

Action by Faculty Senate on April 6, 2005

Motions from the Race and Gender Curriculum Advisory Committee

The committee revised the questions students are expected to answer when requesting R/G credit for a transfer course, as well as the form faculty use to apply for course and individual R/G designation. The revised questions are appended below.

This motion was passed by the Faculty Senate on April 6, 2005:

Current student questions with revised questions in **bold**

1. Please describe the topics covered in the course and how they are race and/or gender related.

1. How are race and/or gender central to this course? Please note that merely having the issues of race and/or gender covered in the course by itself is not sufficient to be designated to be a R/G course. The central purpose is to provide a critical perspective on race and/or gender.

2. Describe the format of the class sessions themselves, i.e., was it based on lectures? Discussions? Group work? (If some combination, please be specific.)

2. Describe the format of the class sessions themselves, i.e., was it based on lectures? Discussions? Group work? (If some combination, please be specific.) Explain how these activities addressed the issues of race and/or gender, challenged common sense categories and allowed you to acquire a critical perspective on race and/or gender.

3. Describe any additional assignments or activities utilized in the class that you feel might be relevant. These might include, for example, small group discussion, self-reflective journals, group journals, service learning, collaborative projects, student presentations, or student-generated classroom or research topics.

3. Describe any additional assignments or activities utilized in the class that you feel might be relevant. These might include, for example, small group discussion, self-reflective journals, group journals, service learning, collaborative projects, student presentations, or student-generated classroom or research topics.

Current R/G faculty course proposal questions with suggested revised questions in **bold**.

1. Why should this course be designated Race/Gender Intensive?

1. Why should this course be designated Race/Gender Intensive? [Please note that merely touching on the subject of race and/or gender by itself is not sufficient to be designated R/G intensive since the central purpose of such a designation is to provide a critical perspective on race and/or gender.]

2. How will your course content/material and assignments raise race and/or gender issues? If the course does not deal explicitly with race and/or gender, please thoroughly explain how both the course content and the assignments relate to race and/or gender issues.

2. How are race and/or gender issues central to your course? [If the course does not deal explicitly with race and/or gender, please thoroughly explain how both the course content and the assignments relate to race and/or gender issues.]

3. How will this course provide a critical perspective on the discipline or revise traditional approaches in the discipline?

3. How will this course allow students to develop a critical perspective on race and/or gender?

4. What pedagogical methods will be employed to engage students and heighten awareness of race and/or gender issues? Some suggested methods include directed small group discussions, self-reflective journals, group journals, service learning, collaborative projects, and student generated topics.

4. What pedagogies will be employed to engage students, heighten awareness, and allow for the development of a critical perspective on race and/or gender issues? Some suggested methods include directed small group discussions, self-reflective journals, group journals, service learning, collaborative projects, and student generated topics.

5. What training or preparation qualifies you to teach this course with a Race/Gender designation?

5. What training or preparation qualifies you to teach this course with a Race/Gender designation?