

WGS 175: GENDER & DISABILITY

In Workflow

1. WOMS Committee Chair (tristan.josephson@csus.edu)
2. WOMS Chair (smoni@csus.edu)
3. SSIS College Committee Chair (tristan.josephson@csus.edu)
4. SSIS Dean (mendriga@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. Wed, 13 Oct 2021 22:36:57 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
2. Wed, 13 Oct 2021 23:54:07 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
3. Thu, 14 Oct 2021 01:01:22 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
4. Thu, 21 Oct 2021 05:36:46 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
5. Fri, 22 Oct 2021 19:30:22 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
6. Fri, 22 Oct 2021 19:32:17 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
7. Fri, 22 Oct 2021 20:21:00 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
8. Fri, 22 Oct 2021 20:28:35 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Fri, 22 Oct 2021 00:12:37 GMT

Viewing: WGS 175 : Gender & Disability

Last edit: Fri, 22 Oct 2021 19:30:15 GMT

Changes proposed by: Cara Jones (219699247)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Cara Jones	cara.jones@csus.edu	225-907-9036

Catalog Title:

Gender & Disability

Class Schedule Title:

Gender & Disability

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)

175

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:

Women's and Gender Studies is expanding its curriculum to reflect developments in the field. Feminist Disability Studies is an integral aspect of Women's Studies curricula, and there are few courses offered on our campus in this area. The only known course that is centered in Feminist Disability Studies is the department's WGS 75: Introduction to Disability Studies. WGS 175 will be highly beneficial to students looking to deepen their knowledge of the field of feminist disability studies at a more advanced level. Disability Studies as a field shares close ties with fields such as Women's and Gender Studies, particularly Feminist Disability Studies, which began in the field of Women's & Gender Studies. Thus, it is important that Women's and Gender Studies offers this course to provide much-needed intersectional feminist perspectives on disability. Although other departments offer courses on disability from their disciplinary perspectives, this course is interdisciplinary and centers feminist perspectives on gender and disability. This course also will broaden our Area D offerings as well as our Writing-Intensive offerings.

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

This interdisciplinary course utilizes texts from various humanities and social sciences disciplines to survey the field of feminist disability studies, with emphasis on intersectional feminist disability theory, narrative, and practice. Attention will be given to historical and contemporary social movements and activism by disabled people, focusing particularly on disability justice. Students will analyze how individual experiences of gender, race, class, sexuality, ethnicity, and nationality intersect with disability to reflect institutional bias against multiply marginalized disabled people.

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?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

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."**Learning Outcomes:**

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

1. Apply disability as a category of analysis
2. Use feminist disability theories and methodologies to analyze the lives of people with disabilities
3. Evaluate prevailing normative assumptions and social and cultural institutions with regard to disability
4. Examine the lives of people different from your own while recognizing the assumptions and stereotypes that inform perceptions of them
5. Analyze social/cultural forces that shape and constrain disabled identities and the diverse experiences of disabled people
6. Recognize disabled peoples' participation in and experiences of various social institutions such as the labor market/economy, the political system, education, health, etc.

Area D Learning Outcomes

Upon successful completion of this course, students will be able to do one or more of 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

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

GenderDisabilitySyllabus.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.

engagement (ELO 1-6, Area D LO 1-4), discussions (ELO 1-6, Area D LO 1-4), response papers (ELO 1-6, Area D LO 1-4), final project proposal (ELO 1 & 6, Area D LO 3 & 4), annotated bibliography (ELO 2, 3, & 5, Area D LO 2-4), final paper (ELO 1-6, Area D LO 1-4).

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?

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
Writing Intensive

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.
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:

GenderDisabilitySyllabus.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 requirements are met through attention to disability as a form of diversity, and special attention is paid in each week to how disability intersects with gender, race, class, ethnicity, sexuality, and nationality. The writing requirement is met through four 250-word discussion posts, four 750-word Response Papers, and a Final Project consisting of a 100-word Proposal, a 250-word Annotated Bibliography, and a 1000-12500-word Research Paper.

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, and faculty specializing in gender and disability studies is designated to manage the content 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.

WGS 175 is designed to give students a broad understanding of the field of Feminist Disability Studies, which is a field of study that examines the contribution, lives, and activism of people with disabilities from a variety of gender, sexual, racial, ethnic, and class positions. Weeks 2-4 in particular examines the history of disability in the United States, as it is experienced by diverse groups. Weeks 5-7 focuses on the particular intersections of disability, race, and gender. Weeks 9-11 in particular examine the ethical and social values of sexual and reproductive politics among disabled people. Weeks 12-13 examine the contributions of disability justice activists and theorists in their historical and cultural contexts.

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. This allows our department to design this course on disability studies that utilizes multidisciplinary inquiries to examine how bias against people with disabilities (ableism) operates in society. It does this by examining disability as a social construction. I introduce this concept in this course in Week 1 when defining disability. Weeks 2-13 examine individual experiences with disabilities.

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 offers students a solid understanding of the interdisciplinary field of Feminist Disability Studies by examining how disability is a form of diversity in human society that intersects with other categories of analysis such as race, ethnicity, class, age, sexual identity, gender, and gender expression. Week 1 introduces the field, specifically through the lens of Disability Justice and Black Feminist Disability Theory. Weeks 5-7 examines the intersections of disability, race, and gender. Weeks 9-11 focus on disability, identity, and social justice, looking particularly at intersections between disability, gender, race and sexual and reproductive politics.

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

The course critically examines social dynamics and issues of disability, gender, race, sexuality, class, ethnicity, and nationality as they pertain to the roles of disabled people in cultural contexts such as education, literature, art, media, education, and healthcare.

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 250-word discussion posts worth 20% of the final grade, four 750-word Response Papers worth 40% of the final grade, and a Final Project consisting of a 100-word Proposal, a 250-word Annotated Bibliography, and a 1000-12500-word Research Paper totaling 20% of the final grade. The shorter, more informal discussion posts provide the opportunity for students to get quick feedback on their ideas before developing them into more formal Response Papers. The discussions will be graded on the strength of their analysis, their engagement with course materials, writing skills, and comments on peers' posts. The Response Papers will be assessed on the strength of their analysis, development, organization, and written

communication. The Final Project is divided into stages (Proposal, Annotated Bibliography, and Research Paper) that allows for feedback throughout the research and writing process. This project is spread out over the final four weeks of the semester to allow ample time for feedback. The proposal is due after the second class period of Week 12. I will give instruction on Annotated Bibliographies during the second class period of Week 13, and it'll be due that Friday. Students will transform the Annotated Bibliography into a literature review in class during the second class period of Week 14 and submit it for evaluation. The final class period will focus on instruction on developing an outline, introduction, conclusions, finalizing the argument, and final editing. 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.

This course meets the criteria for G.E. Area D.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on the basic skills and knowledge acquired by students in lower division courses such as WGS 75: Introduction to Disability Studies, WGS 50: Introduction to Gender & Sexuality, or WGS 85: Introduction to Women's & Gender Studies. The writing component specifically builds on basic writing skills and knowledge by developing students skills in analysis, development, and argument.

The course must expand students' knowledge by examining complex issues.

WGS 175 is a survey of Feminist Disability Studies, an interdisciplinary field of inquiry that links fields such as Women's, Gender, and Sexuality Studies; Disability Studies; Critical Race Theory; and LGBTQ+ Studies, among others. Most of the texts are higher-level theoretical texts that examine disability as it intersects with other social categories such as race, gender, or sexuality. These texts examine disability and other social categories as socially constructed and explore how power operates situationally in both institutional settings and individual experience.

The course must expand students' abilities to reason logically and to write clearly in prose.

Each writing assignment aims to build students' capacity for logical reason and writing skills. The Discussion Posts are assessed on the strength of their analysis, their engagement with course materials, writing skills, and comments on peers' posts. Students will develop their Discussion Posts into longer Response Papers, which will be assessed on the strength of their analysis, development, organization, and written communication. Finally, they will learn to use the analytical skills they've been practicing all semester to build a strong argument for the Final Project, which will be assessed on the strength of its argument, analysis, development & organization, and written communication.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

In order to meet the writing requirement, this course includes four 250-word discussion posts worth 20% of the final grade, four 750-word Response Papers worth 40% of the final grade, and a Final Project consisting of a 100-word Proposal, a 250-word Annotated Bibliography, and a 1000-12500-word Research Paper totaling 20% of the final grade. The shorter, more informal discussion posts provide the opportunity for students to get quick feedback on their ideas before developing them into more formal Response Papers. The discussions will be graded on the strength of their analysis, their engagement with course materials, writing skills, and comments on peers' posts. The Response Papers will be assessed on the strength of their analysis, development, organization, and written communication. 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.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Analysis is prioritized in all of the writing assignments, from the Discussion Posts to the Response Papers to the Final Project. Each assignment is sequenced so that students will receive feedback on their writing before moving onto more sophisticated skills. Students will have a total of eight times to practice their writing and analytical skills in the four Discussion Posts and Response Papers before they write their Final Project. I devote time during in-class lecture on each of the skills assessed: analysis, development, organization, argument, and written communication (sentence structure, punctuation, and grammar). Students may revise any Discussion Post or Response Paper they wish to improve their skills and their scores.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The sequencing of assignments means that the majority of writing (and weighting of grades) is due before the final two weeks of instruction. Students will work on the Final Project, which is broken down into 3 parts, during the final two weeks of class. The total word count for that project, including the proposal, annotated bibliography, and paper, is 1350-1600 words. A total of 4000 words will be due before the final two weeks of the semester in the form of discussion posts and Response Papers.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

I have structured assignments in such a way that students have a wide variety of options from which to choose for when to write their Discussion Posts and Response Papers. There will be a total of 9 Discussion Post opportunities, but only the top 4 count for credit. Similarly, students will be able to submit a Response Paper during any of the first 13 weeks, but only need to submit 4. This will help me space my grading, which will allow me to give more detailed, nuanced feedback on each submission. Each writing assignment is graded not only on students' ability to understand the subject matter, but also on their analysis, development of ideas, organization of ideas, and written communication.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Please attach any additional files not requested above:

Consultation ASL Deaf Studies.pdf
 Consultation Special Education.pdf
 Consultation Social Work.pdf

Consultation Public Health.pdf
Consultation History.pdf
Consultation Gerontology.pdf
Consultation CSAD.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Wed, 13 Oct 2021 22:36:57 GMT): Rollback: See email 10/13/21

Tristan Josephson (tristan.josephson) (Thu, 21 Oct 2021 05:36:46 GMT): Rollback: Please see email dated 10/20/21 for requested changes.

Key: 14615