

HIST 122C: WOMEN'S GLOBAL ACTIVISM IN THE 20TH CENTURY

In Workflow

1. HIST Committee Chair (schneider@csus.edu)
2. HIST Chair (jkwilson@csus.edu)
3. ALS College Committee Chair (abuckman@csus.edu)
4. ALS Dean (rfisher@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 08 Oct 2021 19:37:36 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Mon, 11 Oct 2021 20:43:13 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 20 Oct 2021 21:57:18 GMT
Alyson Buckman (abuckman): Rollback to Initiator
4. Fri, 22 Oct 2021 17:51:12 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Fri, 22 Oct 2021 18:08:50 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Fri, 22 Oct 2021 20:21:34 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
7. Fri, 22 Oct 2021 20:42:56 GMT
Robin Fisher (rfisher): Approved for ALS Dean

New Course Proposal

Date Submitted: Thu, 21 Oct 2021 16:56:24 GMT

Viewing: HIST 122C : Women's Global Activism in the 20th Century

Last edit: Thu, 21 Oct 2021 16:56:23 GMT

Changes proposed by: Mona Siegel (102010816)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Mona Siegel	msiegel@csus.edu	916-717-4551

Catalog Title:

Women's Global Activism in the 20th Century

Class Schedule Title:

20th C Women's Global Activism

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

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

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

122C

Course ID: (For administrative use only.)

TBD

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

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:

This course is part of the History Department's current effort to de-colonize our curriculum by adding courses that focus on the experiences of subjugated and marginalized peoples. As a global history course focused particularly on women's movements in the Global South, this course examines how global feminists countered varying forms of gender-based oppression in the past century. By exploring feminist ideas and movements in Latin America, Asia, the Middle East, and Africa, the course directly challenges the idea that feminism is a white, Western construct. The course focuses on intersectional forms of oppression (rooted in gender, race, nationality, religion, and class) and transnational approaches to social activism. As such, it helps meet the CSUS goal of ensuring 'that curriculum, pedagogy & assessment is antiracist' (CSUS, Antiracism and Inclusive Campus Plan, Spring 2021, p. 2).

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

Examines the development of women's movements for sexual equality and social justice across the world during the twentieth century. Emphasis placed on women from the Global South and on transnational feminist organization.

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):Discussion
Lecture**Discussion Classification**

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

2

Lecture Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Lecture Units

1

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."**Course-Specific Learning Outcomes**

After completing this course, students will be able to:

1. Compare how gender-based oppression and women's movements have been shaped by diverse global cultures and societies.
2. Analyze the causes and consequences of feminist organization in combating global gender-based oppression in the twentieth century.
3. Synthesize knowledge regarding global women's activism for a public audience.
4. Critique scholarly arguments regarding global women's activism across the world.

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

Course Proposal HIST 122c.pdf

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.

Discussion participation (ELO 1, 2, 4)
 Discussion leadership (ELO 1, 2, 4)
 Written pop quizzes (ELO a, b, c, d, 1, 2, 4)
 Film review (ELO 2, 3)
 Book review (ELO 2, 4)

For whom is this course being developed?Majors in the Dept
General Education**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
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.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Course Proposal HIST 122c.pdf

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 explores multiple national and transnational social movements for women's rights across the twentieth century.

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

By examining multiple approaches to feminist activism in widely differing societies and among women of different races, religions, and social classes, this course emphasizes the diversity of the human community.

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.

By teaching students how to interpret primary source documents (memoirs, poems, manifestos) and by asking them to analyze secondary source documents (multiple articles and a monograph), this course introduces students to how historians create knowledge about the past.

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

This class explores how female activists from diverse societies sought to challenge unequal power relations rooted in sex and based in social institutions (like marriage and family), civil and political practices (like voting laws), and cultural traditions (both religious and secular).

Compare and analyze various conceptions of humankind.

The course begins by analyzing the different meanings women have given to feminism in the past and present and proceeds to examine how intersectional inequalities have shaped feminist arguments; how national, regional, and transnational women's movements have advocated for gender equality, and why feminists have pushed for the construction of international human rights norms to address gender-based oppression around the world.

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

History, as a discipline, is built around fostering understanding of historical development of cultures and civilizations. This course specifically seeks to understand how the animating ideas and values of different cultures have structured social, economic, and political opportunities of half of the population (women), and how female activists have worked to reinterpret and rework those ideas and values to enhance human equality, dignity, and opportunity.

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

Women, ethnicity, socio-economic status, and religious affiliation are all categories central to the analysis in this coursework. LGBTQ perspectives are addressed, but less centrally than the others.

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 course has two formal writing assignments: a film review (750 words) and a book review (1000 words). Both assignments require an ungraded rough draft, peer review, and a graded final draft. The film review counts for 15% of the final grade, and the book review counts for 25% of the final grade. In addition, students take six pop quizzes over the course of the semester, which consist of a paragraph-long written response to one of the preassigned discussion questions. These more informal writing assignments add up to about 900-1000 additional words of graded work and count for 25% of the final grade.

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.

In addition to the above categories emphasized in Form A, the CSUS Policy Manual, General Education Program, Section I.B. also says Sac State graduates should have "An acquaintance with and general understanding of the major dynamic social institutions which affect one's life, and the role individuals and groups play in shaping those institutions" (I.B.8). This course highlights the role of female activists who, when confronted with social institutions that inhibited their personal dignity, acted in concert to reshape the institutions they live under to foster individual growth, social solidarity, and international security.

Please attach any additional files not requested above:

Email sending HIST 122c proposal to Sujatha Moni.pdf
Email showing WGS support for HIST 122c.pdf

Reviewer Comments:

Emily Potts (emily.potts) (Wed, 20 Oct 2021 20:18:41 GMT): Dear Professor Siegel, The committee recommends the following modifications to your proposal for the sake of approval. • Please do not include the GE Learning outcomes in the ELO section of Form A.—these should only be shown in the GE section of the Form • Please do not include the GE assessments in the Assessment section of Form A.—these should only be shown in the GE section of the Form • Please include information on the Hornet Honor code per the

University Syllabus Policy: <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html> • Please include a statement on policy for recording class lectures. Thank you, Emily Potts

Alyson Buckman (abuckman) (Wed, 20 Oct 2021 21:57:18 GMT): Rollback: Dear Mona, please see comments from Emily Potts for revisions to be made to your proposal, minus the honesty policy already in your syllabus. Please note that these changes must be completed by your department by Thursday, 10/21, at 5pm in order to move forward from me to Robin Fisher through to the University Committee on Friday. Thank you for your proposal!

Key: 14610