

# WGS 139: VIOLENCE AGAINST WOMEN

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## In Workflow

1. WOMS Committee Chair (smoni@csus.edu)
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3. SSIS College Committee Chair (wickelgr@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
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6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Mon, 05 Sep 2022 01:29:20 GMT  
Sujatha Moni (smoni): Rollback to Initiator
2. Fri, 23 Sep 2022 01:25:03 GMT  
Sujatha Moni (smoni): Approved for WOMS Committee Chair
3. Fri, 23 Sep 2022 19:23:55 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
4. Fri, 14 Oct 2022 22:33:44 GMT  
Emily Wickelgren (wickelgr): Rollback to Initiator
5. Wed, 19 Oct 2022 04:51:00 GMT  
Sujatha Moni (smoni): Approved for WOMS Committee Chair
6. Wed, 19 Oct 2022 04:55:12 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
7. Thu, 20 Oct 2022 01:43:10 GMT  
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
8. Thu, 20 Oct 2022 04:19:10 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## History

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

Date Submitted: Wed, 19 Oct 2022 02:42:29 GMT

**Viewing: WGS 139 : Violence Against Women**

**Formerly known as: WOMS 139**

**Last approved: Mon, 16 Aug 2021 14:04:13 GMT**

**Last edit: Thu, 20 Oct 2022 01:41:58 GMT**

Changes proposed by: Joanna Nunez (223013141)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Joanna Nunez	j.nunez@csus.edu	702-588-9882

**Catalog Title:**

Violence Against Women

**Class Schedule Title:**

Violence Against Women

**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)**

139

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

168211

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing 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

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This update includes changes in language to the course description to match current vocabulary. Course content remains the same. Learning outcomes have been updated based on the recommendations of the curriculum committee. Bloom's verbs are used in the LO's and what was previously LO 3 for the course has now been divided into LO 3 & 4. The assessments have also been updated to account for this change. Attendance and active participation is part of the assessment strategies because students are required to participate in order to actively engage in discussion. The LOs are assessed using the assignments indicated. We are also changing the discussion classification to CS#02 to more accurately reflect the format of the course. This course includes a combination of discussion and lecture. Students are assessed and graded on the basis of their participation in discussion.

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

Examines the gendered and systemic nature of violence. Focuses on understanding and preventing violence against women. We investigate oppression and privilege using an intersectional and transnational feminist lens. We look at how gender-based violence is perpetuated through some of the following: sexual harassment and assault, domestic violence, child abuse, medical and psychiatric violence, economic violence, military violence, and state violence. Also examines the ways that women are individually and collectively combating these various forms of violence.

**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):**

Discussion

**Discussion Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Discussion 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	1. Identify how violence against women is carried out through a vast range of individual and institutional acts and practices.	Discussion in class (Attendance and active participation), quizzes, media analysis paper, theory reflection paper.
2	2. Survey how race, gender, class, ethnicity, sexual orientation, body representation, religious affiliation, immigration status and other "social markers" impact manifestations of violence against women.	Discussion in class (Attendance and active participation), Media Analysis Paper, Theory Reflection Paper, and Final Zine Group Project.
3	3. Evaluate the role of the individual in maintaining or dismantling ongoing systems of domination and exploitation.	Discussion in class (Attendance and active participation), Theory Reflection Paper, and Final Zine Group Project.
4	4. Assess the effectiveness of individual and group efforts to reduce the prevalence of violence against women.	Discussion in class (Attendance and active participation), theory reflection paper, and Final Zine Project
5	Area D LO: 1. Describe and evaluate ethical and social values in their historical and cultural contexts	Discussion in class (Attendance and active participation), Theory Reflection Paper
6	Area D LO: 2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior	Quizzes, media analysis paper, theory reflection paper.
7	Area D LO: 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	Discussion in class (Attendance and active participation), Media Analysis Paper, Theory Reflection Paper, and Final Zine Group Project.

8	Area D LO: 4. Explain and critically examine social dynamics and issues in their historical and cultural contexts	Discussion in class (Attendance and active participation), Media Analysis paper, theory reflection paper, and Final Zine Project
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**Attach a list of the required/recommended course readings and activities:**

Sample 139 Syllabus Updated.pdf

**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?**

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.
- 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:**

Sample 139 Syllabus Updated.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.**

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 working class/poor women, women of color, LGBTQ women, and transnational 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 introduces students to feminist frameworks on violence against women as tools for analyzing violence. Students learn from a range of social movements from the past to the present including second wave feminist organizing against domestic violence, black feminist Tarana Burke's leadership in creating the #MeToo movement, Indigenous women mobilizing to address the crisis of missing and murdered Indigenous women in the U.S. and Canada, and Indigenous women's organizing in Central America against femicide and genocide. It examines the different ways histories of oppression and systemic sexism continue to impact women at the intersections of their differing 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 violence against women from a historical perspective.

**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 feminist methods to politically analyze social systems and their own individual behaviors. For example, see the assignment Media Analysis Essay which explores how the media promotes gender-based violence and passive-viewership practices, and their own responsibility to engage in the consumption of media critically.

**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 course begins by acknowledging that intersectional and transnational perspectives are critical to combatting violence against women. The course addresses how gender essentialism within movements against violence— that are not attuned to how women experience violence distinctly based on their social location (race, ethnicity, class, age, ability/disability, sexual identity, and gender expression)— have left women vulnerable to further violence. We discuss how women of color, queer and trans women, poor women, women from marginalized religions and castes, are subject to both interpersonal/individual violence and violence at the hands of the state. (Readings week 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14)

**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 7: "Police Violence Against Black, Indigenous, and Women of Color," Week 11: "Sexual Violence as a Tool of Colonialism," Week 13: "Genocide, Femicide and Guatemala."

**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.]

Students are required to write an initial essay of 500-750 words. They will receive feedback from the instructor on how to revise future writing in accordance with the grading rubric provided. They are required to write a second paper of 750-1000 words, which also includes feedback in preparation for a final assignment. The final assignment is a group project and each student is expected to contribute 500 words. Students are given feedback on their proposals, in person feedback during presentations, and written feedback after 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.**

Based on the recommendations of the Curriculum committee the justification for this course has been updated. I include the changes I have made in that section. I also attached a new syllabus reflecting the changes it is the PDF version titled "Sample 139 Syllabus Updated"

**Reviewer Comments:**

**Sujatha Moni (smoni) (Mon, 05 Sep 2022 01:29:20 GMT):** Rollback: Awaiting changes to Course Description.

**Emily Wickelgren (wickelgr) (Fri, 14 Oct 2022 22:33:44 GMT):** Rollback: See email on 10/14/22

Key: 4475