

WGS 148: BLACK FEMINISMS

In Workflow

1. WOMS Committee Chair (tristan.josephson@csus.edu)
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Approval Path

1. Wed, 04 Oct 2023 21:59:40 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
2. Mon, 09 Oct 2023 16:39:39 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
3. Mon, 09 Oct 2023 18:45:51 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
4. Thu, 19 Oct 2023 07:03:25 GMT
Rachel Flamenbaum (flamenbaum): Rollback to WOMS Chair for SSIS College Committee Chair
5. Tue, 24 Oct 2023 16:09:05 GMT
Janett Torset (torsetj): Rollback to Initiator
6. Tue, 24 Oct 2023 22:59:49 GMT
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
7. Tue, 24 Oct 2023 23:02:50 GMT
Sujatha Moni (smoni): Approved for WOMS Chair
8. Wed, 25 Oct 2023 06:16:11 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
9. Wed, 25 Oct 2023 16:57:24 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
10. Wed, 01 Nov 2023 23:24:59 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Tue, 24 Oct 2023 18:26:07 GMT

Viewing: WGS 148 : Black Feminisms

Last edit: Tue, 24 Oct 2023 22:45:16 GMT

Changes proposed by: Mary Senyonga (223018731)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Mary Senyonga	senyonga@csus.edu	916-278-6696

Catalog Title:

Black Feminisms

Class Schedule Title:

Black Feminisms

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)

148

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

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:

This new course will focus on Black feminisms' intellectual contributions as a field of political inquiry – such an offering is not yet available. This course diversifies course offerings within both the WGS department curriculum and curriculum across the university. It is the first course offering in the department that will be dedicated solely to Black feminists' intellectual and political interventions, and will be a much-needed addition to the few courses across the University that attend to Black women's and femmes' experiences. The course will be an elective in the WGS major and minor. Additionally, this class will fulfill the Area D requirement for graduation. This class is an important offering within the GE requirement to give students across the university access to completing a course that focuses on Black peoples' lived experiences through the lens of Black feminisms both historically and contemporaneously. As the campus continues to actualize disrupting antiblackness in particular and racism at large, this course is an important offering to help students understand the stakes of confronting hegemony at varying levels.

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

This course offers students frameworks for understanding Black feminisms as a field of study and political inquiry. Black feminisms highlight the intersections of race and gender oppression while interrogating capitalism, homophobia and transphobia, xenophobia, ableism, and other forms of suppression. This class will cover how Black feminists critically respond to issues of systemic discrimination in areas such as education, policing, and pop culture. Students will use Black feminist texts to interrogate interlocking systems of domination within the United States.

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	Analyze the intersectionality of gender, race, class, ability, religion, education, and sexuality in the context of the Black people's lives within the U.S. to understand the various structures that create unequal life conditions.	short response papers, participation, critical overview, final project proposal, and final projects
2	Examine the histories of contemporary Black feminist thought and their connections to other areas of thought and disciplines such as, but not limited to, sociology, education, Black studies, feminist studies, history, and public health.	participation, critical overview, final project proposal, and final projects
3	Critically analyze current debates, legislation, media about gender and sexuality using an intersectional lens in the context of Black people's lives.	participation, final project proposal, final projects, final project presentation, and critical overview
4	Critically interrogate global antiblackness on gender and race relations.	short response papers, participation, final project presentation, and final projects
5	Apply methodologies and strategies used within Black feminisms.	short response papers, participation, final project presentation, and final projects
6	Area D LO#1: Describe and evaluate ethical and social values in their historical and cultural contexts.	participation, critical overview

7	Area D LO#2: Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.	short response papers, final projects
8	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.	participation, short response paper, final projects
9	Area D LO#4: Explain and critically examine social dynamics and issues in their historical and cultural contexts.	participation, final project, final project presentations

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

Black Feminisms Syllabus(3).docx

For whom is this course being developed?

Majors in the Dept
Minors 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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Ethnic Studies

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

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?

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.
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:

Black Feminisms Syllabus(3).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?

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.

The cultural diversity requirement is met by examining how systemized difference based on race, gender, sexuality, ability, and ability inform the lived experiences of Black people in the U.S. Students will examine critical points in U.S. history and the intersecting forms of oppression that informed those events and continue to impact the lives of Black people with particular attention to the lives of Black women, trans, gender nonconforming, and nonbinary people. This course takes an intersectional approach to the study of Black people and feminisms. The voices of Black feminists across varying identities (e.g., Black trans feminists, previously incarcerated Black feminists, Black queer feminists, etc.) are central and incorporated throughout the reading schedule. These Black feminists offer interventions that disrupt the erasure of Black people of different genders pushing for liberation.

The writing requirement is met through weekly critical overviews that 300 words each, one short response paper that is 1,000-1,2500 words, a final project proposal that is 300 words, and a final project with students choosing between a creative project including an annotated bibliography of 1,000 words or a research paper of 2,000-2,500 words.

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 course will be reviewed annually by the department to assure that the course remains compliant with the category criteria. The course will be reviewed specifically by the department curriculum committee to assure compliance.

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 introduces students to Black feminist epistemologies as tools in analyzing information they may have previously encountered as members of society and as students in the discipline of Women's and Gender studies; this includes surveying significant historical events and interrogating majoritarian perspectives. The course centers the lived experiences and intellectual and political interventions of Black people, not limited to Black cis women, to have students understand the genesis of Black feminisms in the United States in the 1800s (Week 2), the impact of race and gender for Black women in organizing spaces in the 60s, 70s, and 80s (Weeks 3-5), and the historical legacy of slavery of in the form of featurism and size discrimination (Weeks 6 and 7) using weekly critical overviews of the readings, classroom discussion, short response papers, final project proposal, and final project to assess students' comprehension, analysis, and application of Black feminist theories towards this learning outcome.

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

As an interdisciplinary field, Women's and Gender Studies draws on a variety methods to study gender as it intersects with other social identities such as, but not limited to, race, sexuality, ability, national status, and religion. Throughout the course, students will engage in feminist learning method of identifying their social location within society and critically examining that position alongside histories and contemporary realities of subjection through course discussions, critical overviews, and final projects. Students will map their understanding of and responses to systemic oppression alongside Black feminist texts to bolster their understanding of the "personal is political" in everyday life.

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 centers the heterogenous lived experiences of Black people both historically and contemporaneously. As such, Black histories, subjectivities, and current realities are covered from the vantage point of an intersectional lens. Varying Black feminist frameworks interrogate histories and current realities of antiblackness (nationally and globally), colorism, respectability politics, classism, homophobia, transphobia, and ableism to name some forms of continued forms of oppression based on social identities. More over, students will come to understand how varying social groups are vulnerable to systemized difference and especially understand how the heterogeneity of Black people produces differential life outcomes within this group. (Readings Weeks 1-13)

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

This course critically examines social dynamics and issues of civil liberties for Black women (Week 2), the intersections of race and gender in movement spaces (Week 4), representations of race and gender for Black people (Week 8), the intersections of race, gender, class, and ability that produce group vulnerability to imprisonment and state sanctioned violence (Weeks 9 and 11).

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 class will have three writing assignments in order to fulfill the upper division writing requirement. Students will complete a weekly critical overview that asks them to write a summary of the week's readings in paragraph form. This assignment will be at least 300 words. Students are also responsible for completing one short response paper during the semester that is 4-5 pages, or 1,000-1,250 words. Additionally students will complete a final project proposal that is 300 words. Students have the option to complete a traditional research paper or a creative project. The research paper is 2,000 to 2,500 words and the creative project is accompanied by an annotated bibliography of 1,000 words. Students will also have built in smaller assignments to complete the final project through out the semester. For all assignments, students will receive targeted feedback to improve their writing over the course and have opportunities to resubmit work for a higher grade. Writing will be evaluated based on ability to respond to the given prompt, composition, accurate citation, and strength of arguments. Students will not only be graded for the content of their responses but their effort as well. That is why I provide opportunities to resubmit following receiving feedback and a one on one meeting for guidance. It is imperative that students receive structured support to continue developing their writing skillsets.

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

Please attach any additional files not requested above:

Dr Wade Consultaiton.pdf
Dr Moore Consultation.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Wed, 04 Oct 2023 21:59:40 GMT): Rollback: Rolling back for revisions.

Rachel Flamenbaum (flamenbaum) (Thu, 19 Oct 2023 07:03:25 GMT): Rollback: pls see email

Sujatha Moni (smoni) (Tue, 24 Oct 2023 15:51:12 GMT): Please roll this course over to Prof. Mary Senyonga so she can edit it.

Janett Torset (torsetj) (Tue, 24 Oct 2023 16:09:05 GMT): Rollback: Rolled back at the author's request

Key: 15036