

APPENDIX A:
Detailed Evaluation of Gender and Women Studies Course Components and SLOs

GENDER AND WOMEN'S STUDIES SLOs

SLO I:

Explain key issues in gender and women's studies, including women's equality and political change, masculinity and femininity, racism and racial equality, marriage and the family, sexuality, the representation of gender, race, and sexuality in the mass media, differences between women, and global human rights and violence against women.

SLO II:

Evaluate feminist theoretical perspectives, and compare and contrast multiple approaches to the study of women and gender construction.

SLO III:

Analyze intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.

SLO IV:

Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.

SLO V:

Evaluate the ways in which societal institutions and power structures impact the material realities of women's lives.

KEY:

I = Introduced: Formally introduces the SLO Objective in the course.

P = Practiced: Consistently practices the SLO Objective in the course.

R = Reinforced: Applied the objective via specific course assignment or assessment to further reinforce it.

COURSES:

Chicano Studies 112: Contemporary Issues of Chicanas

Prepared by J. Jovel

SLO 1: R

- Writing assignments after each reading and class lecture
- Classroom discussions covering key issues in the experiences of Chicanas
- Final paper which analyzes contemporary Chicana issues

SLO 2: P

- Compare and contrast readings that highlight the theoretical foundations of the women's movement, the Chicana/o movement, and the perspectives of women of color

SLO 3: R

- Use a paradigm focused on the intersection of gender, race, class, and sexual orientation to analyze and write two mid-term papers about the experiences of women as portrayed through multiple formats such as plays and films
- Classroom presentations that use visual representations of the intersection of gender, race, class, and sexual orientation in the experiences of Chicanas

SLO 4: I

- Discuss similarities and differences in the experiences of Chicanas in California verses those in other parts of the U.S. and across Mexico and Central America.

SLO 5: R

- Discuss and complete short writing assignments that focus on the experiences of Chicanas with various social institutions, including educational, political, and religious institutions
- Interview Chicana community members regarding their experiences with particular social institutions
- Guest speakers discuss their experiences with particular social institutions, such as education, law, health care system.

HISTORY 119B: Bad Girls: Women in America from 1890

Prepared by Heather McCarty

SLO 1: I, R, P

Explain key issues in gender and women's studies, including women's equality and political change, masculinity and femininity, racism and racial equality, marriage and the family, sexuality, the representation of gender, race, and sexuality in the mass media, differences between women, and global human rights and violence against women.

- The course introduces, reinforces, and practices SLO 1 because it traces women of different racial and ethnic backgrounds as they challenged social, economic, political, and gender norms in the United States.
- Our focus question for the semester to help guide us through the material is how did women negotiate issues of race, class, gender, work/labor, and sexuality to challenge meanings of emancipation? Each week students use this question to guide group discussions.
- Students also read primary source and secondary source documents and turn in a short analysis paper each week related to the readings.

SLO 2: I, R, P

Evaluate feminist theoretical perspectives, and compare and contrast multiple approaches to the study of women and gender construction.

- Students complete reading on various theoretical perspectives and approaches to the study of women during the first couple weeks. Students then consistently apply these theories to other related reading and materials in the course during discussion and exams.
- Students complete a pre and post survey in the course asking them to define feminism and gender. At the end of the semester students can accurately define feminism (and its

various forms) as well as articulate that gender is constructed.

- In-class student lead scaffolding of key feminist theories.

SLO 3: I, R, P

Analyze intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.

- Students complete a semester long research paper where they analyze intersections between gender and other identities.
- Students read and discuss a variety of primary and secondary materials in the course where they are introduced to and discuss these intersections.

SLO 4: I, R, P

Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.

- Students complete current event assignments where they read reputable news sources, and then lend the class in a discussion that articulates connections between global, regional, and local issues.

SLO 5: I, R, P

Evaluate the ways in which societal institutions and power structures impact the material realities of women's lives.

- Students in the course compare and contrast the economic inequalities and material realities of women from various races and classes living in the United States from 1890-present day. Students complete a chart in class over the course of the semester tracing similarities and differences, and the sources of these inequalities.

Women's Studies 115: Women in Literature

Prepared by Alison Kuehner

SLO 1: R

Explain key issues in gender and women's studies, including women's equality and political change, masculinity and femininity, racism and racial equality, marriage and the family, sexuality, the representation of gender, race, and sexuality in the mass media, differences between women, and global human rights and violence against women.

- Students read literature--poems, plays, and novels--that focus on women's equality with men; women writers' equality to male writers; the struggle for women's rights; women's position in relation to marriage and children; black women's lives; the impact of racism and slavery on women; lesbian and heterosexual love.
- Students read background information on women writers' lives and on the reality of women's lives in the 16th-21st centuries.
- Students are required to complete weekly writings, as well as write essays on the midterm and final exams, that deal with these topics.

SLO 2: P

Evaluate feminist theoretical perspectives, and compare and contrast multiple approaches to the

study of women and gender construction.

- Students read some of the major women writers and thinkers who have developed feminist theory about women's writings.
- Students may choose to write about feminist theory on weekly assignments and/or on the final exam essay.

SLO 3: P

Analyze intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.

- A large portion of the course is devoted to understanding black women's writings and life experiences, as compared to white women's writings and life experiences. Students must read and write about the lives of American black women, as slaves and as free women, as described in fiction, poetry, speeches, and slave narratives.
- Students are required to complete weekly writings deal with these topics.

SLO 4: I

Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.

- Students read primarily American and British literature by and about women, with some literature from Canada and South Africa. They are also exposed to literature written by women of various ethnicities living in the United States.

SLO 5: R

Evaluate the ways in which societal institutions and power structures impact the material realities of women's lives.

- Students read literature from the early 1600's to the present that reveals the reality of women's lives, such as how women had few choices in regards to work, education, and marriage because of the legal limits and social expectations for women.
- Students complete weekly writing assignments focused on analyzing the literature to better understand women's lives as through their depiction in literature.
- Students may choose to write essays on the midterm and final exams in which they explain the reality of women's lives or the social expectations for women as depicted in the literature.

Women's Studies 120: Women of the Western World

SLO 1

Introduced, practiced and reinforced because the course explores women's roles in western society in history, mythology, philosophy, literature and art through course readings, in-class collaborative activities, and written course papers.

Students research one first source document pertaining to the position of women in ancient Rome and then write a two page paper explaining the context of the document and the importance to the lives of women living at that time.

SLO 2

This SLO is introduced, practiced and reinforced by students completing readings on various feminist theoretical perspectives (Marxist) and philosophies (Darwin, Freud) from other disciplines and discuss the implications of these perspectives to women's positions in society.

Students will read the "Art of Courtly Love" with its 24 rules and then come to class and recreate the 24 rules of being a feminist today.

SLO 3

This SLO is introduced, practiced and reinforced by students because topics such as arrangement marriage, Prop 8, women in Islam, Christianity, etc. are explored discussed and encouraged to be part of student's final term paper. The final term paper in this class requires students to read one additional book about women or relating to women's studies and then write a four page paper analyzing the feminist issues from the text.

SLO 4

This SLO is introduced, practiced and reinforced by students by discussing and reading about women from other parts of the world specifically China as the professor of this class has spent a lot of time in China.

SLO 5

This SLO is introduced, practiced and reinforced by students because all throughout the course the social, political and legal implications of women's lives are discussed and contemplated from that time period.

Women's Studies 150: Women's Health Issues

Prepared by Robin Kurotori

SLO 1: I, R

Explain key issues in gender and women's studies, including women's equality and political change, masculinity and femininity, racism and racial equality, marriage and the family, sexuality, the representation of gender, race, and sexuality in the mass media, differences between women, and global human rights and violence against women.

- Women's Health Issues **introduces** the history of women's sexual and political freedoms, sexuality in mass media, marriage and family, violence against women and global human rights through lectures and readings found in the textbook, and are **reinforced** through written assignments/assessments that quantify level of understanding.

SLO 2: I

Evaluate feminist theoretical perspectives, and compare and contrast multiple approaches to the study of women and gender construction.

- SLO 2 is introduced through a discussion if one considers contraceptive choices as being an approach to feminism and personal control of sexuality.

SLO 3: I, R

Analyze intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.

- Women's Health Issues **introduces** the connection/intersection between gender and sexuality and how race, ethnicity, and class affect cultural identity through lectures, reading and video. Online discussion is used to **reinforce** the concepts learned and apply them to the student's personal paradigm.

SLO 4: I

Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.

- Introduces SLO 4 through brief discussion of global inequities, human trafficking, honor killings, mutilation, etc.

SLO 5: I, R

Evaluate the ways in which societal institutions and power structures impact the material realities of women's lives.

- Women's Health Issues **introduces** societal pressures in the form of media's representation of the perfect female and the perfect body, and how this affects a woman's body image and the potential for eating disorders and depression through lecture, reading, and is **reinforced** through in class discussion and group activity.