

Course Application

WGS only

Cross-Listed

Gender & Leadership Elective (*online only*)

1. To propose that your course be a Women's & Gender Studies (WGS), please complete this cover sheet and the other materials requested via e-mail submission as Word documents. Completed applications will be distributed via e-mail to the Women's & Gender Studies Committee for consideration. *Please note that courses may be proposed only by members of UNO's WGS faculty* (course proposals may be concurrent with faculty applications), and that if the course's home department requires approval prior to a course's being offered that approval must precede this application.
2. To propose that your course be cross-listed with Women's & Gender Studies (WGS), please complete this cover sheet and the other materials requested via e-mail submission as Word documents. Completed applications will be distributed via e-mail to the Women's & Gender Studies Committee for consideration. *Please note that courses may be proposed only by members of UNO's WGS faculty* (course proposals may be concurrent with faculty applications), and tha

Cover letter: Proposal for cross-listing

Please provide a statement of interest in cross-listing your course. Explain why your course should be cross-listed with this curriculum. Address the ways in which the course focuses at least 50% on women's and/or gender issues from a critical or feminist perspective (see below).

Cover letter: Proposal for Gender and Leadership (G&L) Elective (online only)

Please provide a statement of interest in creating a new G&L elective or cross-listing your existing course. Explain why your course should be cross-listed with this curriculum. Address the ways in which the course focuses at least 50% on leadership (see below).

Feminist Perspective

Include a statement that addresses the ways in which the course focuses at least 50% on women's and/or gender issues from a critical or feminist perspective.

A feminist perspective usually meets the following criteria:

It questions biological determinism (meaning that it questions biological assumptions used to impose limitations on human beings).

It questions the social construction of knowledge as cisgender and heteronormative, white and male.

It questions taken-for-granted assumptions about sex/gender and masculine/feminine (e.g., that masculine is more valuable than feminine and should be dominant).

It examines outcomes that reflect any kind of oppression.

Leadership Perspective

Include a statement that addresses the ways in which the course focuses at least 50% on leadership.

Students completing the courses will be able to:

- Identify and discuss key characteristics of leaders and how these are displayed by gendered individuals.
- Identify and explain at least three gender issues that leaders encounter.
- Describe how leadership qualities are manifested in individuals in different organizational settings.
- Demonstrate a critical perspective on gender issues and leadership.
- Articulate a vision of themselves as a leader and assess her/his progress on that path.
- Identify and discuss at least three leaders and their gender in cultural, historical, and contemporary contexts.
- Do self-assessments of leadership abilities and agency.
- Explore students' identities as gendered leaders.
- Compare interactions of gender, confidence and self-awareness.
- Develop leadership and purpose.
- Apply feminist theories to leadership.
- Practice the application of leadership.
- Examine leadership and gender concepts and theories.
- Research leadership characteristics and processes, values, ethics and styles.

Course Syllabus

May be in CCMS or “master” syllabus form, or in “student-frien2Dn25yen2Dn25yen2Dnca31 0 Td[m9DC E3525