

# WGS 121: WOMEN OF THE MIDDLE EAST

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## In Workflow

1. WOMS Committee Chair (tristan.josephson@csus.edu)
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11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Sun, 27 Aug 2023 18:55:25 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. Sun, 27 Aug 2023 21:26:44 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
3. Thu, 21 Sep 2023 04:24:20 GMT  
Rachel Flamenbaum (flamenbaum): Rollback to Initiator
4. Fri, 29 Sep 2023 19:00:11 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
5. Fri, 29 Sep 2023 19:00:45 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
6. Mon, 16 Oct 2023 04:05:28 GMT  
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
7. Mon, 16 Oct 2023 22:08:31 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean
8. Wed, 01 Nov 2023 23:25:41 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## History

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

Date Submitted: Fri, 29 Sep 2023 18:55:57 GMT

**Viewing: WGS 121 : Women Of The Middle East**

**Formerly known as: WOMS 121**

**Last approved: Mon, 16 Aug 2021 14:04:10 GMT**

**Last edit: Wed, 01 Nov 2023 23:25:21 GMT**

Changes proposed by: Sujatha Moni (102017459)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Sujatha Moni	smoni@csus.edu	916278-6817

**Catalog Title:**

Women Of The Middle East

**Class Schedule Title:**

Women Of The Middle East

**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 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

WGS - Women's and Gender Studies

**Catalog Number: (course number)**

121

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

168176

**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 term only

**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:**

The course description is being changed to make it more inclusive of women's AND LGBTQ people's experiences, and to reflect the inclusion of North Africa as MENA and not just the Middle East. The new description also reflects more of the contemporary issues that are being taught in the course. It is being offered in Fall only. All other aspects of the course, such as learning outcomes and assessment strategies, as well as how the course meets GE Area C requirements, will all remain the same as in the past.

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

This course will introduce students to historical and contemporary issues contributing to women's and LGBTQ people's experiences in the Middle East and North Africa (MENA). Topics covered may include the rise of major religions, cultural practices such as veiling and genital cutting, socio-economic transformations, revolutions, and relationships. Confrontations with patriarchal power structures, struggles for identity, and the multiple roles and strategies women and LGBTQ people adopt for survival and empowerment will be examined.

**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.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	Course Learning Outcome A Demonstrate knowledge of the history of the civilizations of the Middle East across the ages	Quizzes and Assignments I & II
2	Course Learning Outcome B Investigate the economic, political, religious and patriarchic practices influencing the lives of women and LGBTQ people across various cultures of the Middle East & North Africa.	Oral Group Presentations, Quizzes and Assignment I
3	Course Learning Outcome C Comparatively analyze the relative similarities and differences in cultural and religious practices across the Middle East and North Africa	Discussion Posts, Peer Review drafts and Assignments I & II
4	Course Learning Outcome D Demonstrate knowledge of the influence of the West, and in-turn the influence of Middle East & North African cultures in shaping Western discourses	Peer Review I & Assignment I
5	Course Learning Outcome E Explain and evaluate the strategies feminists have adopted over the centuries to deal with Patriarchal oppression in these cultures.	Discussions & Assignments I & II
6	GE Area C2 Learning Outcome A Demonstrate knowledge of the conventions and methods of the study of the humanities.	Oral Group Presentations & Quizzes
7	GE Area C2 Learning Outcomes B Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.	Assignments I & II

8	GE Area C2 Learning Outcomes C Compare and analyze various conceptions of humankind.	Oral Group Presentations, Discussion Posts
9	GE Area C2 Learning Outcomes D Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.	Oral Group Presentations, Discussion Posts, Peer Reviews, and Assignments I & II.

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

121 Syllabus NEW.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

**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?**

Read, write, and understand relatively complex and sophisticated English prose.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.  
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
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:**

121 Syllabus NEW.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.**

As stated in the first Learning Outcome: this course examines "the history of the civilizations of the Middle East across the ages." Readings that discuss the impact of the Mesopotamian, Byzantine, Egyptian and Roman civilizations in the creation and spread of patriarchy across the regions of the Middle East and North Africa (MENA) will be examined. Further, exploration of a range of issues across various regions and covering multiple time periods, makes it a course that is broad in scope. Topics covered include patriarchal political structures, contemporary religious conflicts, wars, socio-cultural and economic marginalization of women, revolutions and gender development across MENA. Evidence of this can be found in the weekly schedule.

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

This course is intended to educate students on the diverse cultures, religious beliefs and practices of women and LGBTQ people in the Middle East and North Africa so that students can have a better understanding and appreciation of human diversity. The course readings, requirements and learning outcomes show evidence of this intent to promote appreciation for the diversity of cultures of the Middle East and North Africa.

**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.**

Using historical and literary texts this course examines topics relevant to the humanities, such as the creation of patriarchy, the rise of religions, the spread of cultural and religious practices such as veiling and genital cutting across the regions of the Middle East and North Africa. (see readings in Weeks 3-6). Throughout the course uses methods in the Humanities such as close reading and interpretation of primary and secondary texts, and engages in debates that are critical to human existence through analysis of various films, short stories and novels. Issues discussed include diversity of identities, human rights, love and relationships, national identity, subjectivity and agency, etc. For example, refer to Weeks 6, 7, 9, 11, 12 & 14 in the syllabus.

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

The rise of human cultures and civilizations in the Middle East, the creation of patriarchy in these civilizations, their cultural, economic and political impact on each other and the transmission and establishment of aesthetic, economic and political structures and practices will be studied in the first half of the course. See readings in Weeks 2-6. In the latter half of the semester, we will be examining the impact of colonization and conflicts in the spread of patriarchy, homophobia and transphobia in curbing the equitable development of societies across the MENA.

**Compare and analyze various conceptions of humankind.**

Ancient and modern history of human conception and civilization in the Middle East, cultural and social practices across the ages, the rise of religions and their contributions to patriarchy and heteronormativity, and the use of art and literature in giving expression to human problems, are all comparatively discussed and analyzed throughout the course. This is evident both in the course Learning Outcomes as well as in most of the readings used for the course. Examples from the syllabus are the required texts Leila Ahmed's *Women & Gender in Islam* and Saleem Haddad's novel, *Guapa*.

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

The course examines the historical development of the cultures and civilizations of the Middle East and North Africa with respect to the status of women and LGBTQ people. It offers a comparative study of the the transformations in ideas and value systems from ancient times to the present. For example, readings in Week 3-5 discuss the rise of ancient Mesopotamian civilization and the transformations that occurred there due to various conquests. Similarly, readings in Weeks 7-10 discuss the influence of colonization, orientalism and conflicts on women's status in MENA. Readings in Weeks 11-13 discuss how cultural traditions and religion have played a role in contributing to the social beliefs and values around LGBTQ rights in MENA.

**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, socio-economic status, religious affiliation, and LGBTQ issues have been discussed in depth throughout this course.

**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 is an upper division course which includes two formal written essays each 4 pages long double-spaced (1000 words each). The essays are developed in stages and include a draft for peer review. In addition, the course also includes min. 4 discussion posts 350 words each in formal essay format with references and citations from the course readings.

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.**

This is a course that has been regularly taught as GE Area C course for at least the last 20 years, if not more. We are only making minor changes to it.

**Reviewer Comments:**

**Rachel Flamenbaum (flamenbaum) (Thu, 21 Sep 2023 04:24:20 GMT):** Rollback: See email for minor changes

Key: 4469