



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Women's Studies 1
Descriptive Title: Introduction to Women's Studies
Course Disciplines: Women's Studies
Division: Behavioral and Social Sciences

Catalog Description:

This interdisciplinary course introduces students to the key concepts, theoretical perspectives, and history of the field of women's studies. Feminist activism in the U.S. and the social construction of sex, gender, and sexuality will be examined. Utilizing feminist perspectives, students will analyze how gender intersects with race, ethnicity, social class, and sexuality as well as the representation, participation, and statuses of women in American institutions such as the media, workplace, and family.

Conditions of Enrollment:

Recommended Preparation: Eligibility for English 1A

Course Length: Full Term **Other (Specify number of weeks):**
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: **Effective Date:** 3/18/1996
Transfer UC: **Effective Date:** July 1997

General Education:

El Camino College:

2A – Social and Behavioral Sciences – American Society and History
 Term: Fall 1996 Other:

CSU GE:

D4 - Gender Studies
 Term: Fall 1998 Other:

IGETC:

4D - Gender Studies
 Term: Fall 1998 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Representations of Women in American Media

Students will evaluate representations of women in American media by analyzing how women are depicted in various forms of media such as song lyrics or advertisements.

2. Gender Inequality in Social Institutions

Students will analyze gender inequality in contemporary American social institutions.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define key terms relevant to women's studies including sex, gender, feminism, and patriarchy.
Multiple Choice

2. Describe and analyze the history of feminism and feminist thought as they relate to the development of women's studies as an academic discipline.
Essay exams

3. Evaluate the social construction of sex, gender, and sexuality in American society.
Essay exams

4. Analyze the representation of women in the American media.
Essay exams

5. Assess historical changes in American institutions including the family, economy, politics, education, and religion as they relate to the role and status of women.
Multiple Choice

6. Identify and evaluate various roles women currently play in the institutions of American society including the family, economy, politics, education, and religion.
Multiple Choice

7. Critically analyze race, ethnicity, social class, sexuality, and age as they correlate with sex and gender in American society.
Essay exams

8. Assess the future of feminism and the women's movement in the United States.
Multiple Choice

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	10	I	Introduction to Women's Studies A. Key Terms in Women's Studies B. History of Feminism and Feminist Thought C. History of Women's Studies
Lecture	10	II	Social Construction of Sex and Gender A. Definition of Sex and Gender B. Gender Socialization 1. Biological Influences 2. Cultural Influences C. Race/Ethnicity and Gender D. Theoretical Perspectives 1. Feminist Perspectives 2. Sociological Perspectives 3. Social Psychological Perspectives 4. Historical Perspectives
Lecture	10	III	Sexuality and Intimate Relationships A. Social Construction of Sexuality B. History of Sexuality in the United States C. Sexuality in Contemporary American Society D. Race/Ethnicity and Gender
Lecture	10	IV	Role of the Media in Construction of Gender A. Representations of Women in American Society 1. Film 2. Art 3. Literature 4. Mass Media B. Theories Regarding the Influence of the Media 1. Reflection Hypothesis 2. Role Learning Theory 3. Organizational Theory 4. Conflict Theory 5. Postmodern Feminist Theory
Lecture	10	V	Women in the Social Institutions of American Society A. Family 1. Historical Changes in the American Family 2. Theoretical Perspectives 3. Contemporary Family Structures 4. Race/Ethnicity and Families B. Work and the Economy 1. Historical Changes in the Economy 2. Theoretical Perspectives 3. Women's Experiences in the Workplace a) Sexual Harassment b) Glass Ceiling c) Gender Segregation and Stratification in the Workplace

			4. Intersections of Work and Family 5. Society's Response: Social Policies for Gender Equity C. Politics 1. Historical Changes in American Politics 2. Theoretical Perspectives 3. Contemporary Issues in American Politics D. Education 1. Historical Changes in American Education 2. Theoretical Perspectives 3. Contemporary Issues in American Education a) Curriculum b) Class and Race Inequality c) Gender Gap d) Women in Math and Science E. Religion 1. Historical Changes in Religion 2. Theoretical Perspectives 3. Contemporary Issues in Religion a) Women's Status in Religious Institutions b) Religion and Social Control c) Religion and Social Change
Lecture	4	VI	The Future of Feminism and Women's Studies
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read "Gender Stereotyping in the English Language" by Laurel Richardson in *Feminist Frontiers*. Write a three-page essay that evaluates each of Richardson's propositions regarding sexism in the English language, how words relating to gender have taken on new meaning in the English language over time, and the suggestions made by the Modern Language Association to address the issue of sexism in the English language.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Select and review a film from the list provided. In a three-page essay, analyze the film from one of the theoretical perspectives discussed in the textbook, such as the reflection hypothesis, role-learning theory, organizational theory, conflict theory, or postmodern feminist theory.
2. Select a social institution in American society to research (the family, economy, politics, education, or religion). In a five-page essay, examine various roles women play in this institution. Critically analyze how these roles have changed over time. Assess the status of women in this institution and describe social factors that may pose challenges to women who strive for equality with men within this institution.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Verta Taylor, Nancy Whittier, Leila J. Rupp. Feminist Frontiers. 9th ed. McGraw-Hill Education, 2011. Qualifier Text: Discipline Standard,
Hunter College Women's Studies Collective. Women's Realities, Women's Choices: An Introduction to Women's Studies. 4th ed. Oxford University Press, 2014.
Linda Kerber, Jane Sherron DeHart, Cornelia Hughes Dayton, and Judy Tzu-Chun Wu. Women's America: Refocusing the Past. 8th ed. Oxford University Press, 2015.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites

Category and Justification

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation

Category and Justification

Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.
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D. Recommended Skills

Recommended Skills

A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and assigned papers. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a college level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

E. Enrollment Limitations

Enrollment Limitations and Category

Enrollment Limitations Impact

Course created by Maria A. Brown on 11/22/1995.

BOARD APPROVAL DATE: 03/18/1996

LAST BOARD APPROVAL DATE: 10/16/2018

Last Reviewed and/or Revised by: Stacey Allen

Date: 4/24/2018

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