



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number SOC 132 WGS 132	Course Title Introduction to Women's & Gender Studies	Credits 3
Hours: Lecture 3	Co- or Pre-requisite ENG 101	Implementation Semester & Year Spring 2023

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.

General Education Category: **Goal 8: Diversity and Global Perspective**

Course coordinator:

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Required texts & Other materials:

Wade & Ferree. *Gender: Ideas, Interactions, Institutions*. 3rd edition (or other current edition). Norton Publishing. ISBN: 978-0-393-89286-4

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Critically analyze and evaluate major feminist and gender theories. (Supports ILG 5)
2. Understand the historical and cultural diversity of gender constructs. (Supports ILG 5, 8)
3. Critically analyze and evaluate cross-cultural perspectives on gender and gender relations. (Supports ILG 5, 8, 11)
4. Critically analyze and evaluate the representations of gender in society. (Supports ILG 5, 8, 11)
5. Understand the political, economic and social implications of gender constructs. (Supports ILG 5, 8, 9, 11)
6. Use information technologies in acquiring new knowledge and perspective. (Supports ILG 10)
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. (Supports ILG 1, 5, 8, 9, 10, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I [Why Feminism/Gender Studies?] [Supports Course SLO # 1, 2]

Learning Objectives

The student 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.

Unit II [Concepts and Approaches] [Supports Course SLOs # 1, 3, 5, 6, 7]

Learning Objectives

The student 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.

Unit III [Gender and Subjectivity] [Supports Course SLOs # 1, 2, 4, 5]

Learning Objectives

The student 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.

Unit IV **[Gender and Rights]** [Supports Course SLOs # 2, 5]

Learning Objectives

The student 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.

Unit V **[Gender and Family]** [Supports Course SLOs # 1, 3, 5]

Learning Objectives

The student 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

Unit VI **[Gender and Education]** [Supports Course SLOs # 1, 3, 5]

Learning Objectives

The student 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.

Unit VII **[Gendered Work and the Public/Private Distinction]** [Supports Course SLOs # 1, 3, 5]

Learning Objectives

The student 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.
- Understand the legislative landmarks related to employment and gender equity.
- Identify and explain how gender role expectations lead to gendered division of labor.
- Understand important concepts related to gender and work such as, but not limited to, the Glass Ceiling, Pink Collar work, Blue Collar work, Gender Wage Gap, etc.

Unit VIII [Representations and Gender - Constructing Bodies and Sexualities] [Supports Course SLOs # 1, 2, 3, 5]

Learning Objectives

The student 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.

Unit IX [Non-Mainstream Feminisms] [Supports Course SLOs # 3, 4, 6]

Learning Objectives

The student 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.

Evaluation of student learning:

Attendance/Participation

- Attendance and/or class participation may be considered as a portion of a student’s grade, but should not typically count for more than 20% of the grade

Quizzes and Exams

- Minimum of 2 hour exams (maximum of 3), with no single exam accounting for more than 25% of a student’s grade
- Additional quizzes are at the instructor’s discretion

Written Assignments

- Minimum of 2 to 3 significant writing assignments
- Additional short writing assignments per the instructor’s discretion
- Written assignments may be interdisciplinary in nature or involve additional creative elements
- At least one major assignment must involve the use of peer-reviewed research to support a hypothesis related to gender inequality and social institutions
- Major writing assignments should count for approximately 15-25% of a student’s grade