

## **COURSE OUTLINE** **Women and Society**

### **Course Description**

BS 107. Women and Society. 3 hours credit. This course will enable the student to understand the various roles of women in society and the interrelatedness of issues. The student will be able to discuss topics; such as, social construction of gender, patriarchy, and media influence, as well as women's experience with health, education, family, work, and violence.

### **Course Relevance**

The concepts learned in this course will give the student skills and knowledge to identify the myriad of issues relevant to women, as well as the interconnected value of those issues.

### **Required Materials**

Kirk, Gwyn and Okazawa-Rey, Margo. (2010). *Women's Lives: multicultural perspectives*. New York, NY: McGraw-Hill.

Atwood, Margaret. (1998). *The Handmaid's Tale*. New York, NY: Anchor Books.

### **Learning Outcomes**

The intention is for the student to be able to:

1. Assess the various ways in which one can effect positive social change.
2. Understand the diversity of women's experiences.

### **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

#### **Analytical Thinking Skills**

1. Critical thinking
  - Through extended learning activities, such as surveys, students will analyze results and relate theories discussed in class.

#### **Personal Development Skills**

2. Interpersonal interaction
  - Through dialogue relevant to assigned readings, students will discuss the interconnectedness of women's issues.

### **Major Summative Assessment Task(s)**

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Completion of a learning profile with the following theme – Reflect upon your learning and the interrelated themes of women’s issues.

### **Course Content**

- I. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Thinking analytically
  - B. Reading
  - C. Writing
  - D. Ability to see interrelatedness
  - E. Utilizing computer and internet skills
  - F. Ability to compare and contrast

### **Learning Units**

- I. Evaluate the focus of women’s studies
  - A. Discuss the oppression of women
  - B. Examine collective action for change
- II. Evaluate frameworks for understanding theories
  - A. Discuss the dominant perspective
  - B. Discuss an alternative perspective
  - C. Discuss the feminist perspectives
- III. Evaluate identities and social location
  - A. Discuss the micro level
  - B. Discuss the meso level
  - C. Discuss the macro and global levels
- IV. Evaluate women’s body images
  - A. Discuss resisting stereotypes
  - B. Examine feminist theories about body image
  - C. Examine body politics
- V. Evaluate the impact of religion
  - A. Discuss oppression of women
  - B. Discuss liberation of women
- VI. Evaluate women’s sexuality
  - A. Discuss stereotypes and double standards
  - B. Discuss activism for social change
  - C. Discuss evaluation factors
- VII. Evaluate women’s role in the family
  - A. Discuss women and relationships
  - B. Discuss feminist perspectives on marriage and motherhood
  - C. Discuss how family values are redefined
- VIII. Evaluate violence against women

- A. Discuss ways to end violence against women
  - B. Discuss women's rights as human rights
- IX. Evaluate living in a global economy
- A. Discuss the implications of inequalities
  - B. Discuss the new global economy
- X. Evaluate women's work
- A. Examine the U.S. workforce
  - B. Discuss feminist approaches to work and income
  - C. Discuss ways to promote greater economic security
- XI. Evaluate women's health
- A. Discuss the effects of race and class
  - B. Discuss reproductive health
  - C. Examine the topic of aging
  - D. Discuss mental and emotional health
- XII. Evaluate the impact of crime on women
- A. Examine women in the criminal justice system
  - B. Examine women as political prisoners
- XIII. Evaluate women and the military
- A. Discuss the limitations for women
  - B. Discuss service overseas
  - C. Explore opposition to the military
- XIV. Evaluate women and the environment
- A. Discuss activist perspectives
  - B. Explore sustainability
- XV. Evaluate a framework to create change
- A. Discuss women in politics
  - B. Explore ways to build alliances

### **Learning Activities**

Telecourse: The Telecourse student will engage in independent study of audio/video materials, supplemented by texts and study guide, and in collaboration and participation with class members and faculty via available means. Faculty role is facilitator of learning experiences.

Online: The Online student will engage in independent reading of the text and novel. In addition, the student will participate in web-based discussions and submit assignments via the internet. Faculty role is facilitator of learning experiences.

**Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: extended learning activities, online discussion boards, film studies, learning profile paper, and other methods of evaluation at the discretion of the instructor.