

Department of Women's Studies

General Education Curriculum
Request for Course Approval
Rationale for GEC Categories

Women's Studies 110: Gender, Sex, and Power

For the GEC, students will select which category Women's Studies 110 fulfills: Social Science, Individuals and Groups or Arts and Humanities, Cultures and Ideas. Students will fulfill the GEC Social Diversity requirement by taking the course

Gender, Sex, and Power fulfills GEC requirements in Category 2. Breadth: B social science, 2. Individuals and groups

Goals:

Students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Expected Learning Outcomes for Women's Studies 110 that fulfill the Social Science GEC:

Women's Studies is a field of inquiry that draws on the research of scholars in many academic disciplines. Women's Studies 110 is designed to introduce students from diverse backgrounds and disciplines to the interdisciplinary field of Women's Studies and to the study of gender, sex, and power. We will draw on a variety of literatures to analyze gender, race, sexuality, and other dimensions of identity, past and present. And we will place the study of US women and gender roles in broader transnational contexts of analysis. Introduction to Women's Studies provides a broad overview of the issues and methods of Women's Studies, including the structural arrangements of US society.

The primary objective of the course is to develop a critical lens through which to understand the social, cultural, and institutional processes that shape us as gendered individuals.

The course surveys women in history and to the present in order to analyze and understand basic dimensions of the social, cultural, legal, psychological, political, and economic position of women from different social groups in a diverse set of contexts. The course incorporates social science literature to understand fundamental dimensions of the intergroup and institutional dynamics that affect women's lives. We will examine key social institutions and systems of power with emphasis on perspectives on gender, race, class, sexuality, and ability. Pieces of literature in anthropology, sociology, psychology, criminology, and political science that introduce students to the theories and methods of the social sciences include: Charlotte Bunch, "Bringing the Global Home"; Karen Sacks, "The Class Roots of Feminism"; Ara Wilson, "Sexualities"; Claudia Garcia-Moreno, "AIDS: Women are Not Just Transmitters"; Barbara Crossette, "New Tally of World Tragedy: Women Who Die Giving Life"; Monica Miller, "Refusal to Undergo a Cesarean Section: A Women's Right or a Criminal Act?"; Micaela diLeonardo, "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship"; Arlie Hochschild, "Men Who do and Men Who Don't"; Marilyn Waring, "The Invisibility of Women's Work"; Amy Caiazza, "Does Women's Representation in Elected Office Lead to Women Friendly Policy?"; Teresa Riordan and Sue Kirchoff, "Women on the Hill: Can They Make a Difference?"; Denise Kiernan, "Title IX: The Little Law That Could"; Holly Cohen Cooper and Joan C. Williams, "The Public Policy of Motherhood"; and Albert R. Roberts, "Myths and Realities Regarding Battered Women"

Written assignments are designed to encourage students to recognize social science methods as they are applied to social issues and problems and to apply theoretical concepts to data and expository accounts of women's lives. Students will learn conditions of women's existence in multiple relations, contexts, and institutions and critically consider the values that both support and challenge these conditions. The development of reading, writing, and critical thinking are emphasized.

Gender, Sex, and Power fulfills GEC requirements in Category 2. Breadth: C Arts and Humanities, 3. Cultures and Ideas

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Expected Learning Outcomes for Women’s Studies 110 that fulfill the Cultures and Ideas GEC:

Women’s Studies is a field of inquiry that draws on the research of scholars in many academic disciplines. Women’s Studies 110 is designed to introduce students from diverse backgrounds and disciplines to the interdisciplinary field of Women’s Studies and to the study of gender, sex, and power. We will draw on a variety of literatures to analyze gender, race, sexuality, and other dimensions of identity, past and present. And we will place the study of US women and gender roles in broader transnational contexts of analysis. Introduction to Women’s Studies provides a broad overview of the issues and methods of Women’s Studies, including the cultural ideas and modes of transmission that influence the status of women in the US and internationally. The primary objective of the course is to develop a critical lens through which to understand the social and cultural processes that shape our beliefs and realities as gendered individuals.

The course surveys women in history and to the present in order to analyze and understand basic dimensions of the social and cultural position of women of different groups in a diverse set of contexts. The course incorporates a variety of different kinds of writings by women that emphasize how beliefs about women have influenced women’s consciousness and experience, including experiences of race, class, sexuality, and ability.

We will examine key writings about women and gender and the belief systems that they document and challenge. Readings include: The Seneca Falls Women’s Rights Convention of 1848, “Declaration of Sentiments and Resolutions”; Sojourner Truth, “Ain’t I a Woman?”; Anna Julia Cooper, “The Status of Woman in America”; Elizabeth Martinez, “In Pursuit of Latina Liberation”; Combahee River Collective, “A Black Feminist Statement,”; Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference”; Suzanne Pharr, “Homophobia: A Weapon of Sexism”; Marilyn Frye, “Oppression”; Ynestra King, “The Other Body: Reflections on Difference, Disability, and Identity Politics”; Valerie Matsumoto, “Japanese-American Women During World War II”; Katha Pollitt, “Why Boys Don’t Play With Dolls”; Gloria Anzaldúa, “La Conciencia de la Mestiza: Towards a New Consciousness”; Judy Syfers, “I Want a Wife”; Marcyliena Morgan, “No Woman No Cry: The Linguistic Representation of African American Women”; Alice Walker, “In Search of Our Mother’s Gardens”; Bernice Johnson Reagon, “African Diaspora Women: The Making of Cultural Workers”; Heather Hendershot, “The Good, the Bad, and the Ugly: From *Buffy the Vampire Slayer* to Dr. 90210”; Linda Delgado, “‘Arroz con Pollo’ v. Slim Fast”; Sarah Grimké, “On Voluntary Motherhood”; and D.G., “Domestic Violence: What’s Love Got to Do with It?”

Written assignments are designed to encourage students to apply theoretical concepts to expository accounts of women's lives. Students will learn conditions of women's existence in multiple relations, contexts, and institutions and critically consider the values that both support and challenge these conditions. The development of reading, writing, and critical thinking are emphasized.

Gender, Sex, and Power fulfills GEC requirements in Category 2. Breadth: C. Arts and Humanities, 4. Diversity, (2) Social Diversity in the United States.

Goals:

Students enhance understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Expected Learning Outcomes for Women's Studies 110 that fulfill the Social Diversity in the US GEC:

Women's Studies is a field of inquiry that draws on the research of scholars in many academic disciplines. Women's Studies 110 is designed to introduce students from diverse backgrounds and disciplines to the interdisciplinary field of Women's Studies and to the study of gender, sex, and power. We will draw on a variety of literatures to analyze gender, race, sexuality, and other dimensions of identity, past and present. And we will place the study of US women and gender roles in broader transnational contexts of analysis. Introduction to Women's Studies provides a broad overview of the issues and methods of Women's Studies, including the social, cultural ideas and modes of transmission that influence the status of women in the US. The primary objective of the course is to develop a critical lens through which to understand the social, cultural, and institutional processes that shape our beliefs and realities as individuals with identities constituted by gender, race, class, and other categories.

The course surveys women in history and to the present in order to analyze and understand basic dimensions of the position of women of different groups in a diverse set of contexts. The course incorporates a variety of different kinds of writings by women that emphasize how beliefs about women have influenced women's consciousness and experience, including experiences of race, class, sexuality, maternity, and ability.

Written assignments are designed to encourage students to apply theoretical concepts such as in/equality and intersectionality to expository and scholarly accounts of women's lives. Students will learn conditions of women's existence in multiple relations, contexts, and institutions and critically consider the values that both support and challenge these conditions. The development of reading, writing, and critical thinking are emphasized.