

# WOMS 85: INTRODUCTION TO WOMEN'S & GENDER STUDIES

## In Workflow

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## Approval Path

1. Tue, 22 Sep 2020 14:12:42 GMT  
Tristan Josephson (tristan.josephson): Rollback to Initiator
2. Tue, 29 Sep 2020 05:09:56 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
3. Tue, 29 Sep 2020 07:14:33 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
4. Thu, 22 Oct 2020 14:47:34 GMT  
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
5. Thu, 22 Oct 2020 23:38:05 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Thu, 24 Sep 2020 23:47:22 GMT

## Viewing: WOMS 85 : Introduction to Women's & Gender Studies

### Formerly known as: WOMS 115

### Last edit: Thu, 22 Oct 2020 14:46:15 GMT

Changes proposed by: Sujatha Moni (102017459)

#### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Sujatha Moni	smoni@csus.edu	916-278-6817

#### Catalog Title:

Introduction to Women's & Gender Studies

#### Class Schedule Title:

Intro To Woms & Gend Studies

#### 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 2021 (2021/2022 Catalog)

#### Subject Area: (prefix)

WOMS - Women's Studies

**Catalog Number: (course number)**

85

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

168156

**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:**

We are changing this course from an upper division to a lower division course. This conversion entailed adjusting the student workload (number of readings and assignments) and the theoretical level of readings to be appropriate for a lower-division course. It is based on a detailed review of our course offerings and comes along with other changes we are introducing to the curriculum. Currently there is only one required lower division course in Women's Studies. This will provide more lower division options for first year students to register in Women's Studies courses. It will also allow transfer students to complete the lower division requirements in community colleges before joining our program, thereby improving time to graduation. The title and language in the course description are changed to make them current.

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

Introduction to major topics and issues within feminism. Using interdisciplinary and intersectional perspectives, the course will examine issues in women's and gender studies across the globe. Feminist methods and approaches will be examined using classic and contemporary texts. Topics include intersectionality, LGBTQ studies, domestic violence, reproductive justice, beauty standards, disability, and globalization.

**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.'**

Successful students will be able to:

1. Describe and evaluate ethical and social values in the historical and cultural construction of gender and sexuality.
2. Explain and apply the principles and methods of Feminist and Gender Studies through analysis of major issues within the discipline.
3. Critically evaluate biological factors and essentialist biases in the construction of gender and sexuality.
4. Demonstrate how intersectionality of race, class, gender, sexuality, and ability shape human experience.
5. Explain and critically examine the structures of power in human relations; and the politics of culture, religion and traditions that contribute to gender roles across cultures.

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

85 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% Oral Class Group Presentation (Meets learning outcomes 1-5)
2. 30% Surprise Quizzes. Please complete the required readings before taking the quiz (Meets learning outcomes 1-5)
3. 30% Assignment I 4 pages long, due in the middle of the semester (Meets learning outcomes 1-5)
4. 30% Final Assignment 5-full pages long due on the last day of the course (Meeting learning outcomes 1-5)

**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:**

85 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?**

Yes

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

Common catalog description, Learning Outcomes and minimum writing 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 department's curriculum committee will evaluate all course syllabi and ensure that all sections meet the requirements.

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

Detailed information regarding the course expectations and the role this course plays in the major will be provided to instructors by the chair at the time the course is offered to the faculty. Secondly, their course syllabus will be evaluated to ensure it is consistent with the established course description, learning outcomes and writing requirements.

## 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 section meets the following requirements: whether the course description is consistent with the catalog description; if all the Learning Outcomes are met by the course, if minimum writing requirements are met, and whether the required readings are contiguous with catalog description and learning outcomes.

**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 main purpose of the course is to educate students on ethical and social values pertaining to the social construction of gender and sexuality, and the institutional structures contributing to the oppression of women and underrepresented gender minorities. Further, the history of feminist struggles for equity, factors of race, class, and sexuality affecting different women's experiences across cultures will be examined in this course. As evident from the readings listed in the course schedule, Ethical and Social values will be evaluated in almost all topics covered in the course such as, social construction of gender and sexuality (Week 4); LGBTQ identity (Week 5); factors of race and class intersecting with gendered experiences (Week 5); intimate partner violence (Week 9); objectification of women, oppressive beauty standards and eating disorders (Week 10); gender discrimination in the workforce and sweatshop labor (Week 12), etc.

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

Feminist principles and methods will be applied throughout the course in the evaluation of various course themes and topics as they pertain to the experiences of women and underrepresented gender minorities. The relation between biological sex and gender; essentialism, intersectionality; LGBTQ identities; the objectification of female bodies, reproductive justice, etc. will be analyzed using feminist frameworks and perspectives.

**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.**

Human diversity is central to the topics covered in the course. Intersectionality of race, class, gender and sexuality is the main methodology used in feminist praxis. This is the main perspective used throughout the course from weeks 1 through 15. It is also evident in the course description. Learning Outcomes and the weekly reading schedule. The impact of race, class, sexuality and culture on gender is also specifically addressed in readings discussed in Weeks 1 through 8.

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

Social dynamics and issues experienced by women and underrepresented gender minorities will be examined from different historical and cultural contexts. LGBTQ identity and experiences across different cultures (Week 4 & 5); colonialism, Western orientalism with respect to the Middle East and Asia, and oppressive traditions practiced in different cultures around the world (Weeks 8-10); and economic exploitation of labor in countries like Thailand, Bangladesh and China under globalization and neo-liberalism (Weeks 12-13), are examples of social dynamics and issues examined across different historical and cultural contexts.

**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 a lower division course which has the following writing requirements:

- 1) 30%: Graded Written Assignment I: 4 pages long (12 font, double-spaced) due around mid-semester.
- 2) 30%: Graded Written Assignment II: 4-5 pages long (12 font, double-spaced) due on the last day of class.
- 3) 3-page drafts of both Assignment I & II which will be peer reviewed and revised for final submission.

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.**

This course was already in GE Area D. No major changes have been made to the topics covered in the course. Course hegis code, title, and the reading and writing requirements have been modified to match lower division requirements. Programs which have listed the course as WOMS 115, the Liberal Studies program and Peace Corps Prep., have been notified. Email communication with these programs has been attached.

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

Communication with Peace Corps Prep.pdf  
Communication with Liberal Studies.pdf

**Reviewer Comments:**

**Tristan Josephson (tristan.josephson) (Tue, 22 Sep 2020 14:12:42 GMT):** Rollback: Rollback requested by author.

Key: 4466