

# WGS 110: INTRODUCTION TO FEMINIST MOVEMENTS IN THE UNITED STATES

---

## In Workflow

1. WOMS Committee Chair (smoni@csus.edu)
2. WOMS Chair (smoni@csus.edu)
3. SSIS College Committee Chair (wickelgr@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 (cappiello@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Wed, 07 Sep 2022 04:59:07 GMT  
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. Wed, 07 Sep 2022 05:04:49 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
3. Fri, 07 Oct 2022 18:18:16 GMT  
Emily Wickelgren (wickelgr): Rollback to WOMS Chair for SSIS College Committee Chair
4. Sat, 08 Oct 2022 00:58:17 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
5. Sun, 09 Oct 2022 02:02:16 GMT  
Emily Wickelgren (wickelgr): Rollback to WOMS Chair for SSIS College Committee Chair
6. Sun, 09 Oct 2022 02:17:54 GMT  
Sujatha Moni (smoni): Approved for WOMS Chair
7. Sun, 09 Oct 2022 02:24:54 GMT  
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
8. Mon, 10 Oct 2022 18:19:23 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## History

1. Sep 10, 2020 by Sujatha Moni (smoni)
2. Aug 16, 2021 by Katie Hawke (katedickson)
3. Jun 8, 2022 by 302822325

Date Submitted: Sat, 03 Sep 2022 18:18:29 GMT

**Viewing: WGS 110 : Introduction to Feminist Movements in the United States**

**Formerly known as: WOMS 110**

**Last approved: Wed, 08 Jun 2022 14:02:48 GMT**

**Last edit: Sun, 09 Oct 2022 02:17:26 GMT**

Changes proposed by: Sujatha Moni (102017459)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Sujatha Moni	smoni@csus.edu	9162786817

**Catalog Title:**

Introduction to Feminist Movements in the United States

**Class Schedule Title:**

Intro Feminist Movements

**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)**

110

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

169019

**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?**

Yes, final exam requires a room

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

Yes

**Justification for course proposal:**

This is a minor non-substantive change. The course title has been changed from "Introduction to Women's Movements in the United States" to "Introduction to Feminist Movements in the United States" in order to more accurately represent the range of struggles within the feminist movement, including the struggles and activism by women and LGBTQ people. Minor modifications have been made to the course description to reflect this change.

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

An examination of the institutional structures, practices and ideals contributing to feminist struggles, and achievements of feminist movements in the United States. Including contemporary struggles for social justice by women and LGBTQ people, this course explores how factors of race, class, gender, and sexuality have contributed to the emergence of feminist consciousness and struggles for rights in the United States from the nineteenth century to the present time.

**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	Critically evaluate and analyze social institutions, ideals and practices contributing to the development of feminist movements in the United States since the Nineteenth Century.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
2	Analyze the intersectionality of gender, race, class, culture and sexuality in the history of the American feminist movement.	In-class Oral Group Presentation In-Class Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
3	Examine the histories of contemporary feminist movements and their connections to movements for racial, sexual, and economic justice.	In-class Oral Group Presentation Quizzes Discussion Take-home Assignment II
4	Critically analyze current debates, legislation, media, and activism about gender and sexuality using an intersectional lens.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II

5	Demonstrate a critical understanding of immigration and globalization on gender and race relations.	In-class Oral Group Presentation Quizzes Discussion Take-home Assignment II
6	Demonstrate knowledge of methodologies and strategies used within feminism.	Discussion posts and Take home Written Assignments I & II.
7	Critically evaluate the American feminist movement within the larger context of global activism.	Discussion posts and Take home Written Assignments I & II.
8	Area D Learning Outcomes:	
9	Describe and evaluate ethical and social values in their historical and cultural contexts.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
10	Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
11	Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identify, gender and gender expression.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
12	Explain and critically examine social dynamics and issues in their historical and cultural contexts.	Take-home written Assignments I & II
13	GR: US-1 Student Learning Outcomes:	
14	Demonstrate a comprehensive understanding of the historical continuity of the American experience that covers at least a 100-year time span.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
15	Describe and analyze the roles and contributions of, and relationships among, major ethnic/social groups and movements to US history.	In-class Oral Group Presentation Quizzes Discussion Take-home written Assignment-I Take-home Assignment II
16	Explain and analyze the causes and consequences of significant events in the US historical context relating to political, economic, geographic, and social change.	Discussions Assignment I Assignment II
17	Explain and evaluate the historical development of US institutions and ideals in relation to the Constitution and American democracy.	Discussion Assignment I Assignment II
18	Analyze and evaluate the United States in its global context, with particular attention to its historical derivation from other cultures and its incorporation of immigrants into American society.	Assignment I Assignment II
19	Identify and apply primary sources (direct and firsthand evidence about an event, object, person) and secondary sources (descriptions, interpretations, commentaries, evaluations, analyses of direct or firsthand evidence) to their understanding of US history.	Assignment I Assignment II

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

110 Syllabus.docx

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:****Programs:**

BS in Women's and Gender Studies

**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

**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:**

110 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 catalog course description, major historical events in the women's movements, major struggles for social justice, intersectional approaches to the topics, and the expected Learning Outcomes will all be common to all the sections.  
 The required course readings, themes and writing requirements could vary between different sections as long as they meet the GE Area D and GR American History requirements.

**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:**

The Chair of the department and the department's curriculum committee will review the course syllabi once every year to ensure that the course objectives and writing requirements are met by all course sections.

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

The three full-time faculty members in the department who currently teach this course have all been consulted and are familiar with the respective criteria for AI. In case new instructors are recruited to teach this course, they will be specifically informed to follow the catalog description and expected Learning Outcomes for U.S. History. The department chair, who is the author of the proposal, will be responsible for the course.

**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 department's curriculum committee will review all course syllabi to evaluate whether each course meets the following requirements: whether the course description is consistent with the catalog description; if all the Learning Outcomes are met by the course, whether the required readings address the feminist movement from diverse intersectional perspectives and consistent with the requirements for the Graduation Requirement in U.S. History, and whether minimum writing requirements for upper division GE are met by the course.

**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 chair of the department will be responsible for ensuring that all sections of the course meet the category criteria. While the course description and learning outcomes will be similar for all the courses, the required readings and internal course themes and topics may vary. All sections should ensure they meet the department's diversity 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.**

The course already meets Area D requirements. No changes have been made to alter the Area D outcomes or the AI outcomes. The only change is that the word "feminist" has been used, suggesting that the course involves the struggles of women as well as LGBTQ people to replace the word women in the course title, description and in one place in Learning Outcomes #7. Otherwise the course contents remain the same.

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

N/A

**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.**

N/A

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

N/A

**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.]

The course already meets upper division Area D writing requirements. These requirements have not been altered.

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.**

N/A

**Reviewer Comments:**

**Emily Wickelgren (wickelgr) (Fri, 07 Oct 2022 18:18:16 GMT):** Rollback: Please see email for recommendations.

**Emily Wickelgren (wickelgr) (Sun, 09 Oct 2022 02:02:16 GMT):** Rollback: See email for additional revisions.

Key: 4465