

SLO Presentation

WGS

Date: 09-15-2022

ISLO

Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Humanities and Social Sciences
WGS
LGBT Studies Certificate <ul style="list-style-type: none">• Identify important historical and cultural LGBTQ+ representations in various academic areas, such as history, literature, film, and other media.• Define and articulate the various terms associated with sexual orientation, gender identity and gender expression.• Demonstrate an understanding of the obstacles, struggles, and achievements of LGBTQ+ individuals and groups throughout history.
CSLO
ETHN105 - Gender Studies and the Chicana/Latina Experience <ul style="list-style-type: none">• A. Define Ethnic studies as a field including history, vocabulary, terminology, oppression, power dynamics, and patterns of racial and ethnic interaction.• B. Recognize Chicana/Latina experiences as they relate to significant contributions that Chicana/Latina people have made to the United States of America including areas of art, education, migration, globalization, and economic development.• C. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as they apply to Latino/a American Studies.• D. Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.• E. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latino American communities.•••
WGS101 - Introduction to Women's and Gender Studies <ul style="list-style-type: none">• Employ methodologies for studying gender

- Demonstrate understanding of the impact of women's movements
- Explain the development and assumptions of various feminist theories
- Analyze the ways in which gender roles are shaped by socialization, institutions, and communication media
- Inquire how gender roles also affect those who do not conform to the gender binary
- F. Evaluate how gender intersects with race, ethnicity, social class, and sexual orientation
- G. Examine how comprehension of the social construction of gender expands personal choices and empowerment
- Explain how feminism in the 21st century moves toward inclusiveness to oppose gender oppression against individuals of all racial/ethnic groups, social classes, sexual orientations, religions, and disability statuses

WGS102 - Women and Religion

- A. Demonstrate knowledge about women's roles in major religions of the world
- B. Assess how gender impacts religious practices
- C. Explain the role of culture in the practice of religion
- D. Explain the role of feminist studies in religion
- E. Explain various issues relevant to women's current status in their particular religious traditions

WGS103 - Women, Their Bodies and Health

- A. Understand how to develop a healthy lifestyle
- B. Identify how sociocultural influences (SCIs) contribute to her/his self-esteem and self-image
- C. Recognize the signs related to abusive behaviors
- D. Understand the characteristics in a healthy relationship

WGS104 - Community Organizing and Activism

- A. Demonstrate their understanding of women's history and social movements through the creation and execution of an academic or vocational feminist-based action, event or project
- B. Explain the fundamentals of organizing and activism
- C. Demonstrate marketable skills to conduct women's and gender studies work on their campuses and in their community on topics such as leadership, Microsoft Word, PowerPoint, public speaking, event planning, and organizing
- D. Assess their needs and the needs of others who are less empowered and will become advocates for women, minority groups, and other intersectional groups in their communities
- E. Assess the tools and skills to create social change through grassroots organizing efforts.

WGS105 - Gender Studies and the Chicana/Latina Experience

- A. Define Ethnic studies as a field including history, vocabulary, terminology, oppression, power dynamics, and patterns of racial and ethnic interaction.
- B. Recognize Chicana/Latina experiences as they relate to significant contributions that Chicana/Latina people have made to the United States of America including areas of art, education, migration, globalization, and economic development.
- C. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as they apply to Latino/a American Studies.
- D. Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- E. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latino American communities.
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WGS107 - Men and Masculinities: Constructing Manhood in America

- A. Demonstrate an understanding of the historical, political, social, economic, and cultural movements and influences on the experiences of men and women
- B. Explain the various theories on masculinities
- C. Analyze and evaluate the ways in which gender roles are shaped by socialization, institutions, and communication media

- D. Evaluate how gender intersects with race, ethnicity, social class, ability, and sexual orientation

WGS108 - Women in Sports

- Students identify the three parts of the Title IX definition.
- Students describe a visionary woman who worked for equality in women's sports.
- Students describe damages that occur as a result of discrimination against lesbian athletes.
- Students define the Female Athlete Triad.

WGS109 - Philosophy of the Body, Feminism, and Gender

- A. Assess traditional and non-canonical arguments in support of or against the ontology of gender and the body
- B. Explain and assess how gender norms pervade the philosophical discourse and affect the nature of the self, personal identity, and personal relationships
- C. Assess the ways in which feminist perspectives can be used to transform, enhance, and undermine traditional institutions and behaviors
- D. Explain and evaluate philosophical arguments, methods, and assumptions with respect to traditional and non-traditional theories of feminist and gender conceptions of knowledge, philosophy of language, philosophy of religion, and philosophy of science
- E. Compare and contrast male or conventional responses to contemporary moral, social, and political feminist philosophical theories
- F. Compare and contrast feminist aesthetics and philosophy of art with traditional concepts of beauty and art

WGS118* - History Of Women In Visual Arts

- A. Identify prominent aesthetic, symbolic, and functional features of art related to female subjects, patrons, and artists
- B. Demonstrate recognition of historical and cultural changes in gender roles and their influences on specific global works of art and architecture related to female subjects, patrons, and artists
- C. Describe the cultural and historical influences on specific global works of art and architecture related to female subjects, patrons, and artists
- D. Compose critical analyses of specific works of art related to female subjects, patrons, and artists

WGS140 - Introduction to LGBT Studies

- A. Define terminology regarding sexual orientations and gender identities and expressions
- B Identify major issues and historical events of LGBT+ studies
- C. Analyze and critique the scholarship related to LGBT+ issues and individuals.
- D. Identify the effects of heterosexism, homophobia, and transphobia.
- E. Describe how gender, gender identity, and sexual orientation intersect with race, ethnicity, and social class

WGS202 - Gender and Society

- A. Identify the basic sociological approaches to understanding sex and gender.
- E. Apply sociological analysis to issues and dilemmas within the study of gender.
- H. Understand how sex and gender are socially constructed and explain how this social structure is built and reinforced.
- I. Evaluate differing perspectives and experiences of gender and utilize an intersectional approach to understand gender within broader contexts including race, class, sex, nationality, age, ability and/or other social locations.
- J. Outline the micro and macro processes by which people negotiate power and gender boundaries.

WGS204 - Women In American History

- A. Define and demonstrate knowledge of the social construction of gender
- B. Explain minority/ethnic group contributions to the history of feminism
- C. Explain the various impacts of the major feminist movements in the United States
- D. Evaluate the legacy of women's contributions to American labor history
- E. Develop proficiency in reading, analyzing, and synthesizing primary and secondary historical works through both oral and written assignments

WGS205 - The Anthropology Of Sexuality And Gender

- A. Evaluate sexuality and gender as culturally learned behaviors
- B. Indicate that sexuality is not a fixed behavior among all humans

- C. Indicate that some societies have more than just two gender categories
- D. Assess the relationship between the sexual division of labor and the status of genders other than “man”
- E. Distinguish between subsistence strategies and the status of genders other than “man”

WGS206 - Women In the Global Economy

- A. Identify the major trends in the global economy today
- B. Explain the recent global financial crises
- C. Evaluate critically the role of global economic institutions and their impact on women in the Third World
- D. Explain economic issues pertaining to women in diverse cultural settings.
- E. Compare and contrast the impact of multicultural diversity on global issues
- F. Recognize the productive role of women in the Third World economically and ecologically
- G. Appraise the various modes of resistance that women’s movements have employed in reconfiguring globalization

WGS208 - Leadership For Women In Business

- A. Describe the challenges that women leaders face managing work and family life
- B. Describe the obstacles facing a woman as a leader in business
- C. Examine the entrepreneurial alternatives for women in business
- D. Explore information relative to the status and impact of women leaders in the workplace
- E. Assess strategies for how to best integrate women into leadership and managerial positions
- Evaluate the entrepreneurial alternative for women in the US and in countries throughout the world

WGS209 - Gender and Science

- A. Analyze the ways in which gender and science experiences are influenced by worldviews (western, non-western, etc.)
- B. Recognize women experiences in science as they relate to education, globalization, and economic development
- C. Evaluate how gender and science intersects with race, ethnicity, social class, and sexual orientation and their impact in social institutions
- D. Assess whether feminism in the 21st century and its impact in gender and science to challenge sexism of all racial/ethnic groups, social classes, and cultural backgrounds and how it contributes to social transformation
- E. Compare and contrast the historical and contemporary understanding of gender and science by exploring the relationship between political power and gender oppression

WGS250 - Foundations of Feminist, Gender, and Queer Theories

- A. Analyze the ways in which feminism and gender-based experiences are influenced by worldviews (western, non-western, etc.)
- B. Evaluate women and gender-based experiences as they relate to education, globalization, and economic development
- C. Evaluate how feminism, gender and queer theories intersect with race, ethnicity, social class, and sexual orientation and their impact in social institutions
- D. Assess whether feminism in the 21st century and its impact in gender and queer theories move to challenge sexism of all racial/ethnic groups, social classes, and cultural backgrounds and how they contribute to social transformation
- E. Compare and contrast the historical and contemporary understanding of feminism, gender, and queer theories by exploring the relationship between political power and gender oppression