

# WOMS 125: SEX & GENDER IN SOUTH ASIA

## In Workflow

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## Approval Path

1. Wed, 25 Sep 2019 16:53:50 GMT  
Tristan Josephson (tristan.josephson): Rollback to Initiator
2. Thu, 26 Sep 2019 17:07:56 GMT  
Tristan Josephson (tristan.josephson): Rollback to Initiator
3. Thu, 26 Sep 2019 23:27:41 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
4. Thu, 26 Sep 2019 23:39:08 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
5. Fri, 04 Oct 2019 23:07:04 GMT  
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
6. Sat, 05 Oct 2019 00:00:08 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Thu, 26 Sep 2019 17:13:28 GMT

## Viewing: WOMS 125 : Sex & Gender in South Asia

Last edit: Thu, 26 Sep 2019 17:13:27 GMT

Changes proposed by: Sujatha Moni (102017459)

## Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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## Catalog Title:

Sex & Gender in South Asia

## Class Schedule Title:

Sex & Gender in South Asia

## 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:

Fall 2020 (2020/2021 Catalog)

## Subject Area: (prefix)

WOMS - Women's Studies

**Catalog Number: (course number)**

125

**Course ID: (For administrative use only.)**

202754

**Units:**

3

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

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require 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 125 is currently a non-G.E. Elective course in the major. We would like to propose this as a GE Area C course as the course materials and topics belong properly within this category, and it will have a wider reach among students. The course follows conventions and methods used within the humanities, such as close reading and interpretation of literary and historical texts, and analysis of cultural symbols, traditions and religious practices within different societies in South Asia.

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

This course focuses on love, sex & gender in the cultures of South Asia starting with ancient times to the present. The influence of social customs, traditions, religion, and social class on human relationships will be examined using various texts and films. Gender and sexual identity, sexual desire, eroticism, sex role stereotyping, violence against women, gay and transgender people, subversive desires and the threat they post to patriarchal structures will be explored.

**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."**

G.E. Learning Outcomes

Successful students will be able to:

- A. Demonstrate knowledge of the conventions and methods of the study of the humanities.
- B. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
- C. Compare and analyze various conceptions of humankind.
- D. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Course Learning Objectives

Successful students will be able to:

1. Critically analyze and evaluate various texts, images and representations of gender and sexual stereotypes across South Asia.
2. Recognize the historical transformations in gender roles and sexual practices throughout the development of human societies in South Asia.
3. Compare and analyze factors contributing to the marginalization of women, transgender and LGBTI people across South Asia.
4. Critically evaluate the religious, caste and economic class factors contributing to the perpetuation of patriarchal ideals and practices within South Asia.
5. Recognize feminist desire and agency in contemporary struggles and activism by women's and LGBTIQ activists in South Asia.

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

125 Syllabus.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 Presentation (Meets LO's 1-5).
2. 30% Discussion posts about 300 words long; and attendance at instructor approved campus events related to the course. A 2-page report should be submitted after attending the event (Meets LO's 1-4).
3. 30% Assignment I: 5-page long essay based on readings from the first half of the semester, written in response to a prompt provided two weeks in advance, and due in the middle of the semester (Meets LO's 1-4).
4. 30% Assignment II: 5-page long essay based on readings from the 2nd half of the semester written in response to a prompt provided two weeks in advance, and due on the last day of class (Meets LO's 3-5).
5. Peer Review drafts of both assignments (Meets LO's 1-5).

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

No

**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?**

C2. Humanities

**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:**

125 Syllabus.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?**

No

## General Education Details - Area C2: Humanities

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

This course covers a wide range of issues and topics pertaining to sex, gender and sexuality within diverse cultures of South Asia. It spans a broad historical time frame covering the ancient times, the periods of colonization, freedom movements and nationalism, to contemporary struggles for cis and transgender and LGBTQ rights. A quick glance at the weekly schedule will reveal its broad scope and survey of different communities within India, Nepal, Bangladesh, Pakistan, Sri Lanka and Bhutan. For Example, see readings scheduled for Weeks 2,4, 5, 9, 13 & 14.

**Develops an understanding of and appreciation for the diversity of the human community.**

As stated in the course description and Learning Objectives, and substantiated by the weekly readings, this course provides an understanding of diverse human religious, caste, gender and sexual practices within South Asia, with an aim to recognizing the historical, religious, caste, and economic class factors contributing to the marginalization of cisgender, trans and LBGI individuals across South Asia. Additionally, see readings scheduled for weeks 1, 2, 3, 4, 5, etc. The readings and discussions focus on understanding and appreciation of the diversity of various communities and gendered and sexual behaviors in South Asia.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

Conventions in the close reading and analysis of literary texts and essays will be used throughout this course for understanding and appreciating the role played by texts such as Manu's Arthashastra, Vatsyayana's Kamasutra, the teachings of the Buddha, etc., or

various sculptures and artifacts found in temples scattered throughout India and Sri Lanka. The course also covers an understanding of laws and cultural practices imposed by the British during the colonial period which laid the foundation for homophobia and transphobia, and other restrictions pertaining to sexual practices in South Asia. For example, see readings scheduled for Weeks 4, 5, 6, 8, 10-12.

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

The course description, Learning Objectives and Weekly readings are all structured to investigate and analyze the role and effect of human cultural practices, prejudices, religious interpretations, caste discrimination, colonialism, and political practices that contribute to the development of values regarding sexual practices, gender roles and sexual and gender stereotypes that influenced the development of human societies within different regions of South Asia.

**Compare and analyze various conceptions of humankind.**

Course Learning Objective 3 and readings within Weeks 2, 5, 6, 11 & 12 directly address the comparative framework of this course, which throughout examines the various factors contributing to the establishment of patriarchal political power structures within different countries of South Asia such as India, Nepal, Pakistan and Bangladesh. We will develop complex comparisons regarding the similarities, overlaps as well as differences in cultural practices among these regions.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

Animating ideas and values pertaining to various influences, such as: a) religions in South Asia like Hinduism, Buddhism, and Islam; b) Casteism and the marginalization of Dalits; 3) Colonialism and the introduction of homophobia and transphobia within South Asian civilization, are prominent examples of the historical development of cultures and civilizations within South Asia that will be discussed in this course.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

The coursework is centered on women, socio-economic status, religious affiliation, and gays, lesbians and transgender people.

**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.]

This is an upper division GE course and as such meets and exceeds the 1500 work requirement, which includes:

- 1) 5 Discussion posts due at various times during the semester, 300-words. These are structured, formal responses to the topics discussed in the course, written in response to a prompt provided by the instructor.
- 2) Assignment I: Due during the middle of the semester, 5 pages, typed double-spaced. Requires a 3-page peer review draft.
- 3) Assignment II: Due at the end of the semester, 5 pages typed double-spaced Required a 3-page peer review draft.

Section 2.

**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.**

Evidence of Consultation with relevant departments/programs attached.

**Please attach any additional files not requested above:**

Emails.pdf

**Reviewer Comments:**

Tristan Josephson (tristan.josephson) (Wed, 25 Sep 2019 16:53:50 GMT):Rollback: Minor changes as recommended via email

Tristan Josephson (tristan.josephson) (Thu, 26 Sep 2019 17:07:56 GMT):Rollback: Requested by author to attach consultations.

Key: 4470