

**Core Curriculum Course Submission
Criteria: Social Science**

1. General Information

a. Originating Person	b. Contact Person's E-mail	c. Contact Phone	d. Date
Krista Lewis	kxlewis@ualr.edu	(501)569-8862	03/24/2014
e. College/School	f. Department/Program		
College of Social Sciences & Communications	Sociology & Anthropology		

Submission Statement
By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

Chair and Dean Awareness
Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

2. Course Information

a. Course ID	b. Current Title
GNST 2300	Introduction to Gender Studies

c. Catalog Description
A cross-cultural, interdisciplinary analysis of gender. Includes examination of gender identity, social roles, and cultural symbolism in politics, economics, family, health, socialization, religion, and language.

d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?
The Gender Studies Coordinator will meet with all relevant faculty members (including adjuncts) to discuss syllabi and class plans, ensuring consistency throughout all sections of the Introduction to Gender Studies course.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Knowledge 1 - Concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.	1. develop foundational knowledge of the theoretical perspectives used in one or more social science disciplines;	Learning Objectives 1.1 Students will apply, through a comparative approach, various theoretical perspectives to gender centered issues.	Assignments 1.1 Assigned Readings, Class Discussions, In Class Application Assignments, Concept Paper	Explanation 1.1 Through readings, discussions, assignments, and an end of term concept paper, students are challenged to actively engage in the critical thinking skills necessary to achieve theoretical understanding and practice.
	2. develop foundational knowledge of how to use scientific methods and various analytic techniques to answer questions about societal issues;	Learning Objectives 1.2 Students will demonstrate competency in analytical thinking through the investigation of various research methods designed to address gender related questions.	Assignments 1.2 Assigned Readings, Class Discussions, In Class Application Assignments	Explanation 1.2 Assigned readings, class discussions, and application assignments allow students to integrate scientific methodology and creative problem solving.
	3. develop foundational knowledge of real world applications of the social sciences;	Learning Objectives 1.3 Students will, through theory and practice, study the ways gender intersects with race, ethnicity, class, sexuality, culture, and human rights.	Assignments 1.3 Assigned Readings, Class Discussions, In Class Application Assignments	Explanation 1.3 Assigned readings, class discussions, and in class application assignments provide students the opportunity to identify, compare, and analyze historical and contemporary gender construction.
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 1 -	1. develop oral and/or	Learning Objectives 1.1	Assignments 1.1	Explanation 1.1

Communication	written skills while communicating about social science theories, methods, and applications;	Students will demonstrate, through oral and written assignments, a comprehension of major theories, methods, and real world applications needed to critically explain gender as a social institution.	Assigned Readings, Class Discussions, Formal and Informal Writing , In Class Application Assignments	Assigned reading and class discussions permit students to explore methodology and theoretical perspectives. Writing and application assignments allow students to internalize and apply scientific ideas and methods.
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 2 – Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively	1. develop an understanding of how evidence from different methods of inquiry supports or weakens various theoretical perspectives;	Learning Objectives 2.1 Students will be able to comprehend gender issues from a variety of theoretical perspectives, understanding that methodology will impact results in different ways.	Assignments 2.1 Assigned Reading, Class Discussion, Various Critical Thinking Assignments	Explanation 2.1 Assigned readings and class discussions promote method specific thinking, particularly when considering theoretical application. Critical thinking assignments encourage students to think about gender studies globally.
	2. develop an awareness of contextual impacts and personal assumptions on inquiry, methods, and analysis within a social science discipline;	Learning Objectives 2.2 Students will understand themselves as both contributors to and challengers of gender specific ideas	Assignments 2.2 Assigned Readings, Class Discussion	Explanation 2.2 Assigned readings are specific to method and ethnocentrism. Class discussions emphasize cultural relativism, ethnocentrism, and personal responsibility.
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 3 – Information Technology	1. develop abilities to use current technologies for inquiry, exploration, and communication;	Learning Objectives 3.1 Students will show proficiency in computer-based technology through the use of internet research in completing assignments and readings.	Assignments 3.1 Assigned Readings, Critical Thinking Assignments, Email based communication	Explanation 3.1 Assigned readings are posted in a Blackboard accessible shell. Critical thinking questions require students to visit course appropriate webpages. Email

				communication is encouraged.
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Values 1 – Personal Responsibility and Ethical Behavior	1. develop commitment to academic integrity and take responsibility for completing assignments in an ethical manner, working on one’s own when required and acknowledging resources when used;	Learning Objectives 1.1 Students will adhere to the UALR code of ethics at all times and use appropriate documentation in all writing assignments.	Assignments 1.1 Critical Thinking Questions, Concept Papers	Explanation 1.1 All assignments must be accompanied by proper documentation when outside resources are used.
	2. develop an understanding of the ethical obligation to be precise and accurate with data; and understand how this obligation applies to communication of information;	Learning Objectives 1.2 Students will understand that precision and accuracy in data collection and interpretation are critical factors in the validity and success of their research across academic borders.	Assignments 1.2 Assigned Readings, Class Discussion	Explanation 1.2 Students read a selection of papers designed to promote a better understanding of data collection and interpretation. Class discussions allow students to explore the impact of accurate and inaccurate data submission.
	3 understand the ethics of research with humans;	Learning Objectives-1.3 Students will learn the basic code of ethics for the social sciences, demonstrating a comprehensive understanding of the ethical obligations required for working with human subjects.	Assignments-1.3 Assigned Readings, Class Discussion	Explanation- 1.3 Reading assignments promote questions about human specific research. Detailed class discussions reveal the challenges and benefits of studying a human population.
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Values 2 – Civic	1. develop an understanding	Learning Objectives 2.1	Assignments 2.1	Explanation 2.1

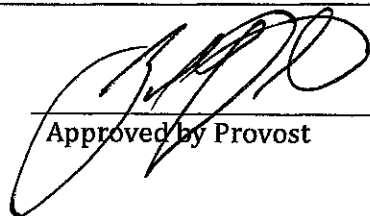
Responsibility	of the ethical implications of social science research, methods, knowledge in addressing social issues;	Students will demonstrate an understanding of ethical and methodological issues in addressing topics of gender inequity, human rights, and other social concerns as they relate to a globalized world.	Assigned Readings, Class Discussion, Concept Paper	Assigned readings and class discussion place the student at the center of ethical interpretation, prompting real world questions and lively academic debates. The concept paper directs the student to apply their knowledge in a creative way.
-----------------------	---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Value 3-Global and cultural Understanding	1. develop awareness of multiple cultures and respect for alternate world views.	Learning Objectives 3.1 Students will learn, through a comparative approach, the complex ways that gender is constructed and modified within cultures.	Assignments 3.1 Assigned Readings. Class Discussions. Concept Paper	Explanation 3.1 Assigned readings take the students around the world, allowing them to explore the vast definitions of femininity, masculinity, and sexuality across borders and religions. Class discussions prompt internal and external dialogue about gender concepts and perceived norms. The concept paper provides the student with an opportunity to construct an individual outside of his/her own culture, placing that individual at the center of a gender crisis. Students tackle a wide range of topics, such as the feminization of poverty, rape as a tool of war, sports and masculinity, stay at home parenting, and human trafficking.

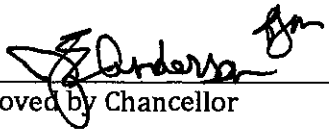
Additional Comments:

Belinda Blewitt-Knecht
Approved by Core Curriculum Committee

4-15-14
Date


Approved by Provost

4/26/2014
Date


Approved by Chancellor

4-23-14
Date