

**UMBC UGC Change in Existing Course: GWST378: Women, Gender, and Science**

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Proposed Effective Date: January 15, 2018

	Name	Email	Phone	Dept
Dept Chair or UPD	Carole McCann	<a href="mailto:mccann@umbc.edu">mccann@umbc.edu</a>	5-2161	GWST
Other Contact	Elle Everhart	<a href="mailto:eaever@umbc.edu">eaever@umbc.edu</a>	5-2001	GWST

**COURSE INFORMATION:** (please provide all information in the "current" column, and only the information changing in the "proposed" column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	352	
<input type="checkbox"/>	Formal Title	Women, Gender, and Science	
<input type="checkbox"/>	Transcript Title (≤30c)	Women, Gender, and Science	
<input type="checkbox"/>	Recommended Course Preparation	GWST100 or 200	
<input type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.		
<input type="checkbox"/>	# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	3.00	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3.00	<b>Max. Total Credits:</b> This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input type="checkbox"/>	Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**CURRENT CATALOG DESCRIPTION:**

This writing intensive seminar explores the connections between science and gender through two interrelated questions. It considers if and how gender shapes the practice of science – do women and men “do” science differently? And it considers what scientific knowledge says regarding sex, gender, and sexuality – how have the sciences conceptualized and analyzed sex, gender, and sexuality? Students will complete a semester-long research project that builds a case-study that responds to one of the two questions organizing the course.

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

This course explores how the sciences have conceptualized and explained various forms of difference—what scientific knowledge says about sex, gender, race, sexuality, and other identity categories—as well as whether gender and race shape the “doing” of science—(how) does identity matter in scientific practice? Through a series of writing and research projects, the course asks students to untangle the complex relationship between scientific knowledge and social inequality, and to consider role of scientific practice in social change.

**RATIONALE FOR CHANGE:** Updated description better reflects the content of the course as it has shifted in recent years to better represent changes in the field.