

**WINONA STATE UNIVERSITY**  
**NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM**

Routing form for new and revised courses and programs.

Course or Program G502 35

**Department Recommendation**

Yogesh Grover  
Department Chair

March 5  
Date

ygrover@winona.edu  
e-mail address

**Dean's Recommendation** ☒ Yes ☐ No\*

M. J. G. [Signature]  
Dean of College

3-5-14  
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**  
(if applicable)

☐ Approved

☐ Disapproved

\_\_\_\_\_  
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 \_\_\_\_\_  
Date entered \_\_\_\_\_

Please notify department chair via e-mail that curricular change has been recorded.

5/3/14

WINONA STATE UNIVERSITY  
FINANCIAL AND STAFFING DATA SHEET

Course or Program GS 235

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.

Existing staff

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 courses will be dropped. This course is just being cross listed.

with WAGS 235.

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.

None

# 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 \_\_\_\_\_ Global Studies \_\_\_\_\_ Date \_\_\_\_\_ Mar. 3, 2014 \_\_\_\_\_

\_\_\_\_\_ 235 \_\_\_\_\_ Gender and Social Justice Issues in Latin America \_\_\_\_\_

\_\_\_\_\_ 3 \_\_\_\_\_

Course No.

Course Title

Credits\*

This proposal is for a(n): ☒ Undergraduate Course \_\_\_\_\_ Graduate Course

Is this course for USP? ☐ Yes\*\* ☐ No

Is this course for GEP? ☐ 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: GSWL

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

List all Minor Codes to which this proposal applies as an elective course: WAGS, GSWL

Prerequisites

☐ None \_\_\_\_\_

Grading method ☐ Grade only ☐ P/NC only ☒ Grade and P/NC Option

Frequency of offering ☐ Every other semester \_\_\_\_\_

What semester do you anticipate that will this course be offered for the first time? ☐ Already offered as

WAGS235-this is to cross-list course with GSWL \_\_\_\_\_

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.

This course will challenge students to consider ways that shifting gender roles in Latin America contribute to social justice and human rights in the world. We will explore questions about interconnections between political economies, cultures and groups, which affect social justice issues. First, students will be introduced to women's rights as human rights, and then explore through specific ethnographic examples how women and men have been and continue to be catalysts for change. The first half of class will focus on civil and political rights and the second half on social, economic and environmental rights.

Specifically, the course will provide an interdisciplinary view of human rights issues and gendered perspectives in several Latin American countries. Students will explore the question in cross-cultural scenarios: How are values expressed in the home, and how are those translated into the arena of social justice? The course aims at opening students' intellectual curiosity and establishing life-long learning capacities to understand our complex and globalized world with regard to human and environmental rights.

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. Geography of Latin America

- A. Andean
- B. Amazonia
- C. Pampas
- D. Mexico
- E. Central America

II. Peoples of Latin America

- A. Indigenous Groups
- B. Mestizos
- C. Elite
- D. Afro-Latin Americans

III. Human Rights

- A. Civil and Political Rights
- B. Socio economic Rights
- C. Women's Rights as Human Rights
- D. Environmental Rights

IV. Latin American 'Dirty Wars' and Human Rights Abuses

- A. Argentina
  - 1. The Mothers of the Plaza de Mayo
  - 2. The Disappeared
  - 3. Revolutionizing Motherhood
- B. Chile
  - 1. Social History and CIA involvement in Allende overthrow
  - 2. The Disappeared
  - 3. Protest, Music, gender and Poetry

V. Fair Trade as Socioeconomic Rights

- A. Transnational Alliances



- B. Living Wages
- C. Coffee productions
- VI. Environmental Rights in Ecuador
  - A. The Value of Biodiversity
  - B. Local Governance
  - C. The role of rural women and men and changing roles
  - D. Cross-generational justice

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

Instructional delivery methods utilized: (Please check all that apply):				
XAuditorium/Classroom:	ITV	Online	Web Enhanc ed	Web Supplement ed
Laboratory:	Service Learni ng	Travel Stu dy	Internship/Practicum	
Other: (Please indicate)				

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

XNone:	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.

Social, political and economic issues in Latin American will be explored through specific historic and current examples. Students will gain an understanding of the role of Latin American women and men in these processes through readings, discussions, films and a group project. You will be evaluated on your discussion of readings, class participation, 3 Exam and do an in depth group research project that focuses on gender and sustainability. You will acquire library research, synthesis and writing skills as you collaborate and create a final presentation on your research.

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

### Required Texts

Guzman Bouvard, Marguerite. *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*. 1994. DE:

Scholarly Resources, INC.

Dorfman, Ariel. *Death and the Maiden*. 1991. NY: Penguin.

Lyon, Sara and Mark Moberg editors, *Fair Trade and Social Justice: Global Ethnographies*. 2010. NY:

NYU Press:

Various Articles to be passed out in class. (Including):

Bunch, Charlotte, Women's Rights as Human Rights. IN *The Politics of Human Rights*. Pp. 232-244.1999. NY: Verso.

Kuecker, Glenn. Fighting for the Forests. (on reserve)

D'Amico, Linda. Gender and Sustainability in Intag, Ecuador.(on reserve)

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

Students will grasp theoretical underpinnings of human rights and social justice in specific examples in Latin America and be able to articulate those orally and in written form. In addition, they will be able to make cross-cultural comparisons to examples in their own lives.

#### **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.
2. The intent of GSWL 235 is to impart knowledge and understanding of Latin American culture through a critical analysis of some of its socio-political and environmental struggles. It is expected that this course will have 30 students, which will promote discussions and presentations. Acclaimed ethnographies, plays and articles will be the texts utilized, and complemented with appropriate films when possible. Students will have a clearer idea of their rights and responsibilities as local and global citizens.
3. A statement of how this course will contribute to the departmental curriculum.

GSWL 235 will contribute to department curriculum by adding human rights and social justice perspectives to Latin American Studies, including women's and environmental rights and economic and cross-generational justice.

4. 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 offered at 200 level to attract a broad student body with little specialization in Global Studies.
5. Identification of any courses which may be dropped, if any, if this course is implemented.  
This course will be cross-listed with WAGS 235 and attract more students to encourage cross-disciplinary communication and discussion about citizenship and global feminisms.

#### **C. Impact of This Course on Other Departments, Programs, Majors, and Minors**

Provide a statement of the impact of this course on other departments, programs, majors, and minors.

1. Clearly state the impact of this course on courses taught in other departments. Does this course duplicate the content of any other course? Is there any effect on prerequisites for this or any other courses? **This is a cross-listing with WAGS 235 and (already) counts as an elective in WAGS and GSWL. The cross-listing will improve enrollment for GS majors/minors.**
2. Would approval of this course change the total number of credits required by any major or minor of any department? If so, explain the effects which this course would have. **The approval of this course would not change the total number of credits required by any major or minor.**
3. If this course has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the course 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). The Director of WAGS has been contacted and is in agreement with this cross-listing.

#### **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:**

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
e-mail address

#### **F. Review by Department A2C2 Representative**

I have reviewed this proposal and certify that it is complete

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Signature of A2C2 representative

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.