

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ACADEMIC AFFAIRS

Course Number: WMNS-100 Department: Women's Studies
 Course Title: Introduction to Women's Studies Semester: Spring 2012

Course Objective	Competencies
<p>1. To examine the social construction of femininity and masculinity and power differences based on gender. (Critical thinking, communication.)</p> <p>2. To explore the interlocking nature of various kinds of prejudice and oppression, including: sexism, racism, classism, homophobia, and ethnocentrism. (Critical thinking, communication.)</p>	<p>1. Student reads works from varied disciplines that address the construction of gender, which can include: feminist theory, biology, anthropology, sociology, psychology, history, literary theory, theology, and film criticism.</p> <p>2. Student demonstrates skill in analyzing gendered constructs through writing and discussion.</p> <p>3. Student reads about and documents gender-based power differentials. Students examine the consequences of these differentials, as well as beliefs and institutions that maintain the differentials.</p> <p>4. Student completes an unfamiliar task strongly associated with the gender with which they do not identify.</p> <p>1. Student demonstrates, in writing and discussion, relevance of African American studies, queer theory, post-colonial theory, and Marxist theory to gender studies.</p> <p>2. Student analyzes life experiences, primary texts, journalistic accounts, literary texts, and academic commentary in light of multiple oppressions.</p>

Course Objective	Competencies
<p>3. To use students' and students' family members' lived experience as texts that bear out key concepts in women's studies, including stories both of oppression and of achievement.</p> <p>(Critical thinking, communication, information literacy, computer skills.)</p> <p>4. To explore the experiences of women whose situations might be unfamiliar to students or whose experiences are often overlooked or marginalized (e.g., formerly colonized, indigenous, and non-Western women or women who are lesbian, bi-sexual, or transgender).</p> <p>(Critical thinking, communication, information literacy, computer literacy.)</p> <p>5. To apply feminist methodology and an interdisciplinary lens to historical phenomena and current events.</p> <p>(Critical thinking, communication, information literacy.)</p> <p>6. To investigate efforts to advance gender equality.</p> <p>(Critical thinking, communication, information literacy.)</p>	<p>1. Student uses a range of tools (journals, activity logs, oral histories, process descriptions, and surveys) to document gendered activities and beliefs and shares those results in both oral and written form.</p> <p>2. Students demonstrates a treasured form of women's work passed down in their families.</p> <p>1. Student reads, discusses, and writes about texts documenting the diverse experiences of women.</p> <p>2. Student researches and give presentations on conditions for women whose situations and perspectives are unlike their own.</p> <p>1. Student reads, discusses, and writes about historical and social phenomena or current events using feminist methodology and an interdisciplinary lens (e.g., the rise and partial fall of objectivism, environmental efforts, immigration, industrialization).</p> <p>2. Student researches and give presentations</p> <p>1. Student researches and presents information on organizations that empowers women or uses feminist methodology to address social or political problems.</p> <p>2. Student completes an individual or group service learning project.</p> <p>3. Student documents and presents on results of service work.</p>