



GCWS COURSE PROPOSAL AND SYLLABUS REVIEW PROCESS

The Graduate Consortium for Gender, Culture, Women, and Sexuality seeks proposals for courses that extend and enhance the course offerings available to graduate students enrolled at member institutions and provide faculty with a unique opportunity for professional growth. Courses offered through the Consortium allow faculty and graduate students to pursue new directions in feminist teaching and learning. The Consortium seeks topics and syllabi that break new, interdisciplinary ground rather than simply summarize, analyze, and present the latest research. Courses are team-taught, by two faculty members trained in different disciplines and affiliated with at two different member institutions.

Eligibility & Compensation

Our core courses are taught by one instructor and they include:

- Workshop for Dissertation Writers in Women's and Gender Studies (a full year course that meets every other week)
- Feminist and Queer Theory (offered in fall semester)
- Feminist and Queer Methods (offered in spring semester)

Our rotating topic courses (up to three per year) are collaboratively developed and team-taught with faculty from different disciplines and institutions.

Tenured, tenure track, lecturers, and Emerita faculty from our member institutions may teach for the GCWS. The GCWS board reviews syllabi one or more academic years in advance of them being taught. Therefore, lecturers should hold long-term appointments to guarantee that they will be eligible to teach for the GCWS when the course is scheduled. Faculty leading the Dissertation Workshop should have substantial experience working with PhD students.

The GCWS has a memorandum of understanding with the Provost of each member institution. Tenure and tenure-track faculty, of any discipline, can teach for the GCWS as part of their standard teaching load. The GCWS Program Manager and faculty board representative can provide more information on this process. Alternatively, tenured and tenure-track faculty can teach overload for a stipend from the GCWS. Lecturers routinely receive a stipend from the GCWS. The GCWS teaching stipend is equivalent to the MIT lecturer rate. As of 2021, the rate is \$10,000.

Finding a teaching partner

GCWS topic based courses are team-taught by faculty in different disciplines and at different institutions. Faculty teams are created in a number of ways:

1. Through personal contacts between faculty members or conversations that occur at GCWS events;
2. With the assistance of and targeted outreach by the GCWS Program Manager and/or Board of Directors;
3. By responding to a GCWS call for course proposals and being matched with another faculty member interested in the same topic;
4. Making connections via the [GCWS Faculty Database](#)

You do not need to identify a co-instructor prior to proposing a course. The GCWS Program Manager and Board of Representatives can help find a teaching partner based on your course proposal.

Course Proposal Stage 1: Statement of Interest

In the first stage of the process, the teaching team provides the Board with a description of the proposed course. Proposals at this stage are evaluated with respect to two criteria: 1) the current curricular needs of GCWS; and 2) whether the focus of the course falls within the parameters of the mission of GCWS curricular initiatives. Submitted materials should not exceed 8 pages [not including CV's]. Submitted materials for stage one should contain the following:

1. Names, teaching philosophy/statement, and curriculum vitae of each faculty member
2. Notice of whether each faculty member plans teach the course on-load or as an overload for a stipend provided by GCWS
 - Faculty must negotiate this arrangement with their department chair or Dean at their home institution. Each institution commits to providing GCWS a certain number of on-load positions as specified in their memorandum of agreement (MOA). Please check with the GCWS office to learn the status of your institution's commitment during the current MOA cycle. If your institution has not fulfilled its agreement, preference is given to instructors who can teach on-load .
3. A list of year and semester preferences and alternatives
4. Course title
5. Course objectives and narrative description [one page maximum]
 - The narrative description should explain how at least two disciplines are integrated in the design of the proposed course. As applicable, the description should also explain any innovative, novel, or non-traditional elements in the course design.
 - Consistent with the mission of GCWS, gender should be a primary [but not the only] factor of analysis.

6. Outline of the course with major themes and topics to be covered during the thirteen-week course
 - A detailed reading schedule is not necessary at this point, but it helps if possible readings were included under each topic
7. Bibliography of the major texts and materials that will be used

Course Proposal Stage 2: Full syllabus

Stage 2 of the proposal process requires the submission of the full syllabus, and a one-paragraph biography of each instructor. The full syllabus should contain at least the following sections:

- Title
- Course description
- Course objectives
- Grading criteria
- Assignments
- Attendance and participation policy
- Weekly reading schedule that includes specific articles, chapters, selections, and/or books. GCWS classes must meet for 13 weeks.

The criteria that the board uses to evaluate syllabi is included in the next section. Use it as a guide for course design and syllabus development.

Please keep in mind that the GCWS board is comprised of members with various disciplinary backgrounds. Include annotations in the reading schedule in places where the titles do not clearly reveal the content, and where class discussions and lectures will consider issues and topics not revealed in the readings.

Course proposal Stage 3: Revision

The GCWS syllabus review process may involve more steps than some are accustomed. All teaching teams are asked to engage in at least one round of revisions. Some syllabi may undergo several rounds of revisions. You may be asked to attend a meeting with the GCWS Curriculum Committee (either in person or via zoom) to discuss the revisions. This process is meant to be interactive. If a recommendation or comment is misconceived or incompatible with either the logic of the course structure or your pedagogical styles, please provide the board with feedback. If the team has any questions or would like to have a phone meeting with the co-chairs, please contact the GCWS office.

In addition to indicating revisions in the syllabus in RED or in track changes, teams are to use the evaluation form to include comments regarding requested revisions.

CRITERIA FOR REVIEWING SYLLABI FOR GCWS COURSES

The following criteria are designed to help guide Board members through the course proposal review process. The goal of the review process is, in the spirit of collegial exchange, to provide useful feedback and guidance to teaching teams proposing courses.

A. Title	Board Comments	Teaching Team comments
Does the title accurately represent the course content?		
As applicable, does the title reflect the geographical focus of the content? [ex. U.S. science vs science]		
B. Course description		
Is the course description clear?		
Are the course objectives clear?		
Does the course description match the course content?		
C. Grading criteria		
Are the grading criteria clearly outlined?		
D. Assignments		
Do the assignments appropriately aid student comprehension as well as their critical and analytical consideration of the material?		
Do the assignments help meet course objectives?		

E. Reading load		
<p>Is the reading load appropriate for the subject area?</p> <p>In evaluating reading load, consider the density and difficulty of the proposed readings. Rough guidelines: approximately 60 pages per class meeting for readings that are theoretical, technical, and/or dense; approximately 175 pages [or an entire book] for readings that are less dense</p>		
F. Content		
<p>Is the content sufficiently interdisciplinary? (Does it represent at least two disciplines?)</p>		
<p>Does the course design break new, interdisciplinary ground?</p>		
<p>Does the content provide sufficient attention to the intersections of gender, race, class, ethnicity, and/or sexual orientation, etc? Are these considerations distributed across the weeks [instead of clustered in only one or two sections]?</p>		
<p>Does the content, as applicable, attend to the practical applications and implications of theoretical and analytical frameworks?</p>		
<p>Does the content include, as applicable, some of the latest developments in the</p>		

area being studied?		
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Status			
	1 st draft	2 nd draft	3 rd draft
approved			
approved with minor revisions			
approved with revisions as indicated. Please submit revised version.			
please substantially revise and resubmit			

After a course is approved

1) Course schedule

All GCWS classes must meet for at least 13 weeks. To best accommodate the deadlines at all the member schools, Fall semester classes must be scheduled between the first week in September and the first week in December. Spring semester classes must be scheduled between the last week in January and the first week in May. The Program Manager sets specific begin/end dates each semester.

Once the course is approved and the year/semester selected, the Program Manager will provide confirmation letters to the faculty involved with all relevant information.

2) Changes to the approved syllabus

After a course has undergone the review process and has been approved, only minor changes can be made. For example, it is common for the teaching team to replace a few [3-4] of the readings with more recently published readings. Changes to the course structure, topics, and the schedule must undergo review by the curriculum committee. Contact the Program Manager if you have specific questions about what can be changed.

3) Course materials

Faculty must supply all the course materials. Reading materials can be put into a folder in dropbox or google drive and shared with the Program Manager who will load onto the course site.

4) Course development funds

A course development grant, which can be used to purchase materials, bring in speakers, or fund another activity for your class, is available for each course. The Program Manager can provide additional information about the amount and process for these funds.

