A. **TITLE**: Introduction to Gender Studies

B. **COURSE NUMBER**: GRST 201

C. **CREDIT HOURS**:  
   3 Credit Hours  
   3 Lecture Hours: 3 per week  
   Course Length: 15 weeks

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY**: None

F. **SEMESTER(S) OFFERED**: Fall

G. **COURSE DESCRIPTION**: This course provides a broad introduction to the field of Gender Studies. From an interdisciplinary approach, this course explores past and present theories and issues about gender including, but not exclusive to, class, race, social justice, emancipation, economics, and education. Students are introduced to feminist ideology and methodology, as well as the causes and effects of gender inequality.

H. **PRE-REQUISITES/CO-REQUISITES**:  
a. Pre-requisite(s): ENGL 101 or ENGL 102; 30 credit hours earned; or permission of the instructor.

I. **STUDENT LEARNING OUTCOMES**:  
By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <em>Explain</em> the history and development of the Women’s and Gender Studies curriculum.</td>
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<td>1. Communication (W)</td>
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<td>b. <em>Define</em> the various theories presented in the field of Gender Studies, including feminist ideology and social construction of gender.</td>
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<td>5. Industry, Professional, Discipline Specific Knowledge and Skills</td>
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<td>c. <em>Describe</em> the impact of gender inequality from historical and current perspectives.</td>
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<td>2. Critical Thinking (CA)</td>
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d. Compare imagery of gender from cultural and scientific backgrounds.

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<tr>
<th>KEY</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
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<tbody>
<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
</tr>
<tr>
<td>1</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Oral [O], Written [W]</td>
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<tr>
<td>2</td>
<td>Critical Thinking</td>
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<td></td>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
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<tr>
<td>3</td>
<td>Foundational Skills</td>
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<td>Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
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<td>4</td>
<td>Social Responsibility</td>
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<td></td>
<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
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<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
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J. **APPLIED LEARNING COMPONENT:** Yes_____  No__X____

K. **TEXTS:**
(Representative texts; texts chosen by instructor)

L. **REFERENCES:**
(Representative references; references chosen by instructor)


M. **EQUIPMENT:** Technology-enhanced classroom or online course

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
   - Exams
   - Quizzes
   - Papers
   - Participation

P. **DETAILED COURSE OUTLINE:** (must use the outline format listed below)

I. Vocabulary of feminism and gender
   - A. Sex, gender, sexual orientation
   - B. Intersex and transgender

II. Definitions of feminism and gender
   - A. What is feminism?

III. History of the women’s rights movement
   - A. Abolition
   - B. Education
   - C. Wage differences

IV. Gender, race, class: intersecting categories
   - A. Multiple forms of interlocking oppression
   - B. Feminism tries to remove all of these forms of oppression in different ways

V. Gender, marriage, and property
   - A. Women as legal non-persons
   - B. Changing role of marriage in the economy

VI. Housework and economics
   - A. “Double shift”
   - B. Feminist ideas of communal living, housework, childcare
   - C. Changing divisions of labor in contemporary marriage

VII. African-Americans and feminism
   - A. Original connection to feminists through abolition
   - B. Split from the mainstream feminist movement over race
C. Difficulty negotiating the demands of both racial civil rights and gender civil rights, both within and outside their community.
D. Contemporary African-American feminist theorists.

VIII. Family Planning, reproductive rights, and parenthood
A. History of birth control, abortion
B. Fertility control
C. Parental leave
D. Adoption

IX. Gender and sexuality
A. Stonewall/LGBTQ civil rights
B. Lesbian feminism
C. Same-sex marriage
D. Gender and sexuality as spectrums

Q. LABORATORY OUTLINE: None