

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 01/21/16

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 12/9/13 Date revised 10/14/14, 03/24/16

4. Department/discipline: Women's & Gender Studies

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Introduction to Women's & Gender Studies

Abbreviated course title (25 characters or less): _____

7. Course Designator: WGS 8. Course Level: 1001

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 35 Control Number (online) 30

11. Catalog/Course description:

This interdisciplinary course examines the history, role and theories surrounding women and gender from a global perspective. It will explore how gender is produced and how it intersects with other identity categories such as race, class, sexuality, and ethnicity. Women's/Gender Studies uses gender as a tool for critically analyzing societies. The class includes a service-learning component, wherein students will engage in a semester-long project that takes them into the community to initiate political change, one of the cornerstones of feminism as social movement. (Meets MnTC goal areas 5 & 8).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Kelly, Suzanne, et al. *Women, Images and Realities: A Multicultural Anthology*. 5th edition. New York, McGraw Hill, 2012.

14. **Course Content** (Provide an outline of major topics covered in course)

- feminism as a social movement (the history and current state of)
- intersectionality (race, sexuality, class, nationality, ethnicity)
- gender construction (social construction versus essentialism)
- masculinity studies and queer theory (related fields)
- women's (and gender's) relationship to and history with:
 - advertising and the media
 - women's health

- the family and personal relationships
- sexuality
- sports
- the workplace
- violence against women (“the personal is political”)
- peace and social justice
- arts and literature, film, music
- education
- religion
- power, politics and the law
- economic realities and equality
- global feminism:
 - immigration and citizenship rights
 - war and nationalism
 - globalization and colonialism
 - female genital cutting/mutilation
 - human trafficking
 - women’s education and poverty
 - international human rights
 - the global economy

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

- 1.) Define the three (or more) waves of Western feminism and the many feminist movements in other parts of the world. [A, D]
- 2.) Define key concepts and terms of gender studies including, but not limited to: patriarchy, feminism, institutional power, intersectionality, masculinity, femininity, sex vs. gender. [B, C, D]
- 3.) Analyze and explain gender in a global context, while comparing their own cultures with others. [C, D]
- 4.) Analyze gender and its intersection with other identity categories (race, class, sexuality, national origin) both in the U.S. and transnationally. [C, D]

- 5.) Evaluate how gender is produced in our lives through many social institutions—family, education, the media, religion, the law, workplace, sexual relationships, etc. [B, C, D]
- 6.) Identify a gender/feminist problem in their community and work to solve this problem through completion of a service-learning project. [A, B, C, D]
- 7.) Research and identify the role women have played in society in many fields through history—globally and domestically—from multicultural perspectives. [A, C, D]

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 5 & 8

Goal and Outcomes:

#5 History and the Social and Behavioral Sciences

Goal: To increase students’ knowledge of how historians and social and behavioral scientists discover, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Goals and Outcomes: Students will be able to:

x Employ the methods and date that historians and social and behavioral scientists use to investigate the human condition.

Students will analyze the way individuals and institutions both affect and produce power relations in terms of gender. They will research the way patriarchy has worked to systematically maintain gender inequality, both in the past and currently.

x Examine social institutions and processes across a range of historical periods and cultures.

Students will study the history of the women’s movement in America and abroad, beginning with the first wave in the nineteenth century and ending with the post-Third Wave of the twenty-first century. They will study the social construction of gender and how this definition has changed over the course of nearly two hundred years. Students will understand how gender intersects with and informs other identity categories like race, class, and sexuality.

x Use and critique alternative explanatory systems or theories.

Students will analyze how gender has shaped their own lives in both conscious and unconscious ways. They will explore how even unknowingly, they may hold socially constructed and traditional views about how gender is produced and how it operates in society. Students will examine their own assumptions about gender (i.e. women are naturally caretaker who desire marriage and motherhood; men are strong and are the providers; “Third World” women need saving).

Students will analyze gender sameness and difference; that is, while men and women may have biological differences, there are many ways gender is misunderstood and socially constructed in such a way to make it appear we are more different than we really are.

8: Global Perspective

To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experience.

Goals and Outcomes: Students will be able to:

- _____ Describe and analyze political, economic and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- ___x___ Demonstrate knowledge of cultural, social, religious and linguistic differences.
Students will first analyze their own Western, and perhaps traditional way, of understanding "Third World" women. Students will then ask if there is a possibility of a global sisterhood? Are there things "women" can be said to share transnationally? Students will analyze and debate the sameness and difference that exists between women globally (via discussions of race, politics, nationalism, class, etc.).
- ___x___ Analyze specific international problems, illustrating the cultural, economic and political differences that affect their solution.
Students will research and analyze international gender problems that affect women internationally, while also synthesizing to what degree we are all connected as global citizens: the dynamics and impact of globalization; international human rights; the consequences of war on women and families; international business policies; socio-economic differences; human trafficking; employment opportunities for women worldwide. Students will understand and analyze how these global problems affect gender and vice versa.
- ___x___ Understand the role of a world citizen and the responsibility world citizens share for their common global future.
Students will research and define American feminism's role and responsibility to global feminism, a relationship that has been contested at times. Students will recognize the responsibility we have to international human rights and the connection we have to each other in our ever globalizing world.

Does this course require additional material for specific program requirements?
If yes, please provide.