

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Social Transformation (CSOCTRANS)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

WST

Course Number

375

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Women and Social Change

Course Catalog Description

In-depth course on feminist activism and social change. Combines research and theory on a contemporary social problem with a community action experience.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): WST 100 (or WST 300) or minimum 30 hours

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[WST 375 Syllabus for GS Gold Designation.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Weekly Paper: Keyword and research notes

In response to weekly assigned readings, listed in the course schedule of the syllabus, students compose 4 paragraphs of notes including 1) main arguments of the readings, 2) keyword definitions, 3) responses to the week's prompt, and 4) interventions and questions. Students then revise their notes after participating in the class discussions each week.

Sample weekly prompts:

1. Unit 2: Based on your reading assignments from Angela Davis's *Women Race and Class*, explain how women from different racial and class backgrounds experienced the anti-slavery movement, women's rights movement, or women's suffrage movement differently from one another while working toward common goals.
2. Who was included in and excluded from second wave feminism, and why?
3. What brings about the need for a manifesto? Who writes them, why are they written, and how do they influence the development of feminist movements?
4. How has thinking about intersectionality influenced the development of women's movements?
5. Describe differences and similarities between women's movements in the United States and another country of your choice.

Rationale: In examining how women have played vital and far-reaching roles in bringing about societal change and social transformation in modern societies around the globe, students engage with texts that represent a wide variety of women's experiences across racial, socio-economic, political, national, and other boundaries and backgrounds. Weekly papers invite students to understand the multiple perspectives present in the course readings and ask genuine questions. These formative assessments chart the development of students' learning pertaining to the perspectives through which they view feminist movements

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Weekly Paper: Keyword and research notes

In response to weekly assigned readings, listed in the course schedule of the syllabus, students compose 4 paragraphs of notes including 1) main arguments of the readings, 2) keyword definitions, 3) responses to the week's prompt, and 4) interventions and questions. Students then revise their notes after participating in the class discussions each week.

Sample weekly prompts:

1. Unit 3: Which ideas about women from the Enlightenment era persist in the United States today? Who perpetuates these ideas, and why?
2. Unit 6: How has thinking about intersectionality influenced the development of women's movements?
3. Unit 7: Describe differences and similarities between women's movements in the United States and another country of your choice. Refer to readings in this unit and previous units to support your ideas.
4. Unit 10: Referring to the reading in previous units, describe how the role of the body in feminist movements differs over time or across geographic locations or cultures.
5. Unit 14: Describe the relationship between women's movements and peace movements in two or more global locations or historical eras.

Rationale: As the course progresses, students are encouraged to make connections and think about the course readings in relation to one another as more diverse perspectives and historical moments are brought into focus. The weekly prompts challenge students to compare and contrast women's movements between different historical moments, cultures, and identities as they build their understanding of the complex ways in which women's movements shape and are shaped by thinking concerning race, class, nationality, geography, and political and religious beliefs. These formative assessments chart the development of students' learning pertaining to the perspectives through which they view feminist movements and how feminist movements, perspectives, and identities interact with social, political, economic, and cultural systems.

Class Facilitation and Discussion

In-class discussion & facilitation is an essential element of this course and for the development of the course project and final paper. Students are expected to co-lead two class discussions, which requires the following:

1. Read all the required texts.
2. Answer the weekly Keyword and Research Notes prompt.
3. Write 2-3 follow-up discussion questions about the weekly prompt.
4. Write 2-3 discussion questions on the week's topic and how it connects to previous units.
5. Use their discussion notes.

Students can use any one or combination of the following ways to lead discussions:

1. Ask students to write a word or question on the board as they enter in response to that day's reading or assignment
2. Read a short quote or poem together
3. Play music relevant to the day's topic
4. Bring in outside examples or material objects related to the day's topic, such as poll results, historical documents, pictures, or anthropological artifacts.

Rationale: In student-facilitated discussions, the students are encouraged to analyze additional interactions among the course themes and materials by putting their ideas in conversation with others in the class. Discussions provide an enhanced opportunity for students to create new ideas and refine their understanding while demonstrating their own understanding of the complex interactions between local and global feminist movements and the cultures in which they operate. Students who write their own discussion questions further demonstrate their understanding in these areas through the questions they create as part of their discussion facilitation.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Group Presentations

Working in groups, students conducting thorough research on the context, author, and content of a student chosen text (students propose and the Instructor approves) as well as analyzing its style and contribution to feminist theory, women and social change. The groups then organize these findings in a presentation that is detailed, creative and interactive, offering visual aids and questions to guide class discussion. During the facilitation, the presenting group is responsible for making sure students are clear on the main argument or intervention of the reading and provide them with a chance to discuss issues which both the student as well as the larger group consider to be interesting. Presenters provide context for the reading by examining how dimensions such as race, gender, socio-economic status, religion, language, and citizenship influence and are influenced by the text and the feminist thinking it presents. Students will also enter the focus text into conversation with other reading assignments and learning materials in the course and share the questions that emerge. The presentations should last approximately 10 mins plus 5 mins for questions and discussion.

Rationale: Group presentations encourage students to present a perspective other than their own in addition to situating the text within larger conversations about race, gender, socio-economic status, religion, language, and citizenship as they pertain to feminist movements. Each one of these

dimensions of difference is present in the course material, and students demonstrate their learning about them through accurately contextualizing the text on which they present.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Interview based paper or creative presentation

Instructions:

This final research paper or creative presentation is intended to give students an opportunity to conduct community activism-based feminist research using qualitative methods and to build critical analytic skills by applying, comparing and contrasting what they have learned in the course alongside the data (the interview) students have gathered.

Step 1 is to identify an issue. Then identify the women who work on the issue/topic. By recording or taking extensive notes, students conduct an over phone or in-person interview to ask questions about the selected topic.

The Write-Up

Students write a report of a page and a half to two pages (double spaced) on the interview, describing what questions were asked and what was gleaned. They include a comparison between the articles read in class and their interviewee's responses, noting any new information learned from the interview that wasn't covered in the class and explaining if any information in the articles contradict or complement what was learned from the interview.

Rationale: In the final summative assessment for the course, students demonstrate their ability to present and support claims using both original qualitative research and the qualitative and quantitative research presented in the course materials.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

1. Provide an overview of women's collective action in the United States and other countries. (GCSI LO2 & LO3)
2. Analyze women's involvement in social action for women over time and their contribution to women's status today. (GCSI LO2 & LO3)
3. Describe and analyze issues that mobilize women. (GCSI LO3)
4. Describe strategies that women deploy in their collective organizing efforts. (GCSI LO4)
5. Explain women's participation and role in other social movements such as the civil rights movement, labor unions, and the alt-right movements. (GCSI LO3 & LO4)

Form Submission - Proposer

Submitted for Approval | Proposer

Melinda Riddle - April 1, 2024 at 5:52 PM (America/Phoenix)

Department Approval

Approved

Raphael Charron-Chenier

Camilla Fojas

Michelle Vlahoulis - April 1, 2024 at 8:19 PM (America/Phoenix)

Sada Gilbert

GSC Coordinator Review

Approved

Kaitlyn Dorson - April 2, 2024 at 9:37 AM (America/Phoenix)

Hold at Pre-GSC meeting step until course syllabus is approved in Quali CM

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - April 2, 2024 at 11:23 AM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - April 3, 2024 at 2:17 PM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Revise and Resubmit. More information is needed to identify how much of the course focuses on non-U.S. regions/areas. While there are some details about comparing the US to other countries, it appears that the majority of the content is U.S.-focused. Please provide more information that details the non-U.S. focus of the course for the majority of the content.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Melinda Riddle

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
