

Course Outline

COURSE: SJS 5 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: INTRO WOMENS STUDIES

LONG TITLE: Introduction to Women's Studies

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course offers an introduction to Women's Studies, an interdisciplinary academic field that explores the meaning of gender in society as it relates to the status of women. Students will analyze the social construction of gender, feminism, and gender issues in relation to family, education, work, health and reproduction, law, sexuality, media/representation, and globalization. Students will apply critical concepts and tools of feminist and gender studies in their academic and personal lives, and in the community; and they will contribute to the struggle for gender equality. **ADVISORY:** Eligible for English 1A

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Use primary, secondary, and personal sources/resources to investigate the social construction of gender and its intersections with other socially-constructed categories of difference (such as race, ethnicity, nationality, class, sexuality, ability, appearance, age, and others)

Measure of assessment: Class writing project and/or class research project and/or questions on final exam

Year assessed, or planned year of assessment: 2019

Semester: Fall

This SLO addresses cultural diversity: true

2. Describe and employ fundamental concepts, theories, history, and contemporary manifestations of feminism as expressed in social justice movements dedicated to eliminating gender and other inequities

Measure of assessment: Research project

Year assessed, or planned year of assessment: 2019

This SLO addresses cultural diversity: true

3. Use a variety of tools and methods to apply concepts of Women's and Gender Studies to their communities and their own academic, occupational, and personal experiences

Measure of assessment: End of semester written assessment of social justice methods

Year assessed, or planned year of assessment: 2019

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

Weeks 1-2 -the social construction of gender and its intersectionality with other socially-constructed categories of difference . Students will explore social constructs as they relate to gender and other identity categories, identifying historical and current social constructs and and gender norms, and exploring their purposes and drawbacks. Students will describe other categories of difference, and demonstrate understanding of intersectionality in a variety of settings. Students will explore the promise of liberal democratic values and contrast those with demographic and political realities locally and in the United States. Students will create their own definition of feminism, and analyze several examples of historical and contemporary feminist thought and action. Students will analyze popular language to understand blatant and subtle gender bias as they occur daily. Students will locate themselves in terms of gender, especially the "do" vs. "am" gender dichotomy.

Weeks 3-4--the first, second and third waves of U.S. women's / gender rights activism today. Students will survey and assess the history of the struggles for women's rights, feminist gains, LGBTQ liberation, and gender equity. They will compare and contrast methods used by the various movements and evaluate successes, draws, and failures in the history of these movements. Students will explore barriers to social change and structural violence issues that privilege some individuals and groups while denying opportunities to others.

Week 5--women's issues in relation to family. Students will demonstrate understanding of patriarchal vs. alternative family structures, assessing the historical reasons why various structures have been adopted by various people or groups at various times. Students will evaluate the roles of class, ethnicity, sexual orientation, and other factors in the structure of family and familial power. Students will assess various models of child-raising and parenting and consider what impact parenting has upon identity and social roles. Students will evaluate the frequency and type of family violence, and its impact upon the institution, individuals, and society.

Week 6--education issues?socialization, opportunity, gender. Students will become familiar with basic research on gender socialization and will provide examples of such socialization as it occurs today. Students will consider the impact of sexism and gender bias on their own educational experiences and the curriculum at their college. Students will study the structures of K-12 and higher education in the United States and critique gendered curriculum, opportunity, affirmative action, equal opportunity in sports, and other factors in the education of young people.

Week 7--work and leadership issues. Students will demonstrate understanding of power, privilege, social location, and intersectionality of oppression in occupational and labor structures in the United States. Students will analyze traditional definitions of leadership, constructing a counter model and evaluating barriers to its implementation.

Weeks 8-9--health, sexuality, and reproductive issues. Students will develop a rich comprehension of both feminist and queer approaches to the social and cultural construction of gender, sex, and sexuality. Students will look at body and gender identity as they relate, or don't relate, to health, sexuality, and reproduction. Students will discuss different conceptions of reproductive and medical justice and apply these to contemporary law and practice in the US and/or globally. Students will demonstrate understanding of "complicating gender" politics and practices, and of vocabulary appropriate to a gender-diverse society.

Week 10?women, power, and politics. Students will examine women?s participation in US politics as citizens, voters, consumers, activists, and elites functioning within political and economic structures. Students will demonstrate understanding of the mobilization of women into politics through the suffrage movement and the modern women?s movement; the role of gender in shaping public opinion and electoral behavior; public opinion and electoral behavior on gender issues; women?s activities within the political parties; the experiences of women candidates and officeholders. Students will also each select a gender issue of local, state, or national interest and critique policymaking on this issue. Students will also consider the meaning and nature of political and economic gender equality, and analyze the ways that gender intersects with other categories such as race and ethnicity.

Week 11--women and media representation. Students will demonstrate that they understand and can evaluate gendered communication systems and gendered news production. Students will learn and practice feminist methodologies and methods in communication research (textual, audience, and/or production based). They will critique the media's role in constructing gender in media form including advertising, magazines, film, television, news, radio, and the Internet and new media.

Week 12--globalization and women's rights. Students will explain how globalization reshapes both men?s and women?s positions as workers and political subjects and the gendered terms on which transnational power dynamics play out. They will demonstrate how gender permeates important institutions, particularly workplaces, the government, migrant labor, development programs, the military, and social change movements. Students will assess how gender emancipation can alter inequalities of class, nation, class, and ethnicity. And students will imagine a form of gender justice that intersects with economic and social justice for all.

Weeks 13-16 can include more information on any of the above, or new foci on

?women and the fine arts

?women and literature

?women and sports

--body politics and resistance

--local gender issues

Week 17--Final exam

METHODS OF INSTRUCTION:

May include: Lecture, discussion, role play, small group role plays and problem-solving, small-group reading and writing exercises with text; video and audio; student panels, presentations, debates, and reports; other methods as needed.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description: Students will consider in a personal paper how the social construction of gender and its intersectionality with other socially-constructed categories of difference is present in their own lives. They will document evidence of these concepts in media and other aspects of life.

Required Outside Hours: 6

Assignment Description: Students will interview women who have lived through and been affected by second and third waves of U.S. women's / gender rights activism today, and present their findings in a written paper.

Required Outside Hours: 6

Assignment Description: Students will observe younger students in an educational setting and write about how gender- and other socialization are used.

Required Outside Hours: 6

Assignment Description: Students will choose a topic relating to health, sexuality, and/or reproductive issues for a research paper, defining a question they wish to have answered and addressing it using peer-reviewed scholarship.

Required Outside Hours: 6

Assignment Description: Students will select a community issue relating to women or gender, and thoroughly research the issue and related policies. Students will write a paper suggesting possible solutions or remedies, and present the information to the governmental or non-governmental agency that has the power to make change. Students will evaluate their experience and consider how to best pursue social change goals at the local or state level.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 70.00 %

Students will write a variety of formal and informal responses to readings, research, discussion, and field work.

Problem-solving assignments

Percent of total grade: 15.00 %

Students will work on contemporary and community concerns with a problem-solving mentality and report results of their observations and work.

Skill demonstrations

Percent of total grade: 15.00 %

Students will demonstrate ability to apply theory and skills discussed in class to real-life personal, occupational, or community situations.

CULTURAL DIVERSITY:

1. Use primary, secondary, and personal sources/resources to investigate the social construction of gender and its intersections with other socially-constructed categories of difference (such as race, ethnicity, nationality, class, sexuality, ability, appearance, age, and others)
2. Describe and employ fundamental concepts, theories, history, and contemporary manifestations of feminism as expressed in social justice movements dedicated to eliminating gender and other inequities
3. Use a variety of tools and methods to apply concepts of Women's and Gender Studies to their communities and their own academic, occupational, and personal experiences

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

bell hooks. *Feminism is for everybody*. Brooklyn: South End Press,2000.

This is a frequently used Intro to Women's Studies Text, because it is so good. It discusses sexism in every day life, feminism, intersectionality and does so clearly and concisely, but in a scholarly way. It's a classic, and students give it rave reviews but it is modestly priced.

ISBN: 0896086283

Reading Level of Text, Grade: 13 Verified by: Leah Halper

Recommended Representative Textbooks

Susan Shaw and Janet Lee. *Women's Voices, Feminist Visions*. Columbus OH: McGraw Hill,2014.

This is the grandmother of sociological books about Women's Studies--it's huge, comprehensive, interesting, and more expensive than some other options. It is a great choice for this class because it is so willing to tackle a huge number of issues with up to date information. It is easy for students to read and well organized.

ISBN: 0078027004

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201830

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000586918

Sports/Physical Education Course: N

Taxonomy of Program: 220110