

WGS 140: LATINX FEMINIST STUDIES

In Workflow

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Approval Path

1. Wed, 13 Oct 2021 15:02:52 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
2. Thu, 14 Oct 2021 00:01:29 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
3. Thu, 14 Oct 2021 01:02:05 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
4. Thu, 21 Oct 2021 13:38:14 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
5. Thu, 21 Oct 2021 17:12:02 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Wed, 13 Oct 2021 23:51:55 GMT

Viewing: WGS 140 : Latinx Feminist Studies

Last edit: Wed, 13 Oct 2021 23:57:47 GMT

Changes proposed by: Joanna Nunez (223013141)

Contact(s):

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Catalog Title:

Latinx Feminist Studies

Class Schedule Title:

Latinx Feminist Studies

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Women's and Gender Studies

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

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

WGS - Women's and Gender Studies

Catalog Number: (course number)

140

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?

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:

This new course expands the curriculum dedicated to U.S. Women of Color feminisms within the Department of Women's and Gender Studies at Sac State and increases the choices of electives for our majors and minors. Only two other courses taught in the department focus on this area exclusively, WGS 137: Women of Color—an overview course—and WGS 118: Asian American Women. This course is the first in the department dedicated in its entirety to teaching about the lived experiences, theories, and activism of Latinx feminists in the U.S. This course reflects the specialization of WGS's newly hired tenure-track faculty in Latinx Feminisms. Given Sacramento State University's designation as an HSU that serves a Latinx student population of 11,004 students (2020), this course aims to not only serve WGS minors and majors, but to add to a growing and critical body of courses at Sacramento State that focus on Chicanx and Latinx people. With its focus on histories of Latinx women, gender nonbinary, queer and trans people in the U.S., it will also fulfill the Area D "Individual and Society" and Race & Ethnicity graduation requirements for Sacramento State.

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

This course offers students feminist frameworks for understanding Latinx feminisms as a field of study and political inquiry. Latinx feminisms and their development are mapped alongside queer, trans, Black, Indigenous, women of color, and antiracist feminisms and movements. Centers the creative and critical ways in which Latinx feminists conceptualize oppression, resistance, social transformation, and the abolition of systems of domination. Students will analyze the complexity, heterogeneity, and interconnectedness of U.S. based Latinx feminists.

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."**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to do the following:

1. Identify and employ Latinx feminist theoretical frameworks and methodologies. (Comprehension)
2. Formulate an understanding of the varying genealogies of Latinx feminisms. (Synthesis)
3. Assess the influence of colonialism in academia and understand that critical feminist thought emerges from lived experience, activism, and daily forms of resistance. (Evaluation and Knowledge)
4. Recognize and analyze intersections of privilege and oppression based on race, ethnicity/ nationality, citizenship, class and labor structures, gender relations and sexuality, as they apply to Latinxs. (Analysis)
5. Develop effective vocabulary by identifying and describing key terms and concepts, which students can utilize in daily, political, and academic contexts. (Application)
6. Strengthen overall critical writing skills through academic papers and develop creative, poetic approaches to writing which challenge academic norms. (Evaluation)

Area D Learning Outcomes

Upon successful completion of this course, students will be able to do the following:

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

Race and Ethnicity Outcomes

Upon successful completion of this course, students will be able to do the following:

1. Identify significant aspects of the culture, contribution, and social experience of underrepresented ethnic/racial minority groups in the U.S.: Asian Americans; Black Americans; Mexican Americans and Native Americans
2. Compare and contrast experiences of various ethnic/racial minority groups in the U.S.
3. Explain how concepts of ethnicity, ethnocentrism and racism shape the ethnic experience in the United States.
4. Explain how race, class, gender, age, and sexuality, shape the ethnic experience in the United States.
5. Analyze the role culture plays in shaping and sustaining ethnic groups

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

NUNEZ_Latinx Feminist St.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.

Attendance and Participation (Meets Course LOs 1-6; Area D LOs 1-4; Race and Ethnicity LOs 1-5)

Class Facilitation (Meets Course LOs 1, 3-5; Area D LOs 1-4; Race and Ethnicity LOs 1-5)

Office Hours Meeting (Meets Course LOs 1-5; Area D LOs 1-4; Race and Ethnicity LOs 1-5)

Identity Paper (Meets Course LOs 1, 3-6; Area D LOs 1-4; Race and Ethnicity LOs 1-5)
Annotated Bibliography (Meets Course LOs 1, 3-6; Area D LOs 1-4; Race and Ethnicity LOs 1-5)
Response Posts (Meets Course LOs 1, 3-6; Area D LOs 1-4; Race and Ethnicity LOs 1-5)
Final Paper and Multi Media/Creative Project Proposal (Meets Course LO 1-6; Area D LOs 1-4; Race and Ethnicity LOs 1-5)
Final Paper and Multi Media/Creative Project (Meets Course LO 1-6; Area D LOs 1-4; Race and Ethnicity LOs 1-5)

For whom is this course being developed?

Majors in the Dept
Minors 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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Ethnic Studies

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
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

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.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
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.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
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:

NUNEZ_Latinx Feminist St.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 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 cultural diversity requirement is met by examining how intersections of privilege and oppression based on race, ethnicity/nationality, citizenship, class and labor structures, gender relations and sexuality, and disability apply to the experiences of Latinxs in the U.S.

Students will distinguish significant points in U.S. history and the intersecting forms of subordination that informed those events and are embodied in the lives of Latinx people with particular attention to the lives of women and LGBT identified Latinx people.

This course takes a comparative and intersectional approach to the study of Latinx peoples and feminisms. The voices of Black American, Afro-Latinx, and Indigenous scholars are central and incorporated throughout the reading schedule, exposing the violence of erasure, cultural genocide, and dispossession inherent to unified expressions of Latinidad, nationalism, universal conceptualizations of womanhood, and ethnocentrism.

The writing requirement is met through four 300 word reading response posts, a 500 word identity paper, a 1,000 word Annotated bibliography, a 250 word final project proposal, and a 1250 word final essay.

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.

There will only be one section of this course offered per semester. The faculty specializing in Latinx feminisms is designated to manage the contents of the course.

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 introduces students to Latinx feminist frameworks as tools in analyzing information they may have previously encountered as members of society and as students in the discipline of Women's and Gender studies; this includes significant historical events and predominant cultural ideologies. By centering the lived experiences and theories of Latina women, students will appraise the ethics and social values that informed the development of "the women's movement" (Weeks 1-2), the anti-abortion movement and the development of a reproductive justice movement (Weeks 5-6), the welfare rights movement (Week 11), the Gay Liberation movement (Week 1, 7, 12), the Puerto Rican Liberation movement (Week 11), and the labor rights movement (Week 11-12). Semi Weekly reading response papers, classroom discussion, course facilitation, annotated bibliography, a multimedia project and final essay will measure students' comprehension, analysis, and application of Latinx feminist theories towards this learning outcome.

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

Women's & Gender Studies is an interdisciplinary field that draws on the methods of a range of academic disciplines to study gender as it intersects with other social categories such as race, ethnicity, sexuality, social class, and disability, among others. Throughout the course students will apply the feminist method of politically locating themselves and critically engaging their subject positions in their production of scholarship (Identity paper, reading responses, and final multimedia video and essay). Students will compare their own process of writing and theorizing from their subject position to the methods of Latinx feminists in creating "theory from the flesh," telling testimonios (testimonies), and revising/reclaiming/rewriting history in queer, feminist, and critical ways.

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.

The proposed course begins by acknowledging the complexity, heterogeneity, and diversity of Latinx histories, spaces, and subjectivities. Multifaceted Latinx feminist principles are more readily understood through an acknowledgement and analysis of histories of homophobia, transphobia, misogyny, anti-blackness, colonization, and colorism that have been both imposed upon and perpetuated by the Latinx community (Readings in week 1-14).

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

This course critically examines social dynamics and issues of race, ethnicity/ nationality, citizenship, class, disability, gender relations and sexuality as they pertain to the roles of Latinx people in institutional and cultural contexts such as education (Week 1, 3, 5, 13-14), welfare (Week 5-6,11), health (Week 5-6, 11), media (Week 4, 8-10), and politics (Weeks 1-14).

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.]

In order to meet the writing requirement, this course includes four 300-word discussion posts worth 20% of the final grade, a 500-word Identity Papers worth 10% of the final grade, and a Final Project consisting of a 250-word Proposal worth 5%, a 1000-word Annotated Bibliography worth 15%, and a 1250-word Research Paper totaling 20% of the final grade. The shorter, more informal reading responses provide the opportunity for students to get quick feedback on their ideas before developing them into a formal essay. The discussions will be graded on the strength of their analysis, their engagement with course materials, writing skills, and comments on peers' posts. The Final Project is divided into stages (Proposal, Annotated Bibliography, and Research Paper) that allows for feedback throughout the research and writing process. The final paper will be assessed on the strength of its argument, analysis, development & organization, and written communication.

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.

n/a

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

This course brings together the fields of Latinx Studies, Feminist Studies, and Queer studies to examine significant aspects of the culture, contributions, and social experiences of Latinx Americans. Using an interdisciplinary assortment of texts, including articles, books, blogs, poetry, and visual media, primarily authored by Latinx Women, Queer, and Trans folks, students will assess how Latinxs construct their identities in relation to more dominant expressions of womanhood, feminism, queerness, whiteness, and Latinidad. See reading schedule of Weeks 2-4, 7-10.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

This course is designed to map the development of Latinx feminisms alongside queer, trans, Black, Indigenous, women of color, and antiracist feminisms and movements in the U.S. Students will analyze the challenges and effectiveness of engaging in coalitional politics, anti-racist, solidarity based, and cross-racial strategies for social transformation across communities of women, queer, and trans folks through their reading responses, identity papers, leading facilitation, final project essays, and creative multimedia projects. The voices of Black American, Afro-Latinx, and Indigenous scholars are central and incorporated throughout the reading schedule, exposing the violence of erasure, cultural genocide, and dispossession inherent to unified expressions of Latinidad, nationalism, universal conceptualizations of womanhood, and ethnocentrism.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

As articulated above and in the reading schedule during weeks 1-4, this course engages students in in-depth analysis of identity formation theories and theorization regarding the socio-political constructions of race, ethnicity, gender, and sexuality. In weeks 5-9, students will identify how racism and sexism interlock to structure domination and subordination at the institutional and individual level.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

This course critically examines social dynamics and issues of race, ethnicity/ nationality, citizenship, class, disability, gender relations and sexuality as they pertain to the roles of Latinx people in institutional and cultural contexts such as education, welfare, health, media, and politics.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

This course introduces students to Latinx critical race feminist frameworks of cultural wealth, and requires that they employ this framework in their final project and essay (CLO 1-2, 5). See syllabus page 6: "Final papers/projects should start from the premise that Latinx women, femmes, queers, non-binary and trans folks possess many strengths (intellectual, experiential, artistic, cultural, etc.). In fact, these strengths provide the tools and guides that help them navigate the many social and personal inequities they face. Our course has trained us to identify these strengths and not accept deficit explanations of these communities and their cultures."

Simultaneously, students will distinguish which cultural constructs serve to oppress, control, and dominate Latinx women, queers, and trans folks (Weeks 1, 3-10, 13-14).

Please attach any additional files not requested above:

Flores, Alma_ Consultation.pdf
Sarabia Heidi Consultation.pdf
Ramirez, Elvia_ Consultation.pdf
Martinez, Rosa Consultation.pdf
Manuel Barajas Consultation.pdf
Gonzalez, Amber consultation.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Wed, 13 Oct 2021 15:02:53 GMT): Rollback: Please see email 10/13/21.

Key: 14620