

L&S College Curriculum Committee  
**AGENDA**

**Thursday, September 4, 2014 at 2:00 PM**  
same location LT 4120, newly named Madison Conference Room

1. Approval of April 24, 2014 Minutes (handout at meeting)
  
2. Announcements
  - a. CourseLeaf update
  
3. **History**
  - a. New Course – HISTRY 341/WOMENST 341 African Women’s History (Fall 2015)
  
4. **Political Science**
  - a. Change in Major- Public Policy and Administration Major (Summer 2015)
  
5. Action Item
  - a. Change in L&S Policy to allow BA/BS students to declare an Education minor
  
6. Old Business
  - a. Continue discussion on the Leadership Minor
  - b. Request for departments to provide info on minors.
  
7. Adjournment

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2157 (Fall 2015)

**Subject Area - Course Number:** HISTRY 341

**Cross-listing:** WOMENST 341

(See Note #1 below)

**Course Title:** (Limited to 65 characters) African Women's History from 1800 to the 1970s

**25-Character Abbreviation:** African Women's History

**Sponsor(s):** Adam Paddock

**Department(s):** History/Women's Studies

**College(s):** Letters and Sciences

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)  
Departments: History/Women's Studies

**Programs Affected:** History BA/BS; History Honors Emphasis BA/BS; Public History  
Empahsis BA/BS; Public History Honors Emphasis, BA/BS; History BSE; Social Studies  
Broadfield BSE; History Minor

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Sophmore standing or consent of instructor

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location

**College:** Letters and Sciences **Dept/Area(s):** History/Women's Studies

**Instructor:** Adam Paddock

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement  
 Diversity  General Education Option: GH

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 45  
Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:  
No of times in degree:

No of credits in major:  
No of credits in degree:

Proposal Information: ([Procedures for form #3](#))

**Course justification:**

The course adds to the current history department offerings for the non-western world with a focus on African women's history since 1800. Students will learn about similarities, but also significant differences in women's historical experiences in Africa. It diversifies offerings for programs in the major and minors under section B of the Geographical/Thematic Breadth category and expands department course offerings for African history as intended with the new faculty hire. The history department also has a strong course repertoire for women's history and the course compliments the selections.

**GE Justification:**

The course matches general education's core goals including, thinking critically and drawing conclusions from complex material; consequences of individual roles and societal choices; communicate effectively in written and oral form. The course focuses on a broad base of information over a short period and challenges students to think critically about the past and how they perceive history and societies in Africa. The course also includes a scaffold writing project where students must use primary research and write a paper with a central thesis, which is graded according to a specific rubric. The course informs students of the complex differences in African history related to how ideas about gender and women changed overtime with a detailed discussion of the influence of colonialism on societies.

**Relationship to program assessment objectives:**

As an upper level history course, it advances core learning objectives with a rigorous research paper based on primary documents and knowledge of historical literature in the area of study. It therefore advances reading literacy, library literacy, critical thinking skills, and advanced writing skills.

**Budgetary impact:**

Part of full time load for a new faculty member – no additional budgetary impact

**Course description:** (50 word limit)

The course addresses the experiences of African women from 1800 to independent Africa with a focus on women's experiences and their contributions to African societies. The course covers changing ideas about gender and evaluates women's positions in African societies including rulers, warriors, politicians, activists, and average farmers.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**

**Course Overview:**

This course examines the social conditions and lived experiences of women in Africa spanning the pre-colonial, colonial, and post-colonial eras from 1800 to the 1970s. It considers the changes that have occurred in African societies as they relate to women. Women in specific African societies will be discussed including how they transformed and were transformed by global themes such as colonialism, nationalism, and globalization. African women's history is a vast subject matter to undertake; therefore, the course will focus on particular issues such as women's rights and citizenship, gendered work, identity issues, religion, impact of war on specific countries such as Ghana, Nigeria, Kenya, Zimbabwe, and South Africa.

### Course Objectives:

At the conclusion of the course students will:

- acquire a familiarity with the main currents of African women's lives in pre-colonial, colonial, and post-colonial history.
- be able to think critically about gender constructions in different African societies.
- improve their critical thinking and writing skills
- develop an ability to evaluate the varied issues that affected women's lives.
- become familiar with relevant analytical concepts: imperialism, gender, class, hegemonic ideologies, etc.
- learn to evaluate primary documents by using a close analysis of texts

### Required Texts:

Catherine Coquery-Vidrovitch. *African Women: A Modern History*. Boulder, CO: Westview Press, 1997.

Tsitsi Dangarembga. *Nervous Conditions*. UK: Ayebia, 2004.

Fadhma Amrouche. *My Life Story: The Autobiography of a Berber Woman*. New Jersey: Rutgers University Press, 1989.

### Required Reading on D2L:

Toyin Falola and Adam Paddock. *The Women's War of 1929: A History of Anti-Colonial Resistance in Eastern Nigeria*. North Carolina: Carolina Academic Press, 2011. [Excerpts are provided in pdf format on D2L.]

**Selected primary document are provided on D2L in pdf format and they are required reading for this course.**

### Assignments:

Assignment	Point Value (total 1000)	Due Date
Attendance/Participation	125	Throughout the Semester
Map Quiz	125	
Exam # 1	200	
Exam # 2	200	
Research Paper	350 total	Refer to research paper instructions and course schedule

### Other University Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

### Course Policies:

- Make up exams are only given in extreme situations with an approved, signed absence either owing to illness or a University approved activity. Students who fail to show up for their exam and do not have a documented approved reason will receive a zero for the exam or assignment. If you have a scheduled university activity on the day of an exam, you must notify me at least one full week in advance.
- Students who miss more than 3 classes in the semester should not expect to earn an A. Based on experience; students who miss class perform a full grade to half of a grade below students who attend all classes.
- Students are encouraged to ask questions and engage in discussion. Discussion and class participation are important learning tools.
- Technologies: You are welcome to take notes on a laptop, but please use laptops for note taking only or a class activity that has been approved. You may not use cell phones in class for any reason (this includes texting). Cell phones must be off (or on vibrate) and put away, i.e. not on the desk or in your lap.
- All assignments must be turned in to the digital drop box in D2L. Email submissions will not be accepted.

### **D2L:**

Important information related to course content will be posted and updated on the D2L website regularly. You will use D2L to access some required readings, supplementary course readings, maps, photos, exam study guides, reading guides,. Normally content will be posted on D2L three to four weeks in advance however on occasion I may find good material or maps that can help you and will post them as I find them.

### **Internet Sources:**

You may not cite internet sources in any of the written assignments in this course. The following are exceptions to this rule and may be used, since they are clearly of a scholarly nature: articles from full-text databases including JSTOR, Lexus Nexus, and Historical Abstracts; online primary sources (texts written by historical actors that have been re-published on the web); internet pages that I have **approved well in advance** of your turning in the assignment.

### **Academic Integrity:**

What is Plagiarism?

(n) plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.

(n) plagiarism, plagiarization, plagiarisation, piracy: the act of plagiarizing; taking someone's **words or ideas** as if they were your own.

Plagiarism is a serious offense and should be avoided scrupulously. If you are at all unclear as to what constitutes plagiarism, please see me before turning in any assignment. It is better to ask than to be sorry later. Students who plagiarize should expect to face the full repercussions of their choice.

### **Written Assignments:**

All written assignments must conform to the standard rules of English spelling and grammar. All written assignments except for bluebook exams, must also be typed (with black ink on white paper), double-spaced, and stapled. Failure to follow these instructions will result in an appropriate loss of points according to the professor's discretion.

### **Attendance/Participation:**

Students are expected to come to class ready to contribute to class discussion based on their reading. Students will sign up for selected discussion days and they will be responsible to generate questions for class discussion.

### **Map Quiz:**

There will be one map quiz for this course. It will cover countries in Africa. A study guide will be provided in advance for the quiz along with a practice map.

### **Exams 1 and 2:**

Exams are designed to assess the student's knowledge of course readings and lectures. The best answers on exams will demonstrate an understanding of the key themes and support their arguments with specific examples from readings and lecture.

Exams will be an in class examinations with two short essay IDs (one paragraph) and one long essay. A study guide will be provided at least one week prior to the exam date. Short IDs must place the item in its proper historical context, explain what it was, and also explain its significance. Long essay answers must answer the question with an explanation that uses evidence to support the answer. To score the best grade, the essay must answer all parts of the question. Evidence for exam questions must come from assigned course content.

### **Research Paper Project:**

The research paper project is broken down into several steps. Refer to the course schedule for the due dates for each part of the assignment.

#### 1: Research Paper Topic

Students select a topic for the research paper from the list of incidents of genocide covered in the course. Therefore, the topic must be from the 20<sup>th</sup> century. In addition to the topic, you must have a working thesis. The thesis must narrow the topic in a manner that makes it manageable for a 10 to 12 page paper. Each student must meet with me prior to Feb 5 regarding their paper topic and thesis. This part of the research project is worth **25 points**.

**IMPORTANT: Approval is required before you can move on to the next step. Additional parts of this assignment are not accepted until the paper topic has been approved.**

#### 2: Research Paper Bibliography

This step must demonstrate progress on the research aspect of the project. The bibliography must be typed using Turabian or the Chicago Manual Style (refer to the UWW Library style guides). Each source must be annotated. This means each source needs to have a one to two sentence description telling how you expect this source to be important to the paper. The bibliography must include a combination of primary documents, articles, and books. A good bibliography will balance the types of sources and include sources from multiple perspectives and arguments. The bibliography is worth **50 points**.

#### 3: Research Paper Outline and Introduction

The outline and introduction must include a detailed outline of the research paper using a standard outline format such as (I. A. B. II. A. B., etc.). There must be a one to two paragraph introduction to the paper accompanying the outline, which includes a revised thesis. The introduction must outline the argument and scope of the paper. It is worth **50 points**.

#### 4: Research Paper Draft

The research paper draft requires you to submit the first 4 pages. The draft pages must include a revised introduction. Even though the pages are a draft, the draft must follow the standard rules of English spelling and grammar, proper citation format, and proper style format or points will be deducted. The draft must demonstrate effective use of the sources – primary and secondary – and demonstrate progress in supporting the approved thesis. The draft is worth **100 points**.

### *5: Final Paper*

The final paper must include the revised first four pages and the remainder of the paper making the total length no less than 2500 words. The final paper must follow the standard rules of English spelling and grammar, proper citation format, and proper style format or points will be deducted. The final paper must demonstrate effective use of primary and secondary sources and accomplish the task set out in the thesis statement. The paper must also abide by the standard rules of composition including an introduction, body, and conclusion. An effective final paper balances narrative with evaluation. The final paper is worth **125 points**.

**Important Guideline:** A research paper that derives its narrative and/or argument predominantly from a single secondary source will receive a grade no higher than a C. The paper must provide an argument that synthesizes multiple secondary and primary sources.

## **Course Schedule**

### **Week 1**

Introduction to the Course

### **Week 2**

Women in Ancient Africa – Myths, History and Contemporary Assumptions

### **Week 3**

Matriarchies, Cultures, and Religious Power

**Research Paper Topic Due**

### **Week 4**

Experiences in Slavery and the Slave Trade

### **Week 5**

Women Rulers and Warriors during European Contact

**Research Paper Bibliography Due**

### **Week 6**

Family Life, and Work before European Conquest (1885)

**Begin Reading** *My Life Story*

### **Week 7**

Colonial Conquest and Resistance Strategies

Exam 1

### **Week 8**

The Settler Colony Experience (South Africa and Kenya)

Reading: *Women's War*, Chapter 2

**Research Paper Outline and Introduction Due**



**Week 9**

“Civilizing Mission,” Cultural Change, and Resistance

Reading: *Women’s War*, Chapter 3

Complete *My Life Story* (Discussion)

**Week 10**

“Passive” resistance to Colonial Rule

Reading: *Women’s War*, Chapter 4

**Begin Reading** *Nervous Conditions*

**Week 11**

The Apartheid Experience in South Africa

Reading: *Women’s War*, Chapter 5

**Research Paper Draft Due**

**Week 12**

Participation in Africa Independence Movements

**Week 13**

Women and Post-Colonial Problems

Complete *Nervous Conditions* (Discussion)

**Week 14**

Feminism and the Women’s Decade in Africa (1975- 1985)

**Research Paper Final Version Due**

**Week 15**

Women, Contemporary Problems, and Activism

Exam 2 (Final Exam Period)

**Sample Bibliography**

Achebe, Nwando. *Farmers, Traders, Warriors, and Kings: Female Power and Authority in Northern Igboland, 1900-1960*, Social History of Africa. Portsmouth, NH: Heinemann, 2005.

Agbasiere, Joseph Thérèse, and Shirley Ardener. *Women in Igbo Life and Thought*. London; New York: Routledge, 2000.

Alpern, Stanley. *Amazons of Black Sparta: The Women Warriors of Dahomey*, (New York: New York University Press, 1998).

Barrett, Jane. *South African Women on the Move: Toronto: Between the Lines*, 1985.

Bay, Edna G. *Women in Africa: Studies in Social and Economic Change*. Stanford, Calif.: Stanford University Press, 1976.

Berger, Iris. "Gender, Race, and Political Empowerment: South African Canning Workers, 1940-1960." *Gender & Society* 4, no. 3 (1990): 398-420.

- Berger, Iris, and E. Frances White. *Women in Sub-Saharan Africa: Restoring Women to History, Restoring Women to History*. Bloomington: Indiana University Press, 1999.
- Bozzoli, Belinda. *Women of Phokeng: Consciousness, Life Strategy, and Migrancy in South Africa, 1900-1983*: Heinemann, 1991
- Burke, Timothy. "'Fork up and Smile': Marketing, Colonial Knowledge and the Female Subject in Zimbabwe." *Gender & History* 8, no. 3 (1996): 440-56.
- Burns, Catherine. "Controlling Birth: Johannesburg, 1920-1960." *South African Historical Journal*, no. 50 (2004): 170-98.
- Chogugudza, Patricia. "'Race, Gender, Class, Sexuality, and Culture: The Lives of Zimbabwe Women under Patriarchy'." U. of Texas, Dallas, 2005.
- Coquery-Vidrovitch, Catherine. *African Women: A Modern History, Social Change in Global Perspective*. Boulder, Col.: Westview Press, 1997.
- Chuku, Gloria. *Igbo Women and Economic Transformation in Southeastern Nigeria, 1900-1960*. New York: Routledge, 2005.
- Hunt, Nancy Rose and Tessie P. Liu. *Gendered Colonialisms in African History*. Oxford: Blackwell Publishers, 1997.
- Kuzwayo, Ellen. *Call Me Woman*. San Francisco: Spinsters Ink, 1985.
- Magona, Sindiwe. *To My Children's Children*. Claremont, South Africa: D. Philip, Africa south New Writing, 1990.
- Mazarire, Gerald Chikozho. "'The Politics of the Womb': Women, Politics and the Environment in Pre-Colonial Chivi, Southern Zimbabwe, C. 1840 to 1900." *Zambezia: The Journal of the University of Zimbabwe* 30, no. 1 (2003): 35-50.
- Mba, Nina Emma. *Nigerian Women Mobilized: Women's Political Activity in Southern Nigeria, 1900-1965*. Berkeley: University of California, 1982.
- Oyewùmí, Oyèrónke. *African Gender Studies: Theoretical Questions and Conceptual Issues*. Houndmills, Basingstoke, England; New York: Palgrave MacMillan, 2005.
- Phoofolo, Pule. "Female Extramarital Relationships and Their Regulation in Early Colonial Thembuland, South Africa, 1875-95." *Journal of Family History* 30, no. 1 (2005): 3-47.
- Reyher, Rebecca Hourwich and et al. *Zulu Woman: The Life Story of Christina Sibiya*. New York: Feminist Press at the City University of New York, 1999.
- Sadler, Katherine D. "'Trouble Was Brewing': South African Women, Gender Identity, and Beer Hall Protests, 1929 and 1959'." Los Angeles: U. of California, 2003.

Schmidt, Elizabeth. *Peasants, Traders, and Wives: Shona Women in the History of Zimbabwe, 1870-1939*: Heinemann, 1992.

Weir, Jennifer. "'I Shall Need to Use Her to Rule': The Power of 'Royal' Zulu Women in Pre-Colonial Zululand." *South African Historical Journal*, no. 43 (2000): 3-23.

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**Course Objectives and tentative course syllabus** with [mandatory information](#) (paste syllabus below):

See above

University of Wisconsin-Whitewater  
Curriculum Proposal Form #2  
**Change in Degree, Major, or Submajor**

**Effective Term:** 2153 (Summer 2015)

**Type of Action:** Change in Major

**Degree:** BS

**Program Title:** Public Policy and Administration Major

**GPA Requirement for the Major/Submajor:** 2.0 in major, 2.25 overall

**Sponsor(s):** Susan Johnson

**Department(s):** Political Science

**College(s):** Letters and Sciences

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)

Departments: Math

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**Proposal Information:**

[\*\(Procedures for Form #2\)\*](#)

**Total number of credit units in program:**

Before change 60

After change 60

**1. Exact description of request:**

Summary

Replace the Math 231 requirement listed in #2 with Math 230.

**From** (as listed in catalog and on AR)

MAJOR - 60 UNITS

1. ACCOUNT 244, ECON 202, POLISCI 141, PSYCH 211
2. **MATH 231** OR PSYCH 215
3. MANGEMNT 301, ITBE 280, POLISCI 344, POLISCI 320 AND POLISCI 330
4. ITBE 353, ENGLISH 370 OR ENGLISH 372
5. POLISCI 489
6. SELECT 3 - 9 UNITS FROM COURSE POLISCI 493 IN CONSULTATION WITH ADVISOR.

A 2.25 COMBINED UW-W & TRANSFER GPA IS REQUIRED TO TAKE THE COURSE.

7. IN CONSULTATION WITH ADVISOR SELECT 0-6 UNITS OF ELECTIVES IN LIBERAL ARTS OR BUSINESS COURSES

8. IN CONSULTATION WITH AN Advisor SELECT A 15 UNIT CONCENTRATION FROM PUBLIC POLICY, GENERAL MANAGEMENT, PERSONNEL, POLICE AND CRIMINAL JUSTICE ADMINISTRATION, PLANNING AND BUDGET ADMINISTRATION, URBAN AFFAIRS, AND LEGAL AFFAIRS; OR AN INDIVIDUALIZED PLAN.

**To** (to be listed in catalog and on AR)

MAJOR - 60 UNITS

1. ACCOUNT 244, ECON 202, POLISCI 141, PSYCH 211
2. **MATH 230** OR PSYCH 215
3. MANGEMNT 301, ITBE 280, POLISCI 344, POLISCI 320 AND POLISCI 330
4. ITBE 353, ENGLISH 370 OR ENGLISH 372
5. POLISCI 489
6. SELECT 3 - 9 UNITS FROM COURSE POLISCI 493 IN CONSULTATION WITH ADVISOR.

A 2.25 COMBINED UW-W & TRANSFER GPA IS REQUIRED TO TAKE THE COURSE.

7. IN CONSULTATION WITH ADVISOR SELECT 0-6 UNITS OF ELECTIVES IN LIBERAL ARTS OR BUSINESS COURSES

8. IN CONSULTATION WITH AN Advisor SELECT A 15 UNIT CONCENTRATION FROM PUBLIC POLICY, GENERAL MANAGEMENT, PERSONNEL, POLICE AND CRIMINAL JUSTICE ADMINISTRATION, PLANNING AND BUDGET ADMINISTRATION, URBAN AFFAIRS, AND LEGAL AFFAIRS; OR AN INDIVIDUALIZED PLAN.

**2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**

The Public Policy and Administration program contributes to the core values, Mission and Strategic Plan of the university in a number of important ways. One of the university's missions is to offer interdisciplinary programs that provide a broad educational experience to students that will culminate in a professional specialization. As a program that draws courses from 11 different departments and multiple colleges it is truly an interdisciplinary program. Further, it bridges the gap between the "letters" experiences that students in the liberal arts receive and the pre-professional experiences that students in traditional business programs receive to combine for a pre-professional program that includes courses with a focus on writing, critical analysis and skill development. The program's internship requirement is representative of the university's commitment to regional engagement as well as its interest in serving as a resource for the surrounding region. Students complete internships in state and local governments, businesses and non-profits. This is not only a service to the region but also a showcasing of the university's role in the community.

**3. Rationale:**

The Math Department used to offer two 200 – level statistics courses: Math 230 and Math 231. It has redesigned Math 230 and no longer offers Math 231. This change in the Public Policy and Administration major is necessitated by these Math Department changes.

**4. Cost Implications:**

None