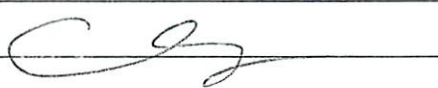


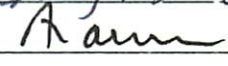



LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-60	Appr. 4/12/05	Appr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Elizabeth Ricketts	Email Address ricketts@iup.edu
Proposing Department/Unit Women's Studies	Phone 7-4066

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
WMST 400 Feminist Theory		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input checked="" type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		Date
Department Curriculum Committee Chair(s)		2-25-05
Department Chair(s)		2-25-05
College Curriculum Committee Chair		3-2-05
College Dean		3-2-05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		4-12-05

* where applicable

MAR - 3 2005

I. Catalog Description

WMST 400 Feminist Theory

Prerequisites: WMST 200, or permission of instructor

3 class hours

0 lab hours

3 credit hours

(3cl-0l-3cr)

Seminar which focuses on modern feminist theory. Explores feminist critiques of traditional knowledge, methods, and theories and examines theoretical debates within feminism with an emphasis on the shifting conceptualizations of gender, race, class and sexual orientation. Also considers the continuing development of distinctive feminist methodologies both inside and outside the academy.

II. Course Objectives

Students will be able to

1. demonstrate understanding of fundamental sources, issues, concepts, and texts in feminist theories.
2. compare the philosophical assumptions and epistemological, critical, and/or political goals of various feminist theories and to assess their contributions to the understanding of women and gender in culture and society.
3. assess the critical and methodological implications of feminist theory for scholarly research.
4. apply principles of feminist theory to the analysis of various discourses of knowledge and social practices.

III. Course Outline

Note: TF=Theorizing Feminism

Week 1: Introductions. What is theory? What is feminist theory?

Week 2: Feminism's Historical Legacy

Lerner, *The Creation of Feminist Consciousness*

Read chapters 1, 2, 7-12.

Week 3: A Foremother in Theory

Woolf, *Three Guineas*

Theodore Dalrymple, "The Rage of Virginia Woolf," found at

<http://www.city-journal.org/html/12_3_oh_to_be.html>

- Week 4: Defining Feminism Today
 TF: Rosalind Delmar, "What Is Feminism?," "Combahee River Collective Statement," Cherríe Moraga, "From a Long Line of Vendidas: Chicanas and Feminism," and Susan Bickford, "Anti-Anti-Identity Politics"
- Week 5: Interdisciplinary Influences
 TF: Rachel T. Hare-Mustin and Jeanne Marecek, "Gender and the Meaning of Difference: Postmodernism and Psychology," and Leslie W. Rabine, "Romance in the Age of Electronics"
 (See Tong Ch. 4 for a discussion of psychoanalytic feminism and such thinkers as Nancy Chodorow.)
- Week 6: Liberal and Radical Feminisms
 >>First Critical Response Paper Due<<
 Tong, Introduction and Ch. 1 and 2
 Reserve and e-reserve: Seneca Falls Declaration and NOW Bill of Rights, Audre Lorde, "Uses of the Erotic, the Erotic as Power" from *Sister Outsider*, and Rich, Adrienne, "Compulsory Heterosexuality and Lesbian Existence" in *On Lies, Secrets, and Silence*.
- Week 7: Theory in Practice
 TF: Sara Ruddick, "Notes Toward a Feminist Peace Politics," Lisa Duggan, "Making It Perfectly Queer," and Catherine A. MacKinnon, "Sex Equality"
- Week 8: Marxist, Socialist, and Postmodern Feminisms
 Tong, Ch. 3 and Ch. 6
 TF: Joan W. Scott, "Deconstructing Equality vs. Difference"
- Week 9: Multicultural and Global Feminisms
 Tong, Ch. 7
 Reserve and e-reserve: Beijing Declaration and Platform for Action
 TF: Patricia J. Williams, "On Being the Object of Property," and Amy Kaminsky, "Gender, Race, *Raza*"
- Week 10: More Theory in Practice
 >>2nd Critical Response Paper Due<<
 TF: Rey Chow, "Violence in the Other Country: China as Crisis, Spectacle, and Woman," Leslie Salzinger, "From High Heels to Swathed Bodies: Gendered Meanings Under Production in Mexico's Export-Processing Industry," and Arlene Elowe MacLeod, "Hegemonic Relations and Gender Resistance: The New Veiling as Accommodating Protest in Cairo"

- Week 11: Ecofeminisms
Tong, Ch. 8
Reserve and e-reserve: Karen J. Warren, “The Power and Promise of Ecological Feminism,” Marti Kheel, “From Heroic to Holistic Ethics: The Ecofeminist Challenge,” Gretchen Legler, excerpt from “Gooseberry Marsh, Part Two” from *All the Powerful Invisible Things: A Sportswoman’s Notebook*, Winona LaDuke, from *All Our Relations: Native Struggles for Land and Life*.
- Week 12: African American Feminist Theory
Collins, *Black Feminist Thought*. We will all read chapters 1, 2, 10, 11, 12. We will divide up the others.
- Week 13: Women, Citizenship, and Activism
TF: Rosalind Pollack Petchesky, “Fetal Images: The Power of Visual Culture in the Politics of Reproduction,” and Holloway Sparks, “Dissident Citizenship: Democratic Theory, Political Courage, and Activist Women”
- Week 14: Using Feminist Theories
>>Final Papers Due Today<<
Presentations of final projects

Final Exam Period: Continuation of presentations of final projects

IV. Evaluation Methods

The final grade will be determined as follows

1. Participation (10%): The success of a seminar-style course such as this one depends on informed, engaged participation by all students in class discussion. So come to class having done the reading and prepared to ask questions and to contribute your ideas and analysis. The participation grade will be based on the frequency of your presence in class and the level and quality of your participation in discussion. Beginning with the fourth absence (absences for university business excepted), your participation grade will be reduced by one percentage point per absence.

2. Reading Response Notes (20%): Write about a page on each article, two pages on a book, in which you: 1) paraphrase the thesis of the article (for a book, of two of the chapters or of two major themes/concerns) in a few complete sentences; 2) identify and explain at least three supporting arguments for the thesis (you can do these in bullet point form); and 3) place the work in the context of the field of feminist theory as a whole by making connections to other course materials and class discussion. Do not write these on Tong chapters. You must submit three response notes per week—except in weeks when

there are not three readings assigned. Reading Response Notes due at class time of the first class of the week assigned.

3. Two Critical Response Papers (30%): Papers must be no less than 4 and no more than 5 pages. These papers should thoughtfully analyze and critique the thesis and major arguments of one of the assigned readings, excluding Tong. These papers should NOT be summaries of the article or book. You should, however, briefly state the thesis and the author's major argument(s) in support of the thesis before launching into the main work of the paper, namely a discussion of the implications of the thesis and arguments, and the strengths and weaknesses of the author's ideas. Your main questions as you approach this assignment should be: What does this work contribute to feminist thought? Where does it fit in the broader picture of feminist theory? How well does it do the job it sets out to do? First paper due by the end of week 6 at the latest. Second paper due by the end of week 10 at the latest.

4. Final Paper (40%): For this project, you will identify an issue or question in either a) feminist social/political organizing, b) feminist research, or c) feminist theory that particularly interests you. Here are some examples (these are just for illustration; there are many more possibilities!). Issues in feminist social/political organizing: date rape, pornography, job discrimination, or eating disorders. Questions for feminist research: what is the meaning of cross-dressing in American literature of the 19th century? why did it take so long for women to get the right to vote? Issues in feminist theory : can we use the term "woman" as a concept or a group identity given the challenges of both post-modernist theorists and "marginalized" women (of color, lesbians, working-class) to it as a unified concept? can evolutionary theory help explain patriarchy? Then you will do research to find out what feminist theory or theories you think can best help solve or at least elucidate this problem. The final product will be a paper in which you set out the parameters of the problem and explain the theory/ies you have chosen and why you think it/they provide(s) the best conceptual guidelines for how to solve the problem. Note that the emphasis in this paper is not on, for example, comprehensive research of the history of the 72-year women's suffrage movement or the sociological data on rape, but on how feminist theory can help us understand the phenomenon/answer the question/solve the problem. The paper should be no less than 12 and no more than 15 pages. Due: By the end of Week 13.

5. Theory Presentation (10%): You will make an oral presentation to the class on the topic of your final paper. Your presentation will include an overview of the phenomena/question/problem you addressed, the rationale for the theory you chose to apply to your project, and your analysis of how your application of feminist theory can help us to understand/answer/solve within the context of the issue you address.

V. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions. [Note: It is recommended

that individual faculty develop an attendance policy to be included in the student syllabi. (See undergraduate catalogue for Undergraduate Course Attendance Policy.)]

VI. Required textbooks, supplemental books and readings

- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd ed. NY: Routledge, 2000
- Hermann, Anne C. and Abigail J. Stewart. *Theorizing Feminism: Parallel Trends in the Humanities and the Social Sciences*. 2nd ed. Boulder, CO: Westview, 2001.
- Lerner, Gerda. *The Creation of Feminist Consciousness From the Middle Ages to Eighteen Seventy*. Oxford University Press, 1994.
- Tong, Rosemarie Putnam. *Feminist Thought: A More Comprehensive Introduction*. 2nd ed. Boulder: Westview, 1998.
- Woolf, Virginia. *Three Guineas*. 1938. NY: Harbrace, 1963.

Articles available on web, on reserve and e-reserve.

VII. Special resource requirements

None

VIII. Bibliography

Bibliography

- Alcoff, Linda and Elizabeth Potter, eds. *Feminist Epistemologies*. New York: Routledge, 1993.
- Allen, Carolyn, Judith A. Howard, and Carol Allen, eds. *Provoking Feminisms*. Chicago: University of Chicago Press, 2001.
- Bobo, Jacqueline, ed. *Black Feminist Cultural Criticism*. Malden, MA: Blackwell, 2001.
- Bock, Gisela and Susan James, eds. *Beyond Equality & Difference: Citizenship, Feminist Politics & Female Subjectivity*. New York: Routledge, 1992.
- Bordo, Susan R. and Alison M. Jaggar, eds. *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. New Brunswick, NJ: Rutgers University Press, 1989.
- Bronfen, Elisabeth and Misha Kavka, eds. *Feminist Consequences*. New York: Columbia University Press, 2000.
- Brooks, Ann. *Postfeminisms: Feminism, Cultural Theory, and Cultural Forms*. New York: Routledge, 1997.

Butler, Judith P. *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1994.

Butler, Judith P. *Gender Trouble: Feminism and the Subversion of Identity.* New York: Routledge, 1990.

Code, Lorraine. *Encyclopedia of Feminist Theories.* New York: Routledge, 2000.

Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment.* 2d ed. New York: Routledge, 2000.

Cudd, Ann and Robin Andreasen, *Feminist theory :a philosophical anthology* Malden, MA: Blackwell, 2005.

Dekoven, Marianne, ed. *Feminist Locations: Global and Local, Theory and Practice.* New Brunswick, NJ: Rutgers University Press, 2001.

Donovan, Josephine. *Feminist Theory: The Intellectual Traditions of American Feminism.* 3d ed. New York: Continuum, 2000.

Duran, Jane. *Worlds of Knowing: Global Feminist Epistemologies.* New York: Routledge, 2001.

Evans, Judith A. *Feminist Theory Today: An Introduction to the Political Theories of Second-Wave Feminism.* Thousand Oaks, CA: Sage, 1995.

Evans, Mary, ed. *Feminism: Critical Concepts in Literary and Cultural Studies.* New York: Routledge, 2000. 4 vols.

Evans, Mary. *Introducing Contemporary Feminist Thought.* Malden, MA: Blackwell, 1997.

Ferber, Marianne A. and Julie A. Nelson, eds. *Beyond Economic Man: Feminist Theory and Economics.* Chicago: University of Chicago Press, 1993.

Fraser, Nancy. *Unruly Practices: Power, Discourse and Gender in Contemporary Social Theory.* Minneapolis: University of Minnesota Press, 1989.

Fuss, Diana. *Essentially Speaking: Feminism, Nature and Difference.* New York: Routledge, 1990.

Gallop, Jane. *Anecdotal Theory.* Durham, NC: Duke University Press, 2002.

Garcia, Alma M., ed. *Chicana Feminist Thought: The Basic Historical Writings.* New York: Routledge, 1997.

Gardiner, Judith Kegan and Michael Kimmel, eds. *Masculinity Studies and Feminist Theory: New Directions*. New York: Columbia University Press, 2002.

Gardiner, Judith Kegan. *Provoking Agents: Theorizing Gender and Agency*. Urbana: University of Illinois Press, 1995.

Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press, 1982.

Harding, Sandra. *Whose Science? Whose Knowledge?: Thinking from Women's Lives*. Ithaca, NY: Cornell University Press, 1991.

Hermann, Anne C. and Abigail J. Stewart, eds. *Theorizing Feminism: Parallel Trends in the Humanities and Social Sciences*. 2d ed. Boulder, CO: Westview, 2000.

Heywood, Leslie and Jennifer Drake, eds. *Third Wave Agenda: Being Feminist, Doing Feminism*. Minneapolis: University of Minnesota Press, 1997.

Hirsch, Marianne and Evelyn Fox Keller, eds. *Conflicts in Feminism*. New York: Routledge, 1990.

Hirschmann, Nancy and Christine Di Stefano, eds. *Revisioning the Political: Feminist Reconstructions of Traditional Concepts in Western Political Theory*. Boulder, CO: Westview, 1996.

hooks, bell. *Feminist Theory: From Margin to Center*. Rev. ed. Boston: South End, 2000.

Humm, Maggie. *The Dictionary of Feminist Theory*. 2d ed. Columbus: Ohio State University Press, 1995.

Humm, Maggie, ed. *Modern Feminisms: Literary, Political, Cultural*. New York: Columbia University Press, 1992.

Jackson, Stevi and Jackie Jones, eds. *Contemporary Feminist Theories*. New York: New York University Press, 1998.

Jaggar, Alison M. and Iris Marion Young, eds. *A Companion to Feminist Philosophy*. Malden, MA: Blackwell, 1999.

James, Joy and T. Denean Sharpley-Whiting, eds. *The Black Feminist Reader*. Malden, MA: Blackwell, 2000.

Kauffman, Linda S., ed. *American Feminist Thought at Century's End: A Reader*. Cambridge, MA: Blackwell, 1994.

- Kim, Seung-Kyung and Carole R. McCann, eds. *Feminist Theory Reader: Local and Global Perspectives*. New York: Routledge, 2002.
- LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. Boston: South End Press, 1999.
- Legler, Gretchen. *All the Powerful Invisible Things: A Sportswoman's Notebook*. Seattle: Seal, 1995.
- Lerner, Gerda. *The Creation of Feminist Consciousness From the Middle Ages to Eighteen Seventy*. Oxford University Press, 1994.
- Lloyd, Genevieve, ed. *Feminism and History of Philosophy*. Oxford: Oxford University Press, 2002.
- Lorber, Judith. *Gender inequality: feminist theories and politics*. Los Angeles, CA: Roxbury, 2005.
- Lorde, Audre. *Sister Outsider: Essays and Speeches*. Freedom, CA: Crossing Press, 1984.
- MacKinnon, Catharine A. *Toward a Feminist Theory of the State*. Cambridge, MA: Harvard University Press, 1991.
- Meyers, Diana T., ed. *Feminists Rethink the Self*. Boulder, CO: Westview, 1997.
- Mohanty, Chandra Talpade, Ann Russo, and Lourdes Torres, eds. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press, 1991.
- Nicholson, Linda J., ed. *Feminism/Postmodernism*. New York: Routledge, 1989.
- Nicholson, Linda J., ed. *The Second Wave: A Reader in Feminist Theory*. New York: Routledge, 1997.
- Oliver, Kelly, ed. *French Feminism Reader*. Lanham, MD: Rowman & Littlefield, 2000.
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- Price, Janet and Margrit Shildrick, eds. *Feminist Theory and the Body Reader*. New York: Routledge, 1999.
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- Sandoval, Chela and Angela Y. Davis. *Methodology of the Oppressed*. Minneapolis: University of Minnesota Press, 2000.
- Scott, Joan W. *Gender and the Politics of History*. Rev. ed. New York: Columbia University Press, 1999.
- Shanley, Mary L. and Carole Pateman, eds. *Feminist Interpretations and Political Theory*. University Park: Pennsylvania State University Press, 1991.
- Skeggs, Beverley, ed. *Feminist Cultural Theory: Process and Production*. New York: St. Martin's, 1995.
- Stanton, Donna C., ed. *Feminisms in the Academy*. Ann Arbor: University of Michigan Press, 1995.
- Tanesini, Aleesandra. *An Introduction to Feminist Epistemologies*. Malden, MA: Blackwell, 1999.
- Thornham, Sue. *Feminist Theory and Cultural Studies: Stories of Unsettled Relations*. New York: Edward Arnold, 2001.
- Tong, Rosemarie Putnam. *Feminist Thought: A More Comprehensive Introduction*. 2nd ed. Boulder: Westview, 1998.
- Walters, Suzanna Danuta. *Material Girls: Making Sense of Feminist Cultural Theory*. Berkeley and Los Angeles: University of California Press, 1995.
- Weed, Elizabeth and Naomi Schor, eds. *Feminism Meets Queer Theory*. Bloomington: Indiana University Press, 1997.
- Weedon, Chris. *Feminism, Theory, and the Politics of Difference*. Malden, MA: Blackwell, 1999.
- Weeks, Kathi. *Constituting Feminist Subjects*. Ithaca, NY: Cornell University Press, 1998.
- Whelehan, Imelda. *Modern Feminist Thought: From the Second Wave to "Post-Feminism."* New York: New York University Press, 1995.
- Wing, Adrien K., ed. *Global Critical Race Feminism: An International Reader*. New York: New York University Press, 2000.
- Wittig, Monique. *The Straight Mind: and Other Essays*. Boston: Beacon Press, 1992.
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Course Analysis Questionnaire WMST 400: Feminist Theory

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course will complement the women's studies minor by providing a feminist theory course, which is frequently a part of women's studies minors, almost always a requirement for women's studies majors, and strongly encouraged for students who plan to enter graduate programs in a variety of fields (e.g. philosophy, English, sociology, etc.). Though feminist theory is introduced in WMST 200, this 400-level class brings depth to the minor with intensive study of theories and theorists that can be applied to many interdisciplinary courses.

A2 Does this course require changes in the content of existing courses or requirements for a program?

This course does not require changes in existing courses or program requirements.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

The course has not been offered at IUP.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

The course will not be offered as a dual-level course.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Many universities with women studies programs offer a version of the proposed course. These include:

Tulane University, Feminist Theories
University of Arizona, Feminist Theories
University of Southern California, Feminist Theory
George Washington University, Fundamentals of Feminist Theory
University of Rhode Island, Introduction to Feminist Theory
Millersville (PA), Feminist Theory
West Chester (PA), Feminist Theory

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The proposed course is not required by an outside agency.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

WMST 400: Feminist Theory is interdisciplinary by definition. Under normal circumstances, it will be taught by the director of women's studies. If necessary, (for example, if the director is on sabbatical) the director of women's studies in consultation with the Women's Studies Curriculum Committee may appoint a qualified faculty member to teach the course.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

There is no overlap in content with courses in other departments.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

The course will be taught by the director of women's studies as part of her assigned load. The former director's load included a section of LBST 499 which was instructor-specific and will no longer be offered. WMST 400 will replace that course. In the event the director is on leave, a qualified instructor would be identified, in which case the dean of that instructor's college would arrange the complement. Women's Studies has recently become part of the College of Humanities and Social Sciences, so instructors would likely come from that college.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

*Space: There is adequate space available.

*Equipment: There are no special equipment needs.

*Laboratory Supplies and other Consumable Goods: There are no laboratory supplies or other consumable goods required for this course.

*Library Materials: Additional library holdings will be developed through the current budget.

*Travel Funds: There are no travel funds required for this course.

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

None of the resources for this course are grant funded.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered once per academic year.

C5 How many sections of this course do you anticipate offering in any single semester?

We anticipate offering one section in any single semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

25 students. This is a seminar-style course which involves the need for frequent individual discussion, interaction and student presentations. Therefore, limiting the number of students to 25 is necessary to accommodate the pedagogical needs of the course.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There are no recommendations from professional societies regarding course enrollment limits.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not being offered as distance education.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.