

WGS 25: INTRODUCTION TO GENDER & SEXUALITY

In Workflow

1. WOMS Committee Chair (tristan.josephson@csus.edu)
2. WOMS Chair (smoni@csus.edu)
3. SSIS College Committee Chair (flamenbaum@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 (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Mon, 18 Sep 2023 21:42:22 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. Tue, 19 Sep 2023 01:54:44 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
3. Thu, 21 Sep 2023 05:15:10 GMT
Rachel Flamenbaum (flamenbaum): Rollback to Initiator
4. Fri, 29 Sep 2023 19:00:24 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
5. Fri, 29 Sep 2023 19:00:50 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
6. Sat, 21 Oct 2023 00:03:55 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
7. Mon, 23 Oct 2023 17:31:28 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
8. Wed, 01 Nov 2023 23:24:46 GMT
Katie Hawke (katedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Fri, 29 Sep 2023 18:55:12 GMT

Viewing: WGS 25 : Introduction to Gender & Sexuality

Last edit: Wed, 01 Nov 2023 23:24:34 GMT

Changes proposed by: Sujatha Moni (102017459)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Sujatha Moni	smoni@csus.edu	916-278-6817

Catalog Title:

Introduction to Gender & Sexuality

Class Schedule Title:

Intro to Gender & Sexuality

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)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Spring 2024 (2023/2024 Catalog)

Subject Area: (prefix)

WGS - Women's and Gender Studies

Catalog Number: (course number)

25

Course ID: (For administrative use only.)

TBD

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, Summer

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:

As part of the process of updating our curriculum and making our courses reachable to more students, we are moving our current Intro to Gender & Sexuality course (which was previously WGS 50) to a new catalog number and course description, making the necessary modifications to meet GE area A3 requirements. This course will provide an opportunity to incoming first-year students to develop critical analytical skills to understand gender and sexuality as social constructs and the struggles against patriarchy and heteronormativity in societies around the world. We will be submitting a separate course proposal to update the title and description for WGS 50.

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

This course introduces students to basic concepts, terms, and definitions in the study of gender and sexuality from global and interdisciplinary perspectives. It teaches students to critically evaluate how patriarchy and heteronormativity control gender expression and experiences of sexuality. The course will help students develop critical thinking and analytical skills to examine the role of socio-cultural practices, political-economic structures, racial-ethnic hierarchies, or religious beliefs in the social construction of gender and sexuality.

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	Students successful in this course will be able to 1. Apply sound logical reasoning derived from feminist principles to critique patriarchal and heteronormative discourses.	Critical Reading Evaluation of In-Class Writing; Discussion Posts; and Written Assignments I & II
2	Identify and critique fallacies and errors in reasoning regarding human biology, the relationship between sex and gender, gender roles, stereotypes, and relationships in society.	Critical Reading Evaluation of In-Class Writing; Discussion Posts; and Written Assignments I & II
3	Use analytical skills derived from feminist scholarship to present informed assessments and logical arguments regarding the social construction of gender and sexuality using examples from across the globe.	In-Class Writing and Assignments I & II.
4	Apply feminist methods and scholarship to evaluate current social practices pertaining to gender, patriarchy, heteronormativity, and sexuality.	Discussion Posts and Assignments I & II
5	GE A3 Learning Outcomes: 1. Identify and apply the elements of sound logical reasoning to compose and critique deductive and inductive arguments.	Critical Reading Evaluation of In-Class Writing and Discussion Posts; Written Assignments I & II
6	2. Identify and critique fallacies, biases, and errors in reasoning.	Critical Reading Evaluation of In-class Writing; Discussion Posts; Written Assignments I & II
7	3. Identify and evaluate the use of facts and opinions as evidence in the construction of arguments.	In-Class Writing and Assignments I & II

8	4. Identify and evaluate methods and reasoning appropriate to the discipline associated with the course.	Discussion Posts and Assignments I & II
---	--	---

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

WGS 25 Syllabus_updated.pdf

For whom is this course being developed?

Majors 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
Intellectual and practical skills
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?

A3. Critical Thinking

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:

WGS 25 Syllabus.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?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The catalog description and Learning Outcomes will be the same for all sections. Writing requirements and list of readings 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:

All course syllabi for the course will be subjected to review by the department's curriculum committee to ensure that the A3 Learning Outcomes and writing requirements are met.

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

All course syllabi are subjected to annual review to ensure they are complying with the respective category criteria.

General Education Details - Area A3: Critical Thinking

Section 1.

Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Students study about and consciously develop skills in critical thinking.

This course is designed to develop students' critical thinking skills through the study of different feminist texts. Students are encouraged to use their logical, deductive and inductive reasoning skills to identify the discourses of patriarchy and heteronormativity that contribute to various assumptions, stereotypes, sexual experiences and relationships in society. Evidence of this can be found in the course Catalog Description, each of the Learning Outcomes which have been developed based on A3 Learning Outcomes, and the readings throughout the course. For example, see readings from Weeks 3-5; 7-8; 10-11; & 15. These readings engage in debates regarding dominant perceptions regarding the relationship between sex & gender, the two gender system, trans identity, sexuality, etc. The readings will make students rethink and reassess commonly held assumptions regarding gender & sexuality.

Knowledge through logical analysis and argument construction is pursued throughout the course.

Students will be exposed to readings rich in feminist analysis, data and logical reasoning to challenge patriarchy and heteronormativity. Throughout the course, they will be encouraged to develop arguments using textual evidence. For example, Week 1 readings use logical reasoning to question the association of girls with Barbie dolls and boys with mechanical toys, and the sexism informing every aspect of American culture. Week 3 readings identify the sexist language in scientific analysis and question misogynistic data collection methods that led to women being rendered as intellectually inferior to men. In Week 4 Judith Butler explains how gender came into existence as a result of repetitive acts and behaviors, whereas Julia Serano argues that gender is not an act but something experienced innately by people. Discussion posts and writing assignments are created to test students ability to construct strong arguments using textual evidence and analysis.

Instruction develops understanding of logical relationships between premises and conclusions.

Many of the course readings specifically deal with wrong premises and fallacies which have led to sexist, homophobic and transphobic notions regarding women and LGBTQ people. They provide alternative frameworks and conclusions for gaining a better understanding of these issues. A random sampling of readings from the Syllabus provide substantiation. For example, in Week 5 Anne Fausto-Sterling's essay questions the basis of the 2 sex system and identify at least 5 sexes as a way to recognize the spectrum of sexual identities in our society. The conclusions in this text will lead students to changing their approach to and understanding of gender identities. Similarly, in Weeks 11 & 12 students will be analyzing the novel *Funny Boy* by Shyam Selvadurai, which describes the experiences of young male identified child in Sri Lanka who has a hard time subscribing to the gender norms of their society. The novel makes interesting interjections on gender identity, sexuality, and cultural norms against the background of the political-ethnic conflict in Sri Lanka.

Instruction develops ability to recognize more common formal and informal fallacies.

As explained in the previous examples, throughout the course students will be able to recognize a range of fallacies governing gender and sexuality. Some common informal fallacies include association of blue with the male sex and pink with the female sex, and gender reveal parties, which are common even in this day and age. Other more formal fallacies include structural discrimination which has been historical (Week 6 Feinberg; Weeks 7-9 Stryker), institutional such as in religion, sports or corporations or legal institutions (Week 5 Chitnis; Week 7: Judith Lorber, Week 10 Msibi, Week 13-14), etc.

Grading reflects emphasis on logical processes.

All the grading criteria are based on logical processes of evaluation such as: providing evidence from the readings, identifying main arguments from the texts and critically evaluating them, developing strong connections and comparisons between arguments presented in different readings, and development of coherent sentences, well-organized structure and arguments. These criteria are clearly stated in the Syllabus under Grading Criteria for Assignments and Discussions.

Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.

- 1) Skill in evaluating the validity, strength and relevance of arguments.
- 2) A sense of logical structure of both inductive and deductive forms.

3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.

4) Skill in handling a variety of arguments in variety of contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.

This course uses interdisciplinary feminist readings to develop basic skills in critical thinking and reasoning, and coming up with logical and non-fallacious arguments. This is done through training students how to read a variety of texts using logical, inductive and deductive reasoning. They will be learning about a range of issues including dominant socio-cultural practices, economic and political systems, religious beliefs, and racial/caste/ethnic hierarchies from around the world. The goal of the course is to help students develop their own views regarding issues of gender, sexuality, gender discrimination, heteronormativity, and homo/transphobia. They will be engaged in the extensive class discussions and training to write cohesive essays on these subjects. Exposure to these materials from global interdisciplinary feminist perspectives will prepare students to be better human beings and future agents of social change.

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 this Lower Division Course:

- 1) 4 Discussion Posts - 300 words of formal writing each, graded with brief feedback
- 2) Mid-Semester formal Written Assignment I (3-4 pages double-spaced) - 750 words minimum graded with comments and suggestions for improvement.
- 3) End of Semester formal Written Assignment II (3-4 pages double-spaced) - min 750 words graded with comments and feedback.

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 on PP. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

This course has been constructed based on the current GE A3 Learning Outcomes as listed in the GE website and as such the course description, Learning Outcomes, readings as well as written assignments are designed to fulfill the requirements for A3. Further, we did not consult other departments as no course on gender or sexuality currently exists in this GE category.

Reviewer Comments:

Rachel Flamenbaum (flamenbaum) (Thu, 21 Sep 2023 05:15:10 GMT): Rollback: per chair request

Key: 14986