



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
ALICIA DECKER	acd207	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **WMNST**

Number: **202**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(WMNST 202N) Women, Gender, and Feminisms in Africa

Course Information

Cross-Listed Courses:

AFR 202N(LA)

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Gender in Africa

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: Women'S Studies (UPLA_WMNST)
Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

WMNST/AFR 202N is an introductory survey course that fulfills General Education Integrative Studies requirements in both the Humanities and the Social and Behavioral Sciences. It provides a broad interdisciplinary overview of scholarly research and theory related to women and gender studies in Africa, using both historical and contemporary examples. Students will engage with diverse texts from the humanities (esp. history, literature, film studies, and philosophy), as well as from the social and behavioral sciences (esp. anthropology, geography, sociology, and political science).

WMNST/AFR 202N is an introductory survey course that fulfills General Education Integrative Studies requirements in both the Humanities and the Social and Behavioral Sciences. It provides a broad interdisciplinary overview of scholarly research and theory related to women and gender studies in Africa, using both historical and contemporary examples. Students will engage with diverse texts from the humanities (esp. history, literature, film studies, and philosophy), as well as from the social and behavioral sciences (esp. anthropology, geography, sociology, and political science).

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Weeks 1 and 2: Unit 1, Complicating Our Ideas about Africa: This unit introduces students to Africa as a vast continent, and not—as many have falsely assumed—as a “country.” Students will consider African diversity in terms of history, culture, and geography, among others.

Weeks 3 and 4: Unit 2, Complicating Our Ideas about Gender: This unit introduces students to diverse ideas about gender in diverse African contexts. Students will consider various forms of masculinity and femininity, and how gender identities, expressions, and discourses are, and have been, linked to power. We will also consider the assertion made by several African feminist scholars that gender did not exist in parts of Africa prior to colonial rule.

Weeks 5-7: Unit 3, Complicating Our Ideas about Sexuality: This unit introduces students to key debates in African sexuality studies. Students will consider queer and heteronormative sexualities, as well as various types of marriage and family structures.

Weeks 8-14: Unit 4, African Feminisms in Theory and Practice: This unit will introduce students to African feminisms, both in terms of theory and in practice. We will begin with an examination of African feminist thought, paying careful attention to the ways in which African feminisms are similar to and/or different from other forms of feminism worldwide. The next six weeks will be devoted to the study of different types of feminist activism on the continent. Students will learn not only why African feminists pushed for radical social change (i.e. their rationale), but also, how they actually did so (i.e. activist strategies). While the topics may vary from semester to semester, key themes include environmental activism, anti-war/peace activism, political activism, sex worker rights activism, activism to support peoples living with HIV/AIDS, and activism against harmful traditional practices.

Week 15: Unit 5, African Contributions to Global Women and Gender Issues: This unit will introduce students to the ways in which African feminists have contributed to global debates and initiatives on women’s rights and gender equity. Students will learn that African feminists have promoted social justice on the African continent and far beyond.

Course Description:

This introductory course provides students with a broad interdisciplinary overview of scholarly research and theory related to women and gender studies in Africa, using both historical and contemporary examples from across the continent. We will explore the complex, and oftentimes contradictory, meanings attached to gender and sexuality in various African contexts. For example, what does it mean to be a "good" woman in Uganda today? How does this definition change (or not) if she comes out as a lesbian? What if s/he identifies as a transgender man or rejects gender binaries altogether? What if gender did not matter, or even, did not exist? In addition to exploring these types of questions, we will also examine African feminist thought, paying close attention to the ways in which African feminisms are similar to and/or different from other forms of feminism worldwide. We will also consider what these movements looked like in practice. What strategies did African feminists utilize to promote social change? What challenges did they face? What victories resulted from their efforts? Although topics may vary from semester to semester, key themes include environmental activism, anti-war/peace activism, political activism, sex worker rights activism, activism to support peoples living with HIV/AIDS, and activism against harmful traditional practices. Finally, we will examine the ways in which African feminists have contributed to global debates and initiatives on women's rights and gender equity. Students in this course can expect to engage with diverse texts from the humanities (esp. history, literature, film studies, and philosophy), as well as from the social and behavioral sciences (esp. anthropology, geography, sociology, and political science).

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: ALICIA DECKER (acd207)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: GABEBA BADEROON (gxb26)

Title: ASSOC PROF WMNST & AFR ST

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Address: 0133 WILLARD BUILDING

Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

At the end of this course, students will be able to:

- Name and define key concepts in African women and gender studies
- Discuss various types of family structures in Africa
- Compare and contrast the ways in which African feminisms are similar to and/or different from other forms of feminism worldwide
- Describe some of the key strategies that African feminists have utilized to fight for social change
- Analyze the contributions of African feminists to global debates and initiatives on women's rights and gender equity

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Students will be evaluated on the following basis:

1. Participation and attendance- 10%
2. Weekly quizzes based on assigned readings- 30%
3. Short response papers (4-5 pages)- 2 x 15%
4. Final exam or essay- 30%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is a critical part of the curriculum for both the Department of Women's, Gender, and Sexuality Studies and the African Studies Program because the study of women, gender, and feminism(s) in Africa represents a key area of faculty research. Furthermore, the African Feminist Initiative (established in 2015) has increased student interest in African feminist issues. Last year, we created a new graduate course—African Feminisms (WMNST/AFR 550); this course will function as the undergraduate equivalent and will serve as a useful foundation for upper-division courses in both WGSS and African Studies. Furthermore, because the course will be offered every semester, it will attract students interested in fulfilling General Education and Integrative Studies requirements.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

As well as its position as part of the Bachelor of Arts degree and as an Integrative Studies course in Humanities and Social and

Behavioral Sciences, this introductory course will bolster offerings connected to the general education requirement for courses on "International Cultures" offered across the university.

A description of any special facilities:

N/A

Frequency of Offering and Enrollment:

This course will be offered once every semester. Enrollment will be capped at 35 students.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

This course has been restructured and updated so that it can fulfill the requirements for Integrative Studies. Formerly it was classified as a GS course, but now, it will be inter-domain: GS/GH. The faculty members who are responsible for teaching this course are interdisciplinary scholars, so it makes sense to offer it as such.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

C) Critical and Analytical Thinking: This course will guide and challenge students to develop their critical thinking skills in the context of class discussion and written assignments. It is designed to ask students to identify, engage, and synthesize theoretical perspectives and apply them to a range of African contexts, both historical and contemporary.

F) Global Learning: Students in this course will learn to think critically about gender relations and feminist movements in diverse African contexts, both past and present.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

C) Critical and Analytical Thinking: Students' ability to think critically and analytically will be assessed through class participation (10%), through two short response papers (15% x 2), and through their final exam or essay (30%). For example, for a response paper, they may be asked to respond to the following prompt: Critically analyze the claim that gender did not exist prior to colonial rule. Be sure to outline how and why this claim was made and whether you agree with this argument.

F) Global Learning: Students will demonstrate evidence of global learning about Africa through class participation (10%), reading quizzes (30%), two short response papers (30%), and through their final exam or essay (30%). For example, for a final essay, they may be asked to respond to the following prompt: Discuss three major feminist debates that animated feminist activism in Africa over the last several decades. Be sure to clearly describe what the debates were about, who were the major actors, and what were the major outcomes. Your examples should come from at least two different regions of the continent.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Units 2 and 3 require students to think critically about gender and sexuality in diverse African contexts. They will be exposed to theories and frameworks that are likely unfamiliar to most students, so they will be forced to analyze them on their own terms on not on the basis of what they think they know. One of their short response papers requires them to reflect upon at least one humanities text as it relates to larger themes of the course (e.g. a novel, poem, or primary source) (GH Criterion 2).

Unit 1 will introduce students to Africa as a diverse continent, and not—as many might imagine—a “country.” The first two weeks of the course will provide students with background information covering key historical events, many of which they may be unfamiliar. Units 4 and 5 will also require students to learn about significant feminist movements using historical texts, memoirs, and artistic representations (GH Criterion 4).

Throughout the course, students will be learning about a wide variety of historical events and actors who/that have influenced gender relations in Africa and beyond (GH Criterion 5).

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Students will be studying gender, sexuality, and feminism(s) from historical and contemporary perspectives. They will consider the ways in which legal systems, religious structures, cultural norms, and diplomatic pressures, among others, influence how gender is interpreted, discussed, and utilized (GS Criterion 3).

Students will learn how to read and interpret a wide variety of scholarly sources from multiple disciplines. For instance, they will consider how political scientists measure gender equity (as compared to how a novelist might write about the perils of gender inequality). They will learn how anthropologists have contributed to the study of African family structures and why many of these early studies were problematic. They will also use the work of sociologists to better understand group dynamics of feminist social movements (GS Criterion 4).

Many of the earliest studies of African gender systems were based on racist ideas about African “primitivism” or “tradition.” We will read some of these studies and compare them to newer, less problematic works and discuss why they are more “ethical” (GS Criterion 5).

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Each of the units in this course will utilize both humanities and social/behavior sciences frameworks. For example, in Unit 3 (Complicating Our Ideas about Sexuality), students will read autobiographical essays and poems about the “coming out” process, as well as sociological studies that address the realities of queer life in African contexts (e.g. legislation, hate crimes, activist interventions, etc.). We will discuss how different types of knowledge are created using different disciplinary frameworks.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Each of the course units will feature readings (and/or other types of texts) that represent different disciplinary frameworks, as the example cited above demonstrates. In addition, the weekly reading quizzes will be based on materials from both domains, meaning that a student must engage with literatures in both the humanities and the social/behavior sciences. Furthermore, all students will write two short response papers. One will be based on a question raised within a humanities text, and the other will be based on a social/behavior sciences text.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The majority of faculty in WGSS and AFR have interdisciplinary appointments which demonstrate their expertise and teaching competence in multiple fields of study.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students' participation grade will be based on their ability to synthesize materials from both domains. In addition, their weekly reading quizzes will be based on materials from both domains, meaning that a student must engage with literatures in both the humanities and the social/behavioral sciences. Furthermore, all students will write two short response papers. One will be based on a question raised within a humanities text, and the other will be based on a social/behavioral sciences text. Their final exam or essay will also require them to provide evidence that they know how to think and apply knowledge across the domains.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course focuses on African women and gender studies so it fulfills the requirements for "Other Cultures" within the BA Guidelines. Given that it is an inter-domain course (BS and BH), it will also fulfill the requirement for Humanities and for Social and Behavioral Sciences.

Intercultural Requirements:

This course examines key themes within African women and gender studies. Given that the continent is home to more than fifty countries, and thousands of distinct ethnic groups, students will be learning a great deal about numerous international cultures. They will learn how gender and sexuality has been constructed in various African contexts, and will be able to make comparisons between more than one cultural setting (Criterion A, C, and F). They will learn about gender and sexuality diversity, not simply across cultures, but within communities as well (Criterion D). By examining different activist movements, they will also be able to recognize how certain ideas about women and gender are differently valued (Criterion F). Through this class, students will be able to challenge their own beliefs about gender and sexuality (Criterion G).

Campuses That Have Offered (WMNST 202) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Sample Syllabus

Course Abbreviation and Number: WMNST/AFR 202

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: N/A

Course Attributes/Designations: GenEd, BA, IL

General Education Learning Objectives:

C) Critical and Analytical Thinking

F) Global Learning

Course Description: This introductory course provides students with a broad interdisciplinary overview of scholarly research and theory related to women and gender studies in Africa, using both historical and contemporary examples from across the continent. We will explore the complex, and oftentimes contradictory, meanings attached to gender and sexuality in various African contexts. For example, what does it mean to be a “good” woman in Uganda today? How does this definition change (or not) if she comes out as a lesbian? What if s/he identifies as a transgender man or rejects gender binaries altogether? What if gender did not matter, or even, did not exist? In addition to exploring these types of questions, we will also examine African feminist thought, paying close attention to the ways in which African feminisms are similar to and/or different from other forms of feminism worldwide. We will also consider what these movements looked like in practice. What strategies did African feminists utilize to promote social change? What challenges did they face? What victories resulted from their efforts? Although topics may vary from semester to semester, key themes may include environmental activism, anti-war/peace activism, political activism, sex worker rights activism, activism to support peoples living with HIV/AIDS, and activism against harmful traditional practices. Finally, we will examine the ways in which African feminists have contributed to global debates and initiatives on women’s rights and gender equity. Students in this course can expect to engage with diverse texts from the humanities (esp. history, literature, film studies, and philosophy), as well as from the social and behavioral sciences (esp. anthropology, geography, sociology, and political science).

Course Learning Objectives:

- Name and define key concepts in African women and gender studies
- Discuss various types of family structures in Africa
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