

WGS 137: WOMEN OF COLOR

In Workflow

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Approval Path

1. Sun, 18 Sep 2022 07:13:06 GMT
Sujatha Moni (smoni): Approved for WOMS Committee Chair
2. Sun, 18 Sep 2022 07:14:20 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
3. Fri, 14 Oct 2022 22:33:53 GMT
Emily Wickelgren (wickelgr): Rollback to Initiator
4. Mon, 17 Oct 2022 23:00:24 GMT
Sujatha Moni (smoni): Approved for WOMS Committee Chair
5. Mon, 17 Oct 2022 23:00:44 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
6. Mon, 17 Oct 2022 23:23:08 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
7. Thu, 20 Oct 2022 04:19:06 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

History

1. Aug 16, 2021 by Katie Hawke (katiedickson)

Date Submitted: Mon, 17 Oct 2022 22:59:45 GMT

Viewing: WGS 137 : Women Of Color

Formerly known as: WOMS 137

Last approved: Mon, 16 Aug 2021 14:04:11 GMT

Last edit: Mon, 17 Oct 2022 22:59:44 GMT

Changes proposed by: Sujatha Moni (102017459)

Contact(s):

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

Women Of Color

Class Schedule Title:

Women Of Color

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 2023 (2023/2024 Catalog)

Subject Area: (prefix)

WGS - Women's and Gender Studies

Catalog Number: (course number)

137

Course ID: (For administrative use only.)

168201

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

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

Fall, Spring, Winter

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course hasn't been updated in a long time. We are updating the course description, LOs and Assessment Strategies.

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

This course examines significant issues that have contributed to the historical experiences of cisgender and transgender women of color in the United States. Contemporary resistance to violence and struggles for social justice will also be examined. Topics such as racial and cultural stereotypes, economic exploitation, gender stratification, struggles over identity, immigration status, and community activism and organizing efforts by Black, Native American, Latinx, Middle Eastern and Asian American women will be examined using classic and contemporary feminist readings and films.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Demonstrate an understanding of the histories of oppression and exploitation that have shaped the experiences of women of color in the United States.	Oral Presentations Surprise Quizzes Take-home Written Assignment I Take-home Written Assignment II
2	Use feminist concepts and perspectives to analyze the identities and practices of women of color in the United States.	Oral Presentation Take-home Written Assignment I Take-home Written Assignment II
3	Recognize the diversity of experiences among communities of color in the United States, and explain how intersectionality of race, class, gender, sexuality, and ability impact their socio-economic status and cultural experiences.	Oral Presentations Surprise Quizzes Take-home Written Assignment I Take-home Written Assignment II
4	Develop critical perspectives on the effect of social institutions, current trends, customs, beliefs, and social values on women of color.	Oral Presentations Surprise Quizzes Take-home Written Assignment I Take-home Written Assignment II
5	Articulate understanding of community organizing and activism by U.S. women of color.	Oral Presentation Take-home Written Assignment I Take-home Written Assignment II
6	G.E. Area D Learning Outcomes: 1. Describe and evaluate ethical and social values in their historical and cultural contexts.	Oral Presentation Surprise Quizzes Take-home Written Assignment I Take-home Written Assignment II
7	2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.	Take-home Assignments I & II
8	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.	Oral Presentations Surprise Quizzes Take-home Written Assignment I Take-home Written Assignment II

9	4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.	Oral Presentations Surprise Quizzes Take-home Written Assignment I Take-home Written Assignment II
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Attach a list of the required/recommended course readings and activities:

137 Sample Syllabus.docx

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
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.
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:

137 Sample 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:

The course description and Learning Outcomes will be similar for all sections. The required readings and assessments may vary.

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:

They are met through periodic review of all course syllabi and a review of student evaluations.

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

The course description, LOs, Assessment Strategies, Readings and Requirements, along with the GE Area D LO's will be provided to all new instructors by way of preparation for the course. Their course syllabi will also be carefully reviewed.

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.

All course syllabi will be reviewed by the department's curriculum committee annually to ensure that the Area D LO's and writing requirements are met. This course centers women of color and intersectional feminisms. The course readings, feminist methods and perspectives and requirements used for each section will be assessed to ensure that the course meets the Area D, cultural diversity and writing requirements.

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 curriculum committee chair and the department chair will be responsible for making sure that different sections of this course meet the 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.

This course, Women of Color, examines histories of colonization, slavery and institutional racism experienced by women belonging to Native American, Black, Asian American and Latinx women in the United States. It examines the different ways these histories of oppression and systemic racism continue to impact these communities and their cultural and social experiences. All the course readings and films center ethical and social values surrounding these issues. The course learning outcomes, and all the weekly readings and assessments examine these ethnic groups from a historical perspective.

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

Feminist concepts, theories and perspectives are used for the study of historical experiences contributing to the marginalization of cis and transgender women of color in the United States. Further, the course also examines how women of color have carved out their identities, journeys and activism in reaction to these experiences of systemic racism, marginalization and economic exploitation. For details see readings listed for Weeks 4, 5, 7, 9, 10 & 12.

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.

This course has been developed based on readings that deal with the diversity of experiences of cisgender and transgender Black, Asian American, Native American and Latinx women in the United States. Human diversity and intersectionality, and the interlocking systems of oppression of diverse groups are analyzed throughout this course.

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

The social dynamics of the history of racial, class, gender and sexist oppression are dealt with in detail throughout this course. The subtitles for some of the weekly readings in the syllabus clearly reflect this: Week 3: The History of Oppression; Week 8: Class Struggles; Week 10: Journey and Passage of Rights; Week 12: Feminist Activism & Sistahtood, etc.

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.]

Following are the writing requirements for the course:

Two formal take home essays or assignments each 4-5 pages long double-spaced (2000 words total) which are written in stages and require peer-review.

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.

No major changes have been made to this course. We are merely updating the course description and Learning Outcomes to correspond to contemporary usage.

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 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.

The course examines the history of colonization and slavery and how systemic racism has continued to marginalize and oppress women of color in the United States. The cultural and social experiences of Black, Asian American, Latinx and Native American women in the United States will be studied in detail. Further, most of the readings in the course are by women of color.

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.

As mentioned above, there will be critical comparative analyses of the histories of oppression of all the major ethnic groups in the United States. Their experiences are also contrasted with those of privileged class cisgender White women in the United States.

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

Institutional racism, systemic marginalization and discrimination, as well as patriarchal oppression from within their own communities and outside, will be examined throughout this course. Factors such as ethnicity, cultural and traditional practices, immigration experience, and how they contribute to creation of identity, and conflict with the dominant culture's beliefs and value system, will be analyzed extensively in this course. For example, readings in Week 1, Week 3, Week 5, Week 6, Week 7, Week 9 etc. deal with these factors.

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 is centered on the intersectionality of gender, race, class, and culture in shaping the experiences of women of color in the United States. For example, Weeks 1-4 deal with histories of colonialism, slavery and immigration; Weeks 8 & 9 deal with class struggles encountered by Black, Latina and Native American women; Weeks 3-5 and 10-11 deal with struggles with identity, cultural stereotypes, etc. These factors are studied as interlocking with each other as systems of oppression.

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

How interlocking systems of race, class, gender and cultural oppression contribute to shaping women's experiences from diverse ethnic communities forms the core of this course. All the readings address how women of color struggle through these issues, and how women have in turn constructed their identities, participated in community organizing and resistance efforts in response to the U.S. culture of racism, gender and class oppression.

Reviewer Comments:

Emily Wickelgren (wickelgr) (Fri, 14 Oct 2022 22:33:53 GMT): Rollback: See email on 10/14/22

Key: 4473