SDSU Course Outline

0100-0498 New Ugrad GE

1. Co-Contributors:
   - Ghosh, Huma

2. This Proposal is Part of a Package: Yes

3. Course/Programs related to this Package:
   - WMNST 103 Change in Women's Studies major and minor

4. Course Status: Launched

5. Subject/Abbrev: WMNST - Women's Studies

6. Department: 781 - WOMEN'S & LESBIAN,GAY,BISEXUAL,TRANSGENDER STUDIES - *Active*

7. School: 62 - ARTS & LETTERS - *Active*

8. Number: 0103

9. Suffix: 

10. Catalog Number:

11. Full Title: Women and Global Justice

12. Abbrev. Title: WOMEN AND GLOBAL JUSTICE

13. Variable Title: No

14. General Education:
   a. Proposed for General Education: Yes
   b. GE Fulfill: IIB - Foundations of Learning - Social & Behavioral Sciences
   c. If Not Approved GE, Still New Course: No

15. Special Course Designator: -

16. Cross Listed Courses: No

17. Campus: R - San Diego Campus

18. Description: Gendered injustices and resistance from a global perspective. Colonization, environmental justice, gendered violence, migration, militarization, poverty, and travel and tourism. Structural inequalities in consumption, food production, and labor through a feminist lens. Activism and formation of social movements.

19. General Text:

20. Course Hours Description:

21. Course Statement:

22. Proposed Start Year: 2019
   Term: Fall

23. Variable Units: No

24. Units: 3.00

25. Mode of Instruction:

<table>
<thead>
<tr>
<th>Units</th>
<th>Staffing Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>3.00</td>
</tr>
<tr>
<td>Lecture 2:</td>
<td>0</td>
</tr>
<tr>
<td>Seminar:</td>
<td>0</td>
</tr>
<tr>
<td>Laboratory:</td>
<td>0</td>
</tr>
<tr>
<td>Activity:</td>
<td>0</td>
</tr>
<tr>
<td>Supervision:</td>
<td>0</td>
</tr>
<tr>
<td>Discussion/Clinical Proc:</td>
<td>0</td>
</tr>
<tr>
<td>ROTC:</td>
<td>0</td>
</tr>
<tr>
<td>NTI:</td>
<td>0</td>
</tr>
</tbody>
</table>

26. Repeatable for Credit: No

27. Grading Methods: +-LETTER (C/N OK)

28. Prerequisites: N/A
29. Resources:
   a. Faculty Resources
      ▪ Describe Available Resources:
         courses can be taught by existing faculty; no new resources needed
      ▪ Describe Needed Resources:

30. Relationship of this Course to Total Educational Program of University:
   a. What other course or courses (in your department and others) cover subject matter similar to proposed content?
   b. Will this course replace a course now offered?  No
      i. If yes, which course(s)?
   c. Has this course been offered as a topics course?  No
      i. If yes, which semester and year?
   d. Is course being proposed in response to academic review or accreditation recommendations?  No
      i. If yes, explain fully.
   e. Does this course affect the STAR ACT?  No
      i. If yes, explain fully.

31. Justification:
   a. Need for course:
      This course is very relevant as concern for women's rights, and the discipline of Women's Studies, are increasingly global in scope. It will strengthen our program by providing majors and minors with a global understanding of women's issues. In addition, it will give general education students an introduction to issues of gender justice and globalization from a feminist perceptive.
   b. Justify level of course (a justification for all 500-level courses is required by Graduate Council):
      This course is at the 100 level because it introduces students to issues of feminism, gender and social justice issues at a fundamental level to create a consciousness and awareness of the intricacies of their location in the bigger picture of gender hierarchies.
   c. Justify Cr/NC only grading (if applicable):
      Not applicable
   d. Justify if no prerequisite(s) for 300 through 700 level courses:
      Not Applicable

32. Needs Met by Course:
   a. Satisfies:
      i. Degree/Major
      ii. Minor
   b. Does this course affect a program?  Yes
   c. List courses for which this course will be required as a prerequisite:
   d. Have Course Change proposals been submitted to make prerequisite changes?  Yes
   e. List which other departments or programs will use this course:

33. Required Student Course Materials:
   a. Textbooks:
   b. Manuals:
   c. Periodicals:
   d. Software:
   e. Other:
   f. Accessibility Materials:  Yes
   g. Accessibility
      The syllabus is accessible to screen readers; all readings are available in pdf form in Blackboard and can be provided well in advance in the event that a student needs them rendered into a sight-impaired format.

34. Writing Component (300 level courses or above):
   Ten weekly reading responses (1-2 pages each)
   Midterm Exam (short essay)
   5-7 page Essay
Final Exam (short essay)

35. Grading Standards:

<table>
<thead>
<tr>
<th>Weekly reading response (complete 10 @ 3 points each)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

36. Graduate Student Requirements (500 level courses):

   a. For 500 numbered courses, specify any special assignments for graduate students:

   b. For 500 numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify:

37. Student Learning Outcomes:

1. Outcome 1:

   i. Explain issues concerning women and gender in relation to race, class, sexuality, colonialism and globalization.

   ii. Course Activity:

   | Lectures on Weeks 1, 2, 3. |

   iii. Assessment Strategy:

   | Weekly reading response; Midterm; Essay topic: In the context of your readings and extra research, compare policies and debates on women’s reproductive health and rights between the US and one other country. Engage in an intersectional analysis by bringing in race, social class and other issues to elaborate on the topic. |

2. Outcome 2:

   i. Summarize basic theories of feminism, globalization and social justice.

   ii. Course Activity:

   | Lectures on Weeks 4, 5. |

   iii. Assessment Strategy:

   | Weekly reading responses; Midterm |

3. Outcome 3:

   i. Differentiate historical understandings of gender in relation to structural inequality, social movements, and labor struggles.

   ii. Course Activity:

   | Lectures on Weeks 9, 10, 11. Guest lecture/presentations by local refugee organizations. |

   iii. Assessment Strategy:

   | Students will do weekly reading responses; Final exam; Essay topic: Interview a woman who has migrated to USA. The interview should be geared towards her gendered experiences of either forced (refugee) fleeing or voluntary migration. Frame your interview through your readings and give a historical and political context to the migration story. |

4. Outcome 4:

   i. Identify patterns of gendered power relationships across space and time and discuss their inter-relatedness and distinctiveness.

   ii. Course Activity:

   | Lectures on Weeks 6, 7. Speakers on different women's groups and the Women's Resource Center to talk about diversity in women's movements as well as transnationally. In-class group presentation on a women's movement from different countries. |

   iii. Assessment Strategy:

   | Students will do weekly reading responses; Midterm exam. |

5. Outcome 5:

   i. Analyze the social world by applying academic ideas to the study of contemporary issues of globalization and violence.

   ii. Course Activity:

   | Lectures on Weeks 12, 13, 14, 15. Film on maquiladoras, sweat shops etc. |

   iii. Assessment Strategy:
Students will do weekly reading responses; Final exam; Essay topic: Using research on “the border,”
and your readings choose a topic that interests you and elaborate on the gendered impact and
consequences of “globalization” on Mexican and/or Chicano women in Tijuana and/or the USA.

38. Design and Conduct
   a. Include topics to be covered:
      i. Social and Historical Constructions of Gender
      ii. Race, Sex and Empire
      iii. Population Control and Reproductive Rights
      iv. Feminist Organizing across Borders
      v. Representing Women in Colonial Contexts
      vi. Migration, Refugees, and Diasporas
      vii. Gender and Globalization
      viii. Food Production and Consumption
      ix. Travel and Tourism
      x. Gender, Politics and the State

   b. Approximate time in number of weeks:
      i. 1
      ii. 1
      iii. 1
      iv. 1
      v. 1
      vi. 3
      vii. 1
      viii. 1
      ix. 1
      x. 3

39. General Education:
   a. Section A:
      i. Outline Selection:
         I. Communication and Critical Thinking
         II. Foundations of Learning
            ☑ B. Social and Behavioral Sciences
         III. Lifelong Learning and Self-Development (Area E)
         IV. Explorations
      ii. Justify Classification:
          This course comes under the rubrics of social sciences because of its theoretical and methodological
          perspectives. This is an introductory course on globalization and gender justice issues. In this course
          students will be exposed to intersectional and transnational issues that impact their lives. In this
          course students gain greater insights into global issues and its impacts on local communities. Topics
          covered in this course include gendered violence, health, militarization, impacts of colonization,
          migration, environment justice, travel and tourism, poverty, structural inequalities in labor, and food
          production and consumption. The approach to the material in this course is interdisciplinary. Students
          in this course will learn about various institutions in society and how they are influenced by global
          politics, economics and socio-cultural relationships. Through a cross-cultural feminist lens students
          will also learn about global and local activism and social movements based on resistance and justice.

   b. Section B:
      Foundations of Learning - Social and Behavioral Sciences
      Goal 1: Explore and recognize basic terms, concepts, and domains of the social and behavioral sciences.
      Activity:
      Readings and lectures will focus on key concepts and terms that are borrowed from the social sciences
to enhance students’ understanding of feminist subject matters. Terms such as neoliberalism,
colonialism, social justice, social class, race and ethnicity, gendered violence, gender hierarchies, environmental justice etc. will be explored from a feminist perspective.

**Assessment:**
Weekly reading responses will address these key concepts and terms in their writings and will be assessed in the midterm and final.

**Goal 2: Comprehend diverse theories and methods of the social and behavioral sciences.**

**Activity:**
Readings and lectures will focus on post-colonial theories, Marxist theories and feminist critique of Marxist theories. Students will learn feminist research methods and how to conduct research in the larger San Diego community.

**Assessment:**
Weekly reading responses, major essay.

**Goal 3: Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness.**

**Activity:**
Because the core of the course is the study of transnational processes, all aspects of the course study relationships and roles across space.

**Assessment:**
Weekly reading responses; midterm and final.

**Goal 4: Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.**

**Activity:**
In this section of the course, readings and lectures will pertain to the "border" and the sweatshop, maquiladora and environmental issues in Tijuana. Prof. will organize a trip for the students to Tijuana to visit maquiladoras and environmental organizations in Tijuana.

**Assessment:**
Final exam, essay topic.

c. **Section C:**
   i.  ☐ 1. Construct, analyze, and communicate arguments.
   **Course Work:**
   **Assessment:**

   ii. ☑ 2. Apply theoretical models to the real world.
   **Course Work:**
   Readings from syllabus for weeks 1, 2, 3. Weekly reading responses. Lectures.
   **Assessment:**
   Weekly reading responses, midterm, essay

   iii. ☐ 3. Contextualize phenomena.
   **Course Work:**
   **Assessment:**
iv.  4. Negotiate differences.
   Course Work:
   Assessment:

v.  5. Integrate global and local perspectives.
   Course Work:
   Readings from the syllabus for weeks 9, 10, 11. Weekly reading responses and in-class discussions. Lectures.
   Assessment:
   Final exam, essay.

vi.  6. Illustrate relevance of concepts across boundaries.
   Course Work:
   Readings from the syllabus for weeks 12, 13, 14, 15. Weekly reading responses and in-class discussions. Lectures.
   Assessment:
   Final exam, Essay

vii.  7. Evaluate consequences of actions.
   Course Work:
   Weeks 9 through 15 thoroughly examine the facts and consequences of colonialism, globalization, diasporas and immigration in a global context.
   Assessment:
   The weekly answers on the readings, lectures and discussions will reveal the students' levels of understanding of these issues and the impact of actions in a global settings. The final exam will give student a chance to contextualize the material.

d. Section D:
i. Forms of Communication:
   Through weekly reading responses, students will learn how to write about ideas and texts in a scholarly way. This skill will be further developed in the essay assignment.

e. Section E:
i. Required For Majors:  Yes
   It is one option for preparation for major and minor; Women's Studies is inherently interdisciplinary and so the core material of the major addresses many themes and skills in the general education curriculum.

f. Section F:
i. GE Cultural Diversity Upper Division Only:  No
   ii. Consider if Rejected:  No