

WOMS 110: INTRODUCTION TO WOMEN'S MOVEMENTS IN THE UNITED STATES

In Workflow

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Approval Path

1. Wed, 09 Oct 2019 14:25:21 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. Wed, 09 Oct 2019 15:32:40 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
3. Fri, 18 Oct 2019 16:11:36 GMT
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
4. Sun, 20 Oct 2019 19:08:36 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Wed, 09 Oct 2019 04:03:56 GMT

Viewing: WOMS 110 : Introduction to Women's Movements in the United States

Last edit: Fri, 18 Oct 2019 16:09:10 GMT

Changes proposed by: Sujatha Moni (102017459)

Contact(s):

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Catalog Title:

Introduction to Women's Movements in the United States

Class Schedule Title:

Intro Womens Movements

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Women's Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2020 (2020/2021 Catalog)

Subject Area: (prefix)

WOMS - Women's Studies

Catalog Number: (course number)

110

Course ID: (For administrative use only.)

169019

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

WOMS 110 already exists in GE Area D and as such meets the Area D requirements. The topics covered in the course and reading materials also meet all the requirements for the Graduation Requirement in American Institutions: United States History. We are making minor modifications to the language in the title and Catalog Description and expanding the Course Learning Outcomes to include the course in American Institutions: United States History. This will be a good opportunity for exposing Sacramento State students to the history of the feminist movement and to historical transformations in American institutions and ideals with respect to their impact on women and underrepresented groups.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

An examination of the institutional structures, practices and ideals contributing to feminist struggles, and achievements of women's movements in the United States. This course explores how factors of race, class, gender, and sexuality have contributed to the emergence of feminist consciousness and struggles for social justice in the United States from the nineteenth century to the present time.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Area D Learning Outcomes

Students will be able to:

1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts

GR: US-1 Student Learning Outcomes

Students will be able to:

1. Demonstrate a comprehensive understanding of the historical continuity of the American experience that covers at least a 100-year time span.
2. Describe and analyze the roles and contributions of, and relationships among, major ethnic/social groups and movements to US history.
3. Explain and analyze the causes and consequences of significant events in the US historical context relating to political, economic, geographic, and social change.
4. Explain and evaluate the historical development of US institutions and ideals in relation to the Constitution and American democracy.
5. Analyze and evaluate the United States in its global context, with particular attention to its historical derivation from other cultures and its incorporation of immigrants into American society.
6. Identify and apply primary sources (direct or firsthand evidence about an event, object, person) and secondary sources (descriptions, interpretations, commentaries, evaluations, analyses of direct or firsthand evidence) to their understanding of US history.

Course Learning Objectives

Students will be able to

1. Critically evaluate and analyze social institutions, ideals and practices contributing to the development of feminist movements in the United States since the Nineteenth Century.
2. Analyze the intersectionality of gender, race, class, culture and sexuality in the history of the American feminist movement.
3. Examine the histories of contemporary feminist movements and their connections to movements for racial, sexual, and economic justice.
4. Critically analyze current debates, legislation, media, and activism about gender and sexuality using an intersectional lens.
5. Demonstrate a critical understanding of immigration and globalization on gender and race relations.
6. Demonstrate knowledge of methodologies and strategies used within feminism.
7. Critically evaluate the American women's movement within the larger context of global activism.

Attach a list of the required/recommended course readings and activities:

110 Syllabus Final.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. 10% in-class Oral Group Presentation. (Meets L.O.'s 1-7)
2. 15% In-Class Quizzes based on the readings given throughout the semester. (Meets L.O.'s 1-7)
3. 15% Discussion posts plus one-peer comment on topics given throughout the semester. (Meets L.O.'s 1-7)
4. 30% take-home written Assignment-I, due around the middle of the semester. (Meets L.O.'s 1-4 & 6)
5. 30% take-home Assignment II, due on the last day of class. (Meets L.O.'s 1-7).

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

BS in Women's Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

110 Syllabus Final.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The catalog course description, major historical events in the women's movements, major struggles for social justice, intersectional approaches to the topics, and the expected Learning Outcomes will all be common to all the sections.
The required course readings, themes and writing requirements could vary between different sections as long as they meet the GE Area D and GR American History requirements.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The Chair of the department and the department's curriculum committee will review the course syllabi once every year to ensure that the course objectives and writing requirements are met by all course sections.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The three full-time faculty members in the department who currently teach this course have all been consulted and are familiar with the respective criteria for AI. In case new instructors are recruited to teach this course, they will be specifically informed to follow the catalog description and expected Learning Outcomes for U.S. History. The department chair, who is the author of the proposal, will be responsible for the course.

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The department's curriculum committee will review all course syllabi to evaluate whether each course meets the following requirements: whether the course description is consistent with the catalog description; if all the Learning Outcomes are met by the course, whether the required readings address the feminist movement from diverse intersectional perspectives and consistent with the requirements for the Graduation Requirement in U.S. History, and whether minimum writing requirements for upper division GE are met by the course.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The chair of the department will be responsible for ensuring that all sections of the course meet the category criteria. While the course description and learning outcomes will be similar for all the courses, the required readings and internal course themes and topics may vary. All sections should ensure they meet the department's diversity requirement.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course already meets Area D requirements. No changes have been made to alter the Area D outcomes. This course change proposal is being submitted for the Graduation Requirement in American History. Written responses on how the course meets each of the Learning Outcomes for the Graduation Requirement in U.S. History are attached at the end of this document under Additional Files.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

N/A

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

N/A

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

N/A

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course already meets upper division Area D writing requirements. These requirements have not been altered.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Please find attached below detailed descriptions of how the course meets each Learning Outcome for AI: U.S. History.

Please attach any additional files not requested above:

American History Learning Outcomes .pdf

Evidence of Consultation.pdf

Key: 4465