### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC132/WGS132</td>
<td>INTRO TO WOMEN’S &amp; GENDER STUDIES</td>
<td>3</td>
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<thead>
<tr>
<th>Class or Lecture</th>
<th>Laboratory/Laboratory, Shop, Studio or Clinic</th>
<th>Work Experience</th>
<th>Semester Experience</th>
<th>Length</th>
</tr>
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<tr>
<td>3/week</td>
<td>0/week</td>
<td>0/week</td>
<td>15 weeks</td>
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- **Performance on an Examination/Demonstration**: Not Applicable
- **Telecourse**: Not Applicable

**Required Materials** (not all titles will be used each time the course is offered, but one or more texts will be selected from the following list):


**Complimentary Texts:**

Kimmel, Michael. 2004. **Handbook of Studies on Men and Masculinities.** SAGE Publications


**Catalog Description:**

An introduction to major theories and ideas developed within feminism and the field of gender studies. Specific topics include: theoretical explanations of gender; representations of gender; economic, social and political implications of gender constructs; and cross-cultural perspectives on gender. Primary source texts, films, and other resources are used to understand these issues.

**Prerequisites:** NONE

**Co-requisites:** ENG 101

**Latest Review:**

**Course Coordinators:** Denise A. Ingram, ingramd@mccc.edu x3587.

**Available Library Resources:** Within the MCCC library has some reference materials (books, videos, journals) pertaining to this topic. Specific titles available on request.

**Learning Center Resources:** No tutors or study groups at this time.

**Course Objectives:** List 5-8 overall objectives for course. Objectives (or competencies) are statements that describe the specific, measurable knowledge, skills, and values that the student is expected to exhibit after completion of the course.

**The Student will be able to:**

1. Critically analyze and evaluate major feminist and gender theories.
2. Understand the historical and cultural diversity of gender constructs.
3. Critically analyze and evaluate cross-cultural perspectives on gender and gender relations.
4. Critically analyze and evaluate the representations of gender in society.
5. Understand the political, economic and social implications of gender constructs.
6. Use information technologies in acquiring new knowledge and perspective
7. Construct a synthesis paper based on a multidisciplinary approach to a specific topic in the field that presents a clear thesis, a persuasive argument, and well-researched supporting data.

**General Education Objectives:** If the course is submitted for Gen Ed approval, the Gen Ed objectives must be listed separately from the course objectives. (Consult the Gen Ed Policy for Gen Ed Objectives – e.g., Communication skills, Problem-solving and Critical Thinking, Information Literacy skills, etc.)
Students will be competent in critical thinking.
Students will read, evaluate orally present and write on a wide range arguments.
Students will learn how to integrate their learning into a lifelong process of understanding themselves, others and the world.

Communication Objectives:
1.1 Students will comprehend and evaluate what they read, hear and see.
1.2 Students will state and evaluate the views and findings of others.
1.3 Students will write and speak clearly and effectively in standard American English.
1.4 Students will logically and persuasively state and support orally and in writing their points of view or findings.
1.5 Students will evaluate, revise and edit their communication.

Critical Thinking and Information Literacy:
3.1 Students will identify a problem and analyze it in terms of its significant parts and the information needed to solve it.
3.2 Students will use appropriate library tools such as cataloging systems to access information in reference publications, periodicals, bibliographies and databases.
3.3 Students will use computers to access, analyze or present information, solve problems, and communicate with others.
3.4 Students will formulate and evaluate possible solutions to problems, and select and defend the chosen solutions.
3.5 Students will recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading.

Ethical Dimension:
4.1 Students will identify ethical implications of an issue or a situation.
4.2 Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation.
4.3 Students will integrate their knowledge, take a position on an ethical issue or a situation and defend it with logical arguments.

Society and Human Behavior:
7.1 Students will analyze and discuss behavioral or societal issues using theories and concepts from social science.
7.2 Students will explain how social institutions and organizations influence

Aesthetic Perspective:
8.1 Students will describe commonly used approaches and criteria for analyzing a work of art.
8.2 Students will recognize, analyze and assess works of art with commonly used approaches and criteria.

Historical Perspective:
9.1 Students will state the causes of major historical event and analyze the impact of that event on a nation or civilization.
9.2 Students will show how writers’ interpretation of historical events are influenced by their time, culture, and perspective.
9.3 Students will discuss a major idea, movement, invention or discovery, and how it affected the world or America.

Diversity and Global Perspective:
10.1 Students will link cultural practices and practices with geographical and/or historical conditions from which they arose.
10.2 Students will explain why an understanding of differences in people’s backgrounds is particularly important to American society.
10.3 Students will recognize and explain the consequences of prejudicial attitudes and discriminatory actions.
10.4 Students will recognize the needs and concerns common to culturally diverse peoples.
Mercer County Community College

10.5 Students will recognize contributions made by people from various cultures.

Examinations and Required Work: Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Reading Assignments:
- Textbooks as well as primary documents should be clearly assigned to the students.

Exams and Quizzes:
- At least (2) one hour exams
- A Final exam
- Exams should include at least a short essay component

Writing Assignments (to assess specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives – written, verbal or both – that clearly presents their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).
- At least 3 but preferably more writing assignments.
- At least one assignment should incorporate library and internet research and include reading and assessing primary sources; this assignment may be a term paper or group presentation or some other type of project.
- At least one assignment should be an ongoing journal or number of brief response papers.
- Students should be required to give at least one oral presentation.
- Length of the essays may be determined by the instructor; short (e.g. two-page) essays are acceptable.

Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course]
http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf

Units of Study in Detail:

1. Introduction to the course: Why feminism/gender studies?

Learning Objectives: the students will be able to
- Understand the difference between sex and gender.
- Understand why feminists have been at the forefront of gender studies.
- Identify the 3 major waves of feminism.
- Understand and explain the historical context for each wave of feminism.
- Understand the emergence of Masculinity Studies.

2. Concepts, and Approaches

Learning Objectives: the students will be able to
- Understand the interdisciplinary methods used in Women and Gender studies.
- Understand the importance of gender stratification in society.
- Understand the concepts of majority and minority
- Understand the various patterns of gender stratification.
- Explain the difference between Liberal and Radical feminism.
Identify and explain the various theories that fall under Liberal and Radical feminism.
Understand non-Feminist theories of gender.

3. Gender and Subjectivity

Learning Objectives: the students will be able to
- Understand how a society’s historical context influences our understanding of gender.
- Understand how individuals become gendered beings i.e. gender and identity formation.
- Understand and explain the relevance of the nature/nurture debate to the understanding of gender.
- Explain how various social institutions, such as family, schools, etc., impact the gendering process.

4. Gender and Rights

Learning Objectives: the students will be able to
- Understand and explain the relevance of the Public/ Private distinction to the understanding of gender and gender equity.
- Understand the Suffragist movement and how it is similar or different from other waves of feminism.
- Understand the Feminist Civil Rights movement of the 1960’s a 1970’s and be able to explain the various ways it impacted our understanding and expectations of gender in relation to work, family and politics.
- Identify and explain the significant legislative landmarks related to gender equity.

5. Gender and Family

Learning Objectives: the students will be able to
- Define what “Family” is and understand the role that family plays as an agent of socialization.
- Understand the evolution of the division of labor in the family.
- Understand how industrialization influenced what we now consider traditional gender roles in the family.
- Understand and explain how children learn gender in the family.
- Understand how gender role expectations impact violence within the family.
- Understand the changing understanding of what is abuse within the family

6. Gender and Education

Learning Objectives: the students will be able to
- Understand the role education plays as an agent of socialization.
- Understand the role of gender tracking in the educational system (from primary through post-secondary education) and its relationship to the concept of the gender gap.
- Understand the legislative landmarks related to education and gender equity.
- Explain how these legislative landmarks have impacted actual gender equity in contemporary society.

7. Gendered Work and the Public/Private Distinction

Learning Objectives: the students will be able to
- Define work and relate it to the Public/Private distinction.
- Understand and explain the significance of work in a capitalist society.
- Understand and explain how work and income status relates to gender equity.
8. **Representations and Gender - Constructing Bodies and Sexualities**

Learning Objectives: *the students will be able to*
- Identify what are the ideal body types in contemporary society and explain the social construction of ideal body types.
- Explain how these “ideal body types” affect women and men.
- Explain how race, age, social class, and body size affect the social determination of individual “value/worth”
- Identify the ways in which the media constructs and perpetuates ideal body types.
- Understand and explain the relationship between cultural expectations of sex, gender, and sexual orientation.
- Understand the various theories on the relationship between gender, pornography and violence.
- Identify and explain how feminists and queer theorists have impacted our understanding of bodies and sexualities.

9. **Non-Mainstream Feminisms**

Learning Objectives: *the students will be able to*
- Read and understand various works by non-mainstream feminists (to be determined by the instructor) which may include, Black Feminists, Jewish Feminism, 2nd and 3rd World Feminists, etc.
- Identify the similarities and differences between mainstream 1st World feminists and other feminist voices in understanding gender, gender inequity, gendered bodies and gendered sexuality.