WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.   Course or Program__Women's & Gender Studies_ WGS 374
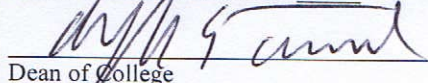
Department Recommendation

(signature)   3-4-14   ____tberg@winona.edu_____

Department Chair   Date   e-mail address

Dean's Recommendation   ✓ Yes   ____ No*

(signature)   3-6-14

Dean of College   Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation _____ Approved   _____ Disapproved

_____   _____
Chair of A2C2   Date

Graduate Council Recommendation   _____ Approved   _____ Disapproved
(if applicable)

_____   _____
Chair of Graduate Council   Date

_____   _____
Director of Graduate Studies   Date

Faculty Senate Recommendation _____ Approved   _____ Disapproved

_____   _____
President of Faculty Senate   Date

Academic Vice President Recommendation _____ Approved   _____ Disapproved

_____   _____
Academic Vice President   Date

Decision of President _____ Approved   _____ Disapproved

_____   _____
President   Date

Please forward to Registrar.

Registrar   _____   Please notify department chair via e-mail that curricular change has been recorded.
          Date entered

[Revised 9-1-10]

WINONA STATE UNIVERSITY
FINANCIAL AND STAFFING DATA SHEET

Course or Program___WGSS 374___

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

Course will be taught with existing faculty or staff. This will be taught by Mary Jo Klinker, who was added to WAGS faculty this year.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

No impact.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

No impact.

[Revised 9-05]

WINONA STATE UNIVERSITY
PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a *Financial and Staffing Data Sheet* and a *New and Revised Course and Program Approval Form* with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, *Policy for Changing the Curriculum*, for complete information on submitting proposals for curricular changes.

Department ___Women's, Gender, and Sexuality Studies_____ Date _____

374_____Queer Theories and Politics_____ ___3___
Course No.   Course Title   Credits*

This proposal is for a(n): __X____ Undergraduate Course   _____ Graduate Course

Is this course for USP? ____Yes __X_ No   Is this course for GEP? _X_Yes ____ No

List all Major Codes to which this proposal applies as a required course:

List all Major Codes to which this proposal applies as an elective course:

List all Minor Codes to which this proposal applies as a required course: WOMS

List all Minor Codes to which this proposal applies as an elective course: WOMS

Prerequisites   ENGL 111, WGSS 148, WGSS 220 OR 233 or with Instructor's Permission

Grading method _____ Grade only   _____ P/NC only   __XX____ Grade and P/NC Option

Frequency of offering _Once a year_____

What semester do you anticipate that will this course be offered for the first time? ___Fall 2014_____
Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form *Proposal for a Revised Program* must also be submitted and approved according to the instructions on that form.

**For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses* or *Proposal for University Studies Courses* must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:
(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

   (3 S.H.) This course serves as an introduction to the methodological and theoretical interventions in dominant ideologies surrounding gender and sexuality. The readings will offer critiques of the ways in which gender and sexuality are constructed and policed, and provide a framework for deconstructing the binaries of hetero/homo and masculinity/femininity. Prerequisites: ENGL 111, WGSS 148, 220 or 233 or instructor's permission. Offered at least once a year.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

I. Histories of Sexuality

   a.   Examine differences and commonalities in the theories of women's, gender, and sexuality studies

   b.   Intersectional histories of oppression

    c.   Feminist Analyses "Compulsory Heterosexuality" and "Uses of the Erotic"

    d.   Behavior and identities

II. Queer Theoretical Frameworks

    a.   Deconstructing binaries

    b.   Queering popular culture texts

    c.   Corporeality

III. Queer Temporalities and Futurities

    a.   Queering childhood

    b.   Time, space, and sexuality

IV. Politics of Neoliberalism

    a.   HIV/AIDS activism

    b.   Cultural, economic, and political shifts in LGBTQ activism

    c.   Homonormativity

    d.   Anti-assimilationist resistance

V. Sexualities in a Transnational Context

    a.   Homonationalism

    b.   Queer migrations

3.a Instructional delivery methods utilized: (Please check all that apply).

XXAuditorium/Classroom:	ITV	Online	Web Enhanced	Web Supplemented
Laboratory:	Service Learning	Travel Study	Internship/Practicum	
Other: (Please indicate)				

3.b MnSCU Course media codes: (Please check all that apply).

None: X	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

Class Participation
In-class activities and group discussion
Shared Teaching
Reading responses
Analytical Papers: Abstract, annotated bibliography, peer revision

5. Course materials (textbook(s), articles, etc.).

Journal articles

Hall, Donald E and Annamarie Jagose (editors), *The Routledge Queer Studies Reader*, 2012.

6. List the student learning outcomes for this course and how each outcome will be assessed.

Course Outcomes	Assessment
Students can analyze contemporary queer theories and the varying explanations for oppression and approaches to social change.	Reading responses Participation In-class discussions
Students use theoretical tools to examine heterosexual and cisgender privilege.	Reading responses Participation In-class discussions
Students will gain a better understanding of the critical dialogues that shaped and progressed contemporary LGBT/Queer studies and politics.	Reading responses Participation In-class discussions
Students will understand "sexuality" as a category of	Reading responses

analysis that intersects with gender/race/class/ability and is reproduced through institutional apparatuses.	Participation In-class discussions

Writing intensive:
Students will use written and oral communication as a means to express ideas in a theoretical discussion.
    • Professionalization through abstract submission
    • Researched argumentation
    • Utilization of a theoretical framework
	Analytical papers: process writing
	Shared teaching

B. Rationale
Provide a rationale for the new course. The rationale should include the following items.

1. A statement of the major focus of the course.

WGSS 374, Queer Theories and Politics, surveys major readings and movements in the developing field of sexuality studies. "Queer," a term often associated with bigotry, is a term that has been reclaimed by scholars and activists since the late 1980s. "Queer," as a political and theoretical framework, offers an analysis to disrupt politics and identity categories in order to challenge ideas of social "normality" and power. Students will examine queer activism in relation to contemporary politics in order to build a sexuality studies lens. This course fills a writing flag, which will develop students' writing skills.

2. A statement of how this course will contribute to the departmental curriculum.

This course will develop our program's curriculum in the transition to Women's, Gender, and Sexuality Studies. WGSS 374, Queer Theories and Politics, will offer minors the opportunity to engage readings and research in the growing field of sexuality studies.

3. A statement of why this course is to be offered at this level (i.e. 100-, 200-, 300-, 400-, or 500-level)

This course is added at the 300 level because it depends on prior course work and is an in-depth analysis of theory and politics. This course fills a writing flag.

4. Identification of any courses which may be dropped, if any, if this course is implemented.
None.

C. Impact of These Changes on Other Departments, Programs, Majors, and Minors

1. Clearly state the impact of this revision on courses taught in other departments. Does this course duplicate the content of any other course? Is there an effect on prerequisites for this or any other courses?

This course does not impact or introduce concepts taught in other courses. This course does not duplicate the content of other courses and will not affect prerequisites.

2. Would approval of this course revision change the total number of credits required by any major or minor of any department? If so, explain the effects which this course revision would have.

No impact.

3. If this revision has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

No Impact.

D. Attach to This Proposal a Completed
1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

Mary Jo Klinker	507-457-2791	mklinker@winona.edu
Name (please print)	Phone	e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete _____

<div align="center">Signature of A2C2 representative</div>

Definitions for codes in 3a and 3b:

01-Satellite:

02- CD ROM:

03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.

04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations

05 – Broadcast TV:

06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog

07 – Taped: a course in which the teacher records the lessons for playback at a later date

08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations

09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.

10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for "smart classrooms" and/or facility usage.