Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (J.D., M.D., etc.)

2. Request submitted by (Department or Program Name):

3. Course prefix, number and complete title of course:
   ECON 609 Human Resource Economics I

4. Change requested
   a. Prerequisite(s): From: ______________________ To: ______________________
   b. Withdrawal (reason):
   c. Cross-list:

   Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   □ Yes  □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade
   □ S/U
   □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Human Resource Economics I. Valuation and allocation of human resources; labor supply of households, labor supply over the life-cycle, determination of wages, human capital, migration, education, labor markets and population; use of the testable implications of theory and of evidence to explain observed labor market behavior.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Labor Economics I. Valuation and allocation of human resources; labor supply of households, labor supply over the life-cycle, determination of wages, human capital, migration, education, labor markets and population; use of the testable implications of theory and of evidence to explain observed labor market behavior.

---

11. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   ECON  609  HUMAN RESOURCE ECONOMICS I

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   3.00  0.00  0.00  3.00  45060100  0810  0 0 3 6 3 2 6

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   ECON  609  LABOR ECONOMICS I

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level
   3.00  0.00  0.00  3.00  45060100  0810  0 0 3 6 3 2

   Approval recommended by:

   [Signature]  4/13/17
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee

   [Signature]  5-14-15  Date

   Dean of College

   [Signature]  6-19-15  Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
The Department of Economics is requesting name changes for ECON 609 and 610. These are name changes only – there are no other changes to these courses.

ECON 609 and 610 are a two-semester field course sequence in the Economics Ph.D. program, focusing on labor economics. In decades past it was common to label such a course sequence Human Resource Economics. Today it is much more common to label such a course sequence as Labor Economics. This name change will more clearly signify to students and others the content of this course sequence.

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<td>ECON 610</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☐ Undergraduate ☒ Graduate ☐ First Professional
2. Request submitted by (Department or Program Name): Economics
3. Course prefix, number and complete title of course: ECON 610 Human Resource Economics II

Attach a brief supporting statement for changes made in Items 4a then 4d and 10 below.

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
   f. Is this an existing core curriculum course?
   ☐ Yes ☒ No
   g. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLMD)
   h. If this course will be stacked, please indicate the course number of the stacked course:
   ☐ I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

5. Complete current course title and current catalog course description: Human Resource Economics II. Selected topics in labor markets; unemployment, earnings differentials, effects of occupational licensing, trade unions, income distribution, military manpower and the draft, effects of minimum wage and equal pay provisions, effects of welfare programs, the professional athlete's labor market and others; developing and analyzing empirical problems.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Labor Economics II. Selected topics in labor markets; unemployment, earnings differentials, effects of occupational licensing, trade unions, income distribution, military manpower and the draft, effects of minimum wage and equal pay provisions, effects of welfare programs, the professional athlete's labor market and others; developing and analyzing empirical problems.

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7. Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
The Department of Economics is requesting name changes for ECON 609 and 610. These are name changes only – there are no other changes to these courses.

ECON 609 and 610 are a two-semester field course sequence in the Economics Ph.D. program, focusing on labor economics. In decades past it was common to label such a course sequence Human Resource Economics. Today it is much more common to label such a course sequence as Labor Economics. This name change will more clearly signify to students and others the content of this course sequence.

ECON 609. Old Name: Human Resource Economics I  
            New Name: Labor Economics I

ECON 610  Old Name: Human Resource Economics II  
           New Name: Labor Economics II
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate  ☑ Graduate  ☑ First Professional (DE: MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Economics

3. Course prefix, number and complete title of course: ECON 635 Monetary Theory

4. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

5. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

6. Complete current course title and current catalog course description. Monetary Theory. Traditional and modern theories of money; general equilibrium systems and role of money in determination of prices, interest rate, income and employment.

7. If this an existing core curriculum course?

8. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☑ S/U ☑ P/F (CLMD)

9. If this course will be stacked, please indicate the course number of the stacked course:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Advanced Macroeconomics I. Traditional and modern theories of money; general equilibrium systems and role of money in determination of prices, interest rate, income and employment.

11. As currently in course inventory:

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   Approval recommended by:

   Timothy J. Gronberg
   Department Head or Program Chair (Type Name & Sign) Date 4/17/15

   Chair, College Review Committee Date 5-14-15

   Department Head or Program Chair (Type Name & Sign) Date

   Dean of College Date 6-19-15

   Submitted to Coordinating Board by:

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 08/14
The Department of Economics is requesting name changes for ECON 635 and 637. These are name changes only – there are no other changes to these courses.

ECON 635 and 637 are each part of a two-semester field course sequence in the Economics Ph.D. program. The courses are currently labeled Monetary Theory and Monetary Policy, respectively. Many years ago it was common to call courses in advanced macroeconomics ‘monetary economics’. Today this is much less common. The Department would like to label these courses Advanced Macroeconomics to more clearly identify the content of these courses. We use the adjective ‘Advanced’ because we have a core sequence taken by all students that includes Macroeconomic Theory I and Macroeconomic Theory II. ECON 635 and 637 is be the field sequence taken by students wanting to do research in macroeconomics subsequent to completing the core classes.

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<tr>
<td>ECON 637</td>
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Texas A&M University

Department Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: [ ] Undergraduate [X] Graduate [ ] First Professional/EDUC 5271, 6271, or 6371
2. Request submitted by (Department or Program Name): Economics
3. Course prefix, number and complete title of course: ECON 637 Monetary Policy

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? [ ] Yes [X] No
6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description: Monetary Policy. Effect of monetary policy on aggregate economic activity and distribution of resources; effectiveness of various policies; optimal policy in light of various institutional restrictions that exist.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Advanced Macroeconomics II. Effect of monetary policy on aggregate economic activity and distribution of resources; effectiveness of various policies; optimal policy in light of various institutional restrictions that exist.

11. a. As currently in course inventory:

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Approval recommended by:

[Signature] 4/1/15

Chairs, College Review Committee
Date
5-14-15

Submitted to Coordinating Board by:

[Signature] 6-19-15

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 98/14
The Department of Economics is requesting name changes for ECON 635 and 637. These are name changes only – there are no other changes to these courses.

ECON 635 and 637 are each part of a two-semester field course sequence in the Economics Ph.D. program. The courses are currently labeled Monetary Theory and Monetary Policy, respectively. Many years ago it was common to call courses in advanced macroeconomics 'monetary economics'. Today this is much less common. The Department would like to label these courses Advanced Macroeconomics to more clearly identify the content of these courses. We use the adjective 'Advanced' because we have a core sequence taken by all students that includes Macroeconomic Theory I and Macroeconomic Theory II. ECON 635 and 637 is be the field sequence taken by students wanting to do research in macroeconomics subsequent to completing the core classes.

**ECON 635.**
Old Name: Monetary Theory  
New Name: Advanced Macroeconomics I

**ECON 637.**
Old Name: Monetary Policy  
New Name: Advanced Macroeconomics II
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Course request type: □ Undergraduate ✓ Graduate □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Educational Administration and Human Resource Development
3. Course prefix, number and complete title of course: EHRD 628, Research & Publishing in HRD

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes ✓ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLM/)
7. If this course will be stacked, please indicate the course number of the stacked course:

   ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-contro-basics-for-distance-education).

8. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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Approval recommended by:
Fredrick M. Nafukho 4/15/15
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
EHRD 628, Research & Publishing in HRD  
Spring 2015

Instructor Information
Name: Jia Wang  
Telephone number: 979-862-7808  
Email address: jiawang@tamu.edu  
Office hours: By appointment  
Office location: Rm. 503 Harrington Tower

Course Description and Prerequisites
This course is designed for both the masters and doctoral students. The course will consist of learning on campus and a week-long field trip to the Academy of Human Resource Development (AHRD) annual international research conference in the Americas. For the field trip portion, students will participate in a 1.5-day-long Graduate Student Research Colloquium designed for master’s students and doctoral students, respectively.

Participants in this class will examine various aspects in HRD, including: the role of research, research paradigms, critical issues and emerging themes, and the role of professional organizations. They will also learn how to evaluate and critique HRD research. For master’s students, this course provides an opportunity to explore the means to incorporate research into practice and to build a professional identity as a scholarly practitioner. For doctoral students, this course provides a venue for sharing research work and to explore the path to establish a scholarly identity and an academic career. This course is offered in association with the annual conference of the Academy of HRD.

Learning Outcomes or Course Objectives
Upon completion of the course, participants should be able to:
1. Describe the role of research in HRD.
2. Describe the role of theory in HRD.
3. Understand research paradigms and related methods used to conduct and report research.
4. Describe the standards for good research in HRD.
5. Outline the criteria to use in evaluating research in HRD.
6. Critique and, with a team, present a critique of a conference paper.
7. Describe how HRD research is reviewed and published and the standards used to review and judge papers submitted for publication.
8. Develop an action plan for building a professional identity.
10. Provide critiques of AHRD conference programs, presentations, and activities.

Textbook and/or Resource Material

REQUIRED READINGS

- Additional readings posted on the eCampus class site.

RECOMMENDED READINGS

ASSIGNMENTS

The following assignments serve as examples of learning deliverables as a result of participating in this course. However, as learner, you are encouraged to “negotiate” with your instructor to adjust course assignments or alter the grade points in order to address your unique learning needs. Should you choose this option, you are expected to develop a “Learning Contract” and submit it to your instructor for approval. In the case where you choose to complete assignments from the following list only, you must complete a minimum of 100 points. If more than 100 points are completed, the points will be apportioned back to 100 points. All papers must be prepared using word processing, double spaced, and submitted to the instructor of your institution for a grade. See language expectations in the following section. Grades will be assigned as follows:

Required Assignments for ALL Class Participants (1-3):

1. Class Participation: Participate in all three campus sessions, the Colloquium portion of the course, and the actual conference sessions. (20 points)—this is required of all students given the unique structure of this class. Your absence in any part of this class will have a negative impact on your learning experience and the grade you will receive.

2. Reflection Paper: Write a 5-6 page reflection paper to report the major learning takeaways from the conference colloquium, as well as overall experience with the conference. (20 points)

3. Article Critique: Select one of the published full papers from the 2015 conference proceedings. Write a 6-7 page evaluation paper, critiquing the quality of the paper using provided journal review criteria, and suggesting how the theme of the paper could be pursued using alternative research paradigms. Address questions such as the follows. How would the research problem need to be stated differently? How would the methodology change? Why would one paradigm be chosen over another? What would fit best for your interests? Why? (25 points)

For Master’s Students Only:

4. Action Research Proposal: Develop an 8-10 page proposal for an action research project you will conduct with a real-life organization of your choice (your client). In your proposal, identify one critical issue you are interested in addressing; describe the significance of the identified issue to your client; and design an action research project you and your client will engage in addressing the issue (be specific about research methods and processes to be followed) (35 points)
For Doctoral Students Only:

5. **Research Proposal**: Develop a 10-12 research proposal for a full paper you will submit to AHRD conference next year. In your proposal, identify your research purpose and questions; provide a review of related theory and research, describe the research methodology you will use, and discuss the potential contribution of your topic to HRD. For an empirical study proposal, you also need to identify prospective study participants, describe proposed data collection methods and analysis. (35 points).

Or,

You can propose your own project to the instructor! The maximum points you can gain for this self-proposed project is 35 points.

**Deadlines for Assignments:**

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<td>Reflection Paper (2)</td>
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<td>March 23 (bring a hard copy to class)</td>
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<td>Article Critique (3)</td>
<td>25</td>
<td>April 20 (bring a hard copy to)</td>
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<tr>
<td>Research Proposal (4 &amp; 5)</td>
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<td>April 30 (email instructor)</td>
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Guidelines for Assignments

- Provide a cover page for each assignment, with the course number, title, your name, the degree you are pursuing (i.e., master’s or PhD), and the maximum points allocated for the assignment.
- APA Style is not required for the Reflection Paper and Article Critique assignments.
- For the Research Proposal assignment, you must follow the APA (6th edition) Manual guidelines for writing styles and formatting of your papers. Submissions which do not follow the APA guidelines will NOT be graded. So make sure you make an effort in studying the APA Manual.
- All written assignments should be double-spaced and page numbered.
- Bring a hard copy of your assignments (except your research proposal) to the instructor when we meet for the face-to-face class.
- Early submission is acceptable and in fact encouraged so please do not wait until the last minute to complete your work!
- A grade of I (incomplete) will NOT be assigned except in the case of a documented emergency.
- Late assignments will NOT be accepted unless there is a legitimate reason and advance notification to the instructor.
- There will be no make-up assignments nor may they be redone.

Grading

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>Re-register</td>
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<tr>
<td>F</td>
<td>Re-register</td>
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COURSE OUTLINE

This course consists of 45 contact hours and includes three on-campus meetings as well as large and small group work during the AHRD conference. The course also requires individual outside work to complete the assignments.

Pre-Conference Meeting at Texas A&M University, before February 18
- Monday, January 26, 5 pm – 8 pm, Harrington 503
  - Introduction to your campus-based instructor, the course, and the syllabus
  - Obtain answers to your questions about this class and the Academy conference
  - Introduction to research in HRD

Note: Because conference participation is counted as contact hours and contribute to your success on all assignments, students must arrive in St. Louis, MO, no later than
February 18 (Wednesday), 8:00am; participate fully in the AHRD conference, and stay until Saturday evening, February 21.

**During the Conference Meeting**
Students will meet in three formats during the course:
1. *Learning Community*: Large group sessions with all colloquium participants, featuring panel presentations and facilitated discussion from HRD scholars and practitioners.
2. *Breakout Groups*: Smaller groups facilitated by course instructors in separate rooms.
3. *Presentation Groups*: Three to five students collaborating to critique a conference article and present results.

**Wednesday, February 18, 9am – 6pm**
- Welcome and Introduction Session (all student participants and faculty facilitators).

**Breakout Sessions**

<table>
<thead>
<tr>
<th>Doctoral Colloquium</th>
<th>Master’s Colloquium</th>
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<tbody>
<tr>
<td>✗ Introductions, overview of syllabus, and course schedule</td>
<td>✗ Introductions, overview of syllabus, and course schedule</td>
</tr>
<tr>
<td>✗ Research symposium – Presentation of individual research/dissertation topics</td>
<td>✗ Overview of research paradigms</td>
</tr>
<tr>
<td>✗ Developing a scholarly identity - HRD Scholar Panel</td>
<td>✗ Research-to-Practice: Journey of HRD Scholarly Practitioners</td>
</tr>
<tr>
<td>✗ Action planning for a scholarly career</td>
<td>✗ Evaluating and critiquing research</td>
</tr>
</tbody>
</table>

**Thursday, February 19, 9am – 12pm**

**Break Sessions**

<table>
<thead>
<tr>
<th>Doctoral Colloquium</th>
<th>Master’s Colloquium</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Writing studio</td>
<td>✗ Group presentations of research critiques</td>
</tr>
</tbody>
</table>

**Note:** Closing Session of the colloquium and Welcome Session to the Conference (all student participants and faculty facilitators)

**Thursday afternoon, February 19 - Saturday evening, February 21**
- Participate fully in conference activities; see conference program and proceedings CD

**Saturday afternoon, February 21, 5:30pm**
- Learning Reflection Session (all student participants, Dr. Jia Wang, and Dr. Tomika Greer)

*Post-Conference Meeting at Texas A&M University*
- Monday, March 23, 5pm – 8pm, Harrington 503
- Monday, April 20, 5pm – 8pm, Harrington 503
PARTICIPATION/ACTIVE LEARNING APPROACH

Class participation will be considered in determining final grades. This grade will be based on the assumption that:

a) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.

b) Student participation will reflect prior preparation of presentations and completion of reading assignments.

c) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of "I" statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of appropriateness of amount of class time being used by an individual student; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.

IN-CLASS PRESENTATIONS

You will be assigned to a 3-5 member Presentation Group, consisting of students from different universities. The purpose of this group is to make a presentation to 15-20 students and faculty. The specific task for the Presentation Group will be detailed on Wednesday afternoon and the presentations will occur on Thursday morning. Presentation group members are to participate equally, and it is up to each Presentation Group member to assure that everyone in the group participates and works toward a collective understanding of the material.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://www.tamu.edu/aggiehonor

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Sexual Harassment

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M University encourages a climate that values and nurtures
collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at http://rules.tamu.eduurules/300/340199ml.htm for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:
   [ ] Undergraduate  [ ] Graduate  [ ] First Professional  [ ] Other
2. Request submitted by (Department or Program Name):
   Department of Educational Administration and Human Resource Development
3. Course prefix, number and complete title of course:
   EHRD 649, Feminist Pedagogy

4. Change requested
   a. Prerequisite(s): From: __________ To: __________
   b. Withdrawal (reason): ________________________________________________________________________________
   c. Cross-list with: ______________________________________________________________________________________

5. Is this an existing core curriculum course?
   [ ] Yes  [ ] No

6. If grade type is changing for existing course, indicate the new grade type:  [ ] Grade  [ ] S/U  [ ] P/F (CLMD)

7. If this course will be stacked, indicate the course number of the stacked course:
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controle-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description:

11. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   [ ] Lect.  [ ] Lab  [ ] Other  [ ] SCH  [ ] CIP and Fund Code
   Admin. Unit  FICE Code  Level

   a. Change to:
   Prefix  Course #  Title (excluding punctuation)
   [ ] Lect.  [ ] Lab  [ ] Other  [ ] SCH  [ ] CIP and Fund Code
   Admin. Unit  FICE Code  Level

   Approval recommended by:
   Fredrick M. Nafukho  Date
   Department Head or Program Chair (Type Name & Sign)

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)
   Dean of College
   Chair, GC 4, UCC
   Date
   Chair, Coordinating Committee
   Date
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
EHRD 649
FEMINIST PEDAGOGY

Instructors:
Dr. Lisa Baumgartner
Associate Professor
Educational Administration and Human Resource Development
527 Harrington Tower
(979) 862-2136
e-mail: lbaumgartner@tamu.edu

Establishing a Safe Classroom Environment
Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities, in Room B118 of Cain Hall, or call 845-1637.

Faculty Senate Statement on Plagiarism
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safety communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

An Aggie does not lie, cheat, steal or tolerate those who do.
Prerequisites

Graduate Classification.

Required Texts


Recommended Texts


Course Description

Are there women’s and girls’ ways of knowing and being in society that make the experience of schooling, learning, and teaching a specific and different process? This course will examine how educational systems and institutions have regarded women historically and contemporarily. In addition, the course will examine theoretical writings on feminist pedagogy and also will address practical issues related to teaching Women’s Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women’s Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.
Course Requirements

Course grades will be awarded according to the number of points you earn throughout the semester.

1. Attendance and Participation

(150 possible points)

Regular attendance and participation are expected of each student, since much of our learning will take place in class. More than two unexcused absences will lower your final grade for the course, no matter how many points you accumulate by the end of the semester. If you arrive late or leave early, you will not receive the full number of points for that class period.

In preparation for class, you should take notes on your reading and endeavor to answer the following questions:

1. What do you know about the author and his/her perspective? What can you infer about the author and his/her assumptions?
2. What is the author's major purpose and thesis?
3. How does the author support or defend his/her thesis? What arguments, examples, or illustrations does he/she use?
4. From your perspective, what is the author’s strongest argument? Why?
5. From your perspective, what is the author’s weakest argument? Why?
6. Identify a passage that was particularly thought-provoking or insightful to you. Explain your response to the passage.
7. Identify a passage that was particularly troubling or objectionable to you. Explain your response to the passage.

Although your answers to these questions will not be collected, you should come to class prepared to share your answers to these kinds of questions. Always bring your reading and writing assignments to class with you.

2. Weekly Participation on Blackboard

(110 total possible points; 10 possible points for each weekly entry)

Prior to each class session you will present one of the following items on the Discussion Board for this course in Blackboard:

a. a carefully-formulated discussion question relating directly to the reading(s) assigned for the week. Your question may ask for clarification of terms, concepts, or ideas; it may question the author's assumptions; it may explore the implications of an author's assertions; or it may endeavor to relate reading assignment(s) to other materials. If your question refers to a specific passage in a reading assignment, provide the quotation and page number.
b. pertinent information (approximately 1 paragraph) that directly complements the reading(s) assigned for the week ("Hypertextual" Information). First provide the page number and quote the passage in the assigned reading that sparked your curiosity, and then provide the pertinent information that you discovered. Give references to your sources of information. For example, you might indicate in your message that on p. 14 of *No Angel in the Classroom*, Fisher mentions that the work of Ella Baker is foundational to feminist pedagogy. Then, your message would continue with a paragraph (3-5 sentences) describing *in your own words* who Ella Baker was and the contributions she made, according to the research you did. Web links to sources of information would be helpful but not sufficient.

3. Personal Narrative or Statement of Teaching Philosophy (200 possible points) Due: Week 4 Complete one of the following writing assignments:

a. Personal Narrative
One key aspect of feminist pedagogy involves encouraging students to make connections between personal, subjective experience and theoretical perspectives. To facilitate making these connections, you are asked to reflect critically on your own educational experiences within the context of some aspect of feminist pedagogical theory. Write a personal narrative on some facet of your educational experiences AND interpret your story with the assistance of a theoretical perspective introduced in our class or discovered through your own research. (Make sure to carefully document your sources.) In other words, identify a specific feminist pedagogical idea or theoretical perspective, and use it to interpret some facet of your own educational experience. You should present an essay of 5 pages in length.

However, if you wish, you may write a poem, make a drawing, or create another kind of artistic work. If you create an artistic work, you must include a 3-4-page written analysis of the purpose of your artistic work as well as discussion of the theoretical perspective that informs your work.

In preparation for completing this assignment, read *Making a Difference: University Students of Color Speak Out*, chapter 4: "The Tellers, the Tales, and the Audience: Narratives by Students of Color" by Debbie Storrs and Julia Lesage, pp. 95-112. This chapter may stimulate ideas regardless of whether or not you choose to focus on issues of race in your personal narrative. (This assignment was adapted from a similar assignment created by Dr. Vivian May of Syracuse University, Women’s Studies.)

b. Statement of Teaching Philosophy (5 pages)
Write a statement of your teaching philosophy as it relates to the population and subject matter you teach or would like to teach (elementary students/mathematics, special education high school students, high school family science students, undergraduate literature students, undergraduate women’s studies students, medical patients, etc.). Your statement should address some of the following: your motivations for teaching; the instructional challenges you face and how you meet them; your pedagogical values, goals, strategies, and/or methods. Your statement should explicitly reflect on the ways in which you employ (or do not wish to employ) principles of feminist pedagogy. Describe how you understand feminist pedagogy and how you may wish to incorporate principles of feminist pedagogy in your teaching. Your statement of teaching
philosophy should display evidence that you have gained insight from course materials and/or other sources identified through your research. Make sure to document your sources carefully.

For additional ideas for writing the statement of your teaching philosophy, see the following websites:
http://www.utep.edu/~cetalm/porfolfi/writetsps.htm#implict (University of Texas at El Paso)
http://www.cte.iastate.edu/tips/philosophy.html (Iowa State University)

4. Learning Activity/Practical Exercise (100 possible points)
Along with other students in the course, you will design and implement one short (approximately 15 minutes) learning activity, or practical exercise, aimed to increase awareness of power structures within society (e.g. white privilege, sexism, compulsory heterosexuality, ableism, ageism, and/or classism); to encourage meaningful reflection on “feminism” or “womanism”; or to promote reflection on strategies for social change. Although this activity may be most suitable for another learning context (e.g. an undergraduate course, a middle school classroom, a meeting of a community organization), you should plan the activity and carry it out in our class; after we participate in the exercise or activity, we will reflect together on its strengths and limitations.

On the night that you carry out this activity, you will provide each member of the class with a written description of the activity, a statement of the goals of the activity, a statement of the intended participants in this activity (e.g. undergraduate students, elementary school students, etc.), as well as a statement of the perceived strengths and limitations of the activity. You should also credit any sources (e.g. books, articles, professors, friends) that you used to develop the activity. If you wish, you are welcome to implement ideas found in the textbook Teaching for Diversity and Social Justice. This book can provide helpful and stimulating ideas.

To carry out this assignment, students will be assigned to groups (usually three students per group); dates for the learning activities will also be assigned. Please contact me to request a change, if necessary, in the assigned groups or dates.

5. Teaching Unit Project
(400 possible points) 
Due: Week 14
This assignment requires you to develop ideas and compile a list of resources for a curricular unit you would like to teach as part of a class, for a meeting of a community organization, or within a particular professional setting. This curricular unit should relate directly to women’s studies and/or teaching for diversity and social justice; it should also display reflection on principles and techniques of feminist pedagogy.

I strongly suggest that you select a topic that interests and excites you; I also suggest that you develop a teaching unit that you actually would like to implement. Sample topics include the following: a unit on Muslim feminism for an undergraduate course on women & religion; a unit on racial disparities in the death penalty for an undergraduate course on feminist ethics; a unit on domestic violence for a meeting of clergy; a unit on drug rape for high school students; a unit on women in Texas history for a middle school history course; etc.
Your teaching unit (a paper of 10-12 pages in length) should include the following: a) a statement of your topic, your intended audience, and your reasons for selecting the topic for your audience, b) the purpose(s) of your teaching unit (your goals and intended outcomes), c) selected basic background information on your topic, d) a description of the specific learning activities you would implement (exercises, lectures, films, discussion questions, etc.) and a rationale for implementing those activities, e) reflection on the strengths and possible limitations of your approach, f) a list of appropriate materials on the topic (books, articles, Internet sites, films, etc.), and g) thoughtful reflection on your understanding of feminist pedagogy and how its values and principles shaped the development of your teaching unit. If it is possible for you actually to teach your teaching unit during the semester, your paper also could include reflections on your experience.


Your project will be evaluated according to both content (cogency of the argument, thoughtfulness of presentation, depth of reflection, research) and form (grammar, spelling, sentence structure, and consistency in following the MLA style).

6. Other assignments (40 points possible)

a. Syllabus evaluation (20 possible points)
Locate, read, and evaluate at least 3-5 different syllabi for similar Women’s Studies courses (Introduction to Women’s Studies, Feminist Theories, Women and Religion, Women and Literature, Psychology of Women, etc.). These syllabi can be easily found on the Internet by using a search engine or by going to sites like the following:

Select one syllabus that you find to be particularly creative, stimulating, strong, or helpful. Write a detailed evaluation of the strengths and weaknesses of the syllabus you select (1 to 2 typewritten pages, single-spaced). Make sure to include the course name, instructor name, and source of the syllabus (website address, etc.) on your evaluation. Make a copy of your evaluation page for each member of your group (6 students) as well as for me. Bring two copies of the syllabus with you to class.

b. “Talking Points” Handouts (10 points each: 20 points total)
You will briefly present the key points of an assigned article to other students in the class. You will create a “talking points” handout (1 page) to accompany each of your presentations. This handout should list the key points in your assigned article.
7. Essay (50 points)
- Write a thoughtful essay responding to Christine Stolba’s “Lying in a Room of One’s Own: How Women’s Studies Textbooks Miseducate Students” (http://www.iwf.org/pdf/roomononesown.pdf). Your essay (15 pages) should include your own survey and analysis of Women’s Studies textbooks. A collection of introductory Women’s Studies textbooks can be studied in the Women’s Studies Program conference room. This essay will be evaluated according to both its content and form.

Grading

Grades for the course will be determined as follows:

A    1000-900 points
B    899-800 points
C    799-700 points
D    699-600 points
F    below 600 points

COURSE OUTLINE

Week 1 Introductions
1. Introduction to course and class participants
3. What is pedagogy? What is feminism? What is feminist pedagogy?

Week 2 What is Feminist Pedagogy? Key Values, Principles, & Questions
1. Discussion of readings:
   - Carolyn M. Shrewsbury. “What is Feminist Pedagogy?” (packet)
   - Boxer, When Women Ask the Questions, pp. 1-33, 51-99 (skim pp. 33-55)
   - Fisher, No Angel in the Classroom, pp. 1-109
     (Our discussion should center on our reading of Fisher’s book.)
2. Discussion of learning activity assignment: “Systems of Privilege and Inequality: Observations and Reflections about Texas Woman’s University” (Read: Patricia Hill Collins, “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection,” and be prepared to share your observations of TWU with the class.)

Week 3 What is Feminist Pedagogy? Key Values, Principles, & Questions
1. Discussion of reading:
   - Fisher, No Angel in the Classroom, pp. 111-190
2. Presentation on the history of and controversy over coeducation at TWU
3. Discussion of questions and accompanying readings (as time allows): Is single-sex education beneficial or harmful to women and to men? Should single-sex education be legal in publicly
supported institutions? Should professors sometimes teach men and women separately? Should they have the right to do so if they wish?

Discussion of readings:

- selections from Helen M. Stoddard, *To the Noon Rest: The Life, Work and Addresses of Helen M. Stoddard* (packet),
- selections from Leslie Miller-Bernal, *Separate by Degree: Women Students’ Experiences in Single-Sex and Coeducational Colleges* (packet)
- Adrienne Rich, “Taking Women Students Seriously” (packet)

Recommended reading:


**Week 4 Libratory Pedagogies & Movements for Social Justice: An Introduction to Paulo Freire**

1. Discussion of readings:
   - Fisher, *No Angel in the Classroom*, pp. 191-221
   - Freire, *Pedagogy of the Oppressed*, pp. 11-86 (introductory materials and chapters 1-2)
2. Learning Activity, Group 1-A

**Week 5 Libratory Pedagogies & Movements for Social Justice: An Introduction to Paulo Freire**

1. Discussion of readings:
   - Freire, *Pedagogy of the Oppressed*, pp. 87-124 (chapter 3), skim 125-183 (chapter 4)
2. Learning Activity, Group 1-B

**Week 6 Education as the Practice of Freedom: bell hooks**

1. Discussion of readings:
   - Boxer, *When Women Ask the Questions*, pp. 100-125
   - hooks, *Teaching to Transgress*, pp. 1-110
2. Learning Activity, Group 2-A

**Week 7 Education as the Practice of Freedom: bell hooks**

1. Discussion of readings:
   - hooks, *Teaching to Transgress*, pp. 111-207
   - *Making a Difference: University Students of Color Speak Out*, pp. 153-175
2. Learning Activity, Group 2-B

**Week 8 Personal Narrative Essay or Statement of Teaching Philosophy Due**

1. Discuss your essay with other members of the course.
2. Learning Activity, Group 3-A

**Week 9 Challenges Presented by Teaching Introductory Women’s Studies Courses**

1. Discussion of readings:
• Mytheli Sreenivas, “Teaching about ‘Other’ Women: Developing a Global Perspective on Gender in the Classroom” (packet)
• Barbara Scott Winkler and Carolyn DiPalma, eds., Teaching Introduction to Women’s Studies, Chapters 2, 5, 6, 8, 9
  (Book chapters will be placed on reserve in the library; the book can also be read in the Women’s Studies Program conference room, HDB 307.)

2. Learning Activity, Group 3-B

**Week 10 Approaches to Teaching Women’s Studies: Evaluation of Syllabi**
1. Discussion of reading and writing assignment:
   • Three chapters of interest from Part II (Curriculum Designs), in Teaching for Diversity and Social Justice
   • Syllabus evaluation assignment due

2. Learning Activity, Group 4-A

**Week 11 Criticisms of Feminist Pedagogy**
1. Discussion of readings:
   • Boxer, pp. 191-224 (chapter 8)
   • Christine Stolba, “Lying in a Room of One’s Own: How Women’s Studies Textbooks Miseducate Students” (http://www.iwf.org/pdf/roomononesown.pdf)
   • Daphne Patai and Noretta Koertge, Professing Feminism: Education and Indoctrination in Women’s Studies (2003), chapter 4

*Optional Writing Assignment Due:* Response to Stolba’s “Lying in a Room of One’s Own,” based on your own evaluation of Women’s Studies textbooks. (Copies of Women’s Studies textbooks can be found in the Women’s Studies Program conference room.)

2. Learning Activity, Group 4-B

**Week 12 An Introduction to Disability Studies & Its Impact on Transforming the Curriculum**
1. Discussion of reading:
   • Simi Linton, Claiming Disability: Knowledge and Identity

2. Learning Activity, Group 5-A

**Week 13 Post-Positivist Realism in Feminist Classrooms**
Discussion of Amie A. Macdonald & Susan Sánchez-Casal, eds., Twenty-First-Century Feminist Classrooms: Pedagogies of Identity and Difference, specific chapters to be assigned. Each student will make a brief presentation based on one of the chapters and will formulate a “talking points” handout.

Recommended reading: Paula M.L. Moya, “Postmodernism, ‘Realism,’ and the Politics of Identity” (packet)

**Week 14 Teaching Unit Project Due**
Come to class prepared to give an overview of your teaching unit project to other members of the class. Your presentation (approximately 10 minutes in length) should provide an overview of your project, including the purpose & rationale for the teaching unit, the teaching methods you
selected, and the resources you identified. Provide each member of the class with a 1-2 page handout that complements your presentation.

**Week 15 Teaching Feminist Activism**

Discussion of Nancy A. Naples and Karen Bojar, eds., *Teaching Feminist Activism: Strategies from the Field*, specific chapters to be assigned. Each student will make a brief presentation based on one of the chapters and will formulate a “talking points” handout.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (e.g., Dr. J.D., M.D., etc.)
2. Request submitted by (Department or Program Name):
   Women's & Gender Studies
3. Course prefix, number and complete title of course:
   WGST 680 Theories of Gender
4. Change requested
   a. Prerequisite(s):
      From: n/a
      To: Graduate Classification
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
5. Is this an existing core curriculum course?
   - Yes
   - No
6. If this course will be stacked, please indicate the course number of the stacked course:
7. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. a. As currently in course inventory:
    Prefix Course # Title (excluding punctuation)
    WGST 680 Theories of Gender
    | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HICE Code | Level |
    |-------|-----|-----|-------------------|-------------|----------|-------|
    | 0     | 30  | 03  | 05 02 99 002011735 | 0 03 63 2   | G        |
    b. Change to:
    Prefix Course # Title (excluding punctuation)
    | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HICE Code | Level |
    |-------|-----|-----|-------------------|-------------|------------|----------|-------|
    |       |     |     |                   |             | 0 03 63 2  |          |        |

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign)
Date

[Signature]
Chair, College Review Committee
Date

[Signature]
Dean of College
Date

Chair, GSC or UCC
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14

[Stamp] CLLA 15045
Revd 5-6-16
Rationale for change to WGST 680: Theories of Gender

The Program in Women’s and Gender Studies would like to change the prerequisite for WGST 680 from “none” to “graduate classification.” The absence of the graduate classification prerequisite allows undergraduates to register for the class. The Program does not wish to have undergraduate courses enrolled in this graduate course, but the Registrar cannot exclude them in the absence of a prerequisite.