point of view respectfully.	F. interpersonal and communications skills
G. --Design and deliver an oral presentation on a topic concerning the history of sexuality. --Demonstrate an ability to work with others toward a common goal through group presentation and discussion of course materials.	G. teamwork, and personal and group leadership skills
H. --Demonstrate creative interpretation of materials through a broad cross-section of historical and contemporary representations of femininity and masculinity in various media.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning