

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-011-190

EWS 1450: Introduction to Gender and Sexuality Studies (D3 Modified)

General Education Committee

Date: 10/31/2019

Executive Committee
Received and Forwarded

Date: 02/12/2020

Academic Senate

Date: 02/19/2020
First Reading

TITLE OF REFERRAL: EWS 1450: Introduction to Gender and Sexuality Studies

BACKGROUND:

This is a title change adding “and Sexuality” as emphasis to more reflect the content of the course and the language used in the discipline. No other changes were made to this already approved course.

RESOURCES CONSULTED:

Office of Academic Programs, Sandy Dixon

DISCUSSION:

This title change is consistent with the current academic and popular discourse on the topic.

RECOMMENDATION:

The GE Committee recommends approval of name change for GE-011-190: EWS 1450: Introduction to Gender and Sexuality Studies (D3 Modified).

Curriculog printout provided for reference only. For latest information refer to Curriculog database

EWS - 1450 - Introduction to Gender and Sexuality Studies

C. Course - New/Modify General Education

General Catalog Information

Department*

Ethnic and Women's Studies

Proposal Type*

New GE Course

Modify GE Course

Modification Summary

adding "and sexuality" to Introduction to Gender Studies title of course.

Establish or Modify Articulation Agreement*

Yes

No

Subject Area*

EWS

Catalog Number* 1450

Formal Course Title*

Introduction to Gender and Sexuality Studies

Abbreviated Course Title*

Intro to Gender & Sexuality St

Unit(s)*

(3)

C/S Classification

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C-02 (Lecture Discussion)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*

Lecture

Contact Hour(s)

Instruction

Asynchronous Local
 Face-to-Face
 Fully Asynchronous
 Fully Synchronous
 Hybrid w/Asynchronous Component
 Hybrid w/Synchronous Component
 Synchronous Local
 Web-Assisted

Grading Basis* Graded Only**Repeat for Credit*** May be taken only once**Repeat for Credit
Limit**

If course may be repeated for credit, total units applicable to degree and max units per semester.

When Offered**Cross Listed
Course Subject
Area and Catalog
Nbr****Dual Listed
Course Subject
Area and Catalog
Nbr****Course Category
(select all that
apply)***

- Major Course
 Service Course (used in other programs)
 GE Course
 None of the above

GE Area/Subarea* D3

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description* Introduction to the exploration of gendered and sexual identities in the U.S. and within a global context. Introduces basic concepts and perspectives in gendered and sexual lives both historically and contemporaneously by placing

sexual inequalities, and the various ways individuals and groups have worked to create transformative change.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s)
(leave blank if
none)

Corequisite(s)
(leave blank if
none)

**Pre or
Corequisite(s)**
(leave blank if
none)

**Concurrent (leave
blank if none)**

III. Course Note(s) (OPTIONAL)

Note(s)

IV. Expected Outcomes

**List the
knowledge, skills,
or abilities which
students should
possess upon
completing the
course.***

A. Expected skills, knowledge and outcomes:

Upon successful completion of this course, students will be able to achieve the following:

1. Analyze the various ways people identify their sexual orientation and/or their gender identities and expression within specific cultural and historical contexts.
2. Assess theories about sexual orientation and gender identity and expression within the context of interdisciplinary methods and theories.

3. Describe how gender roles and expectations are (re)produced in social institutions, including the family, schools, language, media and popular culture.

4. Analyze gender and sexuality as dynamic, multi-located modalities through which power and knowledge are produced and deployed historically and in culturally specific ways.

5. Explore the intersection of sexism, homophobia, transphobia, heterosexism, racism, ageism, ableism, classism, and other intersecting identities with in the context of political struggles for justice in the U.S. and globally.

6. Identify personal and social dimensions of discrimination based on sexuality and gender, and explore individual and group strategies for eliminating and minimizing such practices.

Relationship of Course Learning Outcomes to Dept.'s Program Outcomes

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the	PO#2: Analyze hist& contemp. U.S. ethnic,	PO#3: Engage in a variety of scholarly	PO#4: Demonstrate mastery of skills essential for	PO#5: Demonstrate mastery of skills essential for
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	Studies	grps from cross cultural and global perspectives	based social practices	& life-long learning, incl. critical thinking & problem-solving skills	knowledge of ed. issues & diverse pedagogical practices
1		X		X	
2	X	X			
3		X			X
4	X				
5			X	X	
6		X		X	

If this is a course for the major, describe how these outcomes relate to the mission goals and

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other

intersection of gender and sexuality with other social identities: race, ethnicity, dis/ability, age, religion, etc. in producing and challenging gendered and sexual identities. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.*

Area D3: The Social Sciences: Principles, Methodologies, Value Systems, and Ethics.

In this GE area, students learn from courses in multiple disciplines that human social, political and economic institutions are inextricable interwoven. For this course, students are required to examine gender and sexuality in contemporary as well as historical settings, and in a variety of cultural contexts. This course contains substantial coverage of interdisciplinary perspectives and theories on gender and sexuality, so that students connect sometimes fragmented information and draw meaningful conclusions. The course also includes significant global and cross-cultural perspectives on gender and sexuality. Finally, as required by GE Area D3, the course integrates critical thinking and analysis on gender and sexuality, and the intersection with other categories of identity and inequality, and emphasizes the interrelatedness of human experience.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

These are the SLOs for the selected GE subarea D3:

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and reading related to the study of gender and sexuality. (Course SLO# 1, 2, 3, 4, PO# 1, 2, 3)

1c) Find, evaluate, use and share information effectively and ethically.

Students will conduct research for their social location papers as well as their group projects on a specific topic in gender and sexuality studies, complete an annotated bibliography, and present their findings to class using various media as appropriate. (Course SLO# 3, 4, 5, 6, PO# 1,2)

2c) Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

Student will analyze a variety of concepts, research methods and theories pertaining to gender and sexuality particularly in the study of culture, society, and history. They will explore and explain these concepts, methods, and theories in weekly journal assignments, online activities, social location paper, exams and group projects. (Course SLO# 1,3, 4; PO# 1)

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

In their weekly reading journal responses, student will analyze and evaluate the assigned texts and explore notions of gender and sexuality and how these categories intersect historically and contemporarily with race, ethnicity, culture, dis/ability, class in shaping individual and social practices and embodied within specific institutions including: the family, religion, education, politics, work, media, etc. (Course SLO# 1,4; PO#2)

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

In their weekly journal responses, their essays, their social location papers, group project and class discussions, students will have the opportunity to reflect on principles, methods, value systems and ethics of social issues of gendered and sexual inequality confronting local and global communities. (Course SLO# 1,2,5, PO#2,3)

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Students will reflect on their learning and their personal and intellectual development, their understanding of themselves as having a particular gendered and sexual identity, and articulate their understanding of gender and sexual identities and inequalities in various reading journal responses, social location research paper, group project and online discussion board. (Course SLO #1,6 PO #1,2,4)

General Education Outcomes*

Ia. Write effectively for various audiences

Ic. Find, evaluate, use, and share information effectively and ethically.

IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

[/GE%20SLO%20Mapping.pdf](#)

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

There are numerous publications dealing with this topic. Texts will be selected from the following:

Anderson, Margaret, & Patricia H. Collins (Eds.) (2009). *Race, Class and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.

Brumberg, J. J. (2012). *The Body Project: An Intimate History of American Girls*. New York: Random House.

Gilmore, D. (1991). *Manhood in the Making: Cultural Concepts of Masculinity*. Connecticut: Yale University Publishing.

hooks, bell. (2000). *Feminism is for Everybody*. New York: South End Press.

Oxford: Oxford University Press.

Kirk, G. & Okazama-Rey, M. (2013). *Women's Lives' Multicultural Perspectives*. New York: McGraw-Hill.

Kolmar, W. K. & Bartowski, F. (2013). *Feminist Theory: A Reader*. New York: McGraw-Hill Higher Education.

Kelly, S. M., Parameswaran, S & Schniedewind, N. 2012. *Women: Images and Realities: a Multicultural Anthology*. Mountain View, CA: Mayfield Publishing.

Nanda, S. (2012). *Gender. Diversity: Cross Cultural variations* . Longrove, IL: Waveland Press.

Renbzzetti, C. & Curran, D.J. (Eds.) (2012). *Women and Men in Society*. Boston: Allyn and Bacon.

Smith, A. (2015). *Conquest: Sexual Violence and American Indian Genocide*. Cambridge, MA: Southend Press.

Weber, L. (2010). *Understanding Race, Class, Gender and Sexuality: A Conceptual Framework*. New York: Oxford University Press.

Students will need notebooks, required texts, access to a computer with printing, and Internet access.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

VI. Minimum Student Materials

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Materials*

Students will need notebooks, required texts, access to a computer with printing, and Internet access.

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

VIII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1. Introduction to concepts such as sex, sexism, sexuality, gender, patriarchy, gender socialization, intersectionality, homophobia, transphobia,
2. Compare/contrast gender formation theories
3. Intersections of gender and sexuality with other social identities: race/ethnicity, culture, class, dis/ability, age, religion
4. Cultural, Psychological and Social Constructions of Gender and Sexuality
5. Body Politics: Health, Reproductive Rights and Body Politics

6. Sexualities and Identity; Sexualities and Intimacy and Power

7. Heterosexism and Heteronormative Culture

8. Institutions: Gender, Sexuality, and Families

9. Gender and Sexuality in a Globalizing World

10. Gender, Sexuality and Religion/Spirituality

11. Gender, Sexuality and Violence

12. Gender, Sexuality and Representation: Media, Advertising and Popular Cultures

13. Change and Politics

14. Gender, Sexuality and Social Movements

IX. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups.
2. Group Presentations. Students will contribute to the course with classroom group presentations.

and discussion board.

4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.

5. Guest speakers.

X. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course readings and in-class content.

3. Group Project that explores particular themes in the course either within a U.S. or global context.

4. Instructor assessment of participation in classroom discussions based on the assigned readings and course content.

Describe the required meaningful writing assignments to be included.*

Students will submit a rough draft of their social location paper for peer editing and instructor feedback. Student will submit final draft.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes						
	1	2	3	4	5	6	7
1.	X		X	X	X		X
2.		X		X			

4.			X			X	X
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If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

These are the SLOs for the selected GE subarea D3:

1a) Write effectively for various audiences.

1c) Find, evaluate, use and share information effectively and ethically.

2c) Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

3b) Analyze principles, methods, value systems, and ethics of social issues

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Evaluation of Student Assessment	GE Learning Outcomes for D3						
	1a	1c	2c	3a	3b	4a	
1.	X		X		X	X	
2.	X	X		X			
3.		X			X		
4.			X			X	

XI. Course/Department/College Specific Requirements (OPTIONAL)

Department/
College Required
ECO Information
(Optional)

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal
Submitted **2019-2020**

AY Proposal
Implemented

PS Academic
Group **50-CEIS**

PS Academic
Organization **782-EWS**

Course Type **Ethnic and Women's Studies**

Impact Report
(for modified
courses only) Attached