

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: WGST 100
Course Title: Perspectives on Women--An Introduction

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is a study of women in American society. Emphasis is placed upon brief but intense contact with many disciplines (biology, psychology, sociology, history, literature, economics, and the arts), each of which is important to develop an integrated understanding of women in contemporary society. The course focuses on the experiences of women in their varied social, cultural, and economic situations and analyzes the social, cultural, economic, and political institutions, which shape women's lives. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This course is intended for the general student population as well as for the Women and Gender Studies major.

Basic Skills/Entry Level Expectations

Writing:	WC	College level writing skills are required. See course co-requisites or pre-requisites.
Math:	M0	Course requires very little or no math.
Reading:	R4	Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

This course will:

1. Provide students with an exploration of a variety of disciplines in order to develop an integrated understanding of women in contemporary society.
2. Provide students with an understanding of cultural myths and realities as they apply to women and women's social roles.
3. Provide students with an understanding of the social construction of gender and the intersections of gender and other constructs such as race, class, and sexual orientation.
4. Provide students with an understanding of the concept of privilege (what it is / who has it / how do we get it / what do we do with it / the use and abuse of privilege).

5. Allow students to develop ways of understanding what the future may look like for women and men and to develop visions and strategies for change.

Course Objectives/Topics

Objective/Topic	# Hours
Women's Studies – Content and Pedagogy	3 Hours
Concepts of Femininity and Masculinity	3 Hours
Race, Class, Gender, Sexual Orientation, and other intersecting constructs	3 Hours
Women as portrayed in Literature and the Arts	3 Hours
Gender and Women's Bodies	3 Hours
Sexuality	3 Hours
The Legal System	3 Hours
Work and Economics	3 Hours
The Family	3 Hours
Health Care	3 Hours
Psychology	3 Hours
Historical Constructions of Women	3 Hours
Aging	3 Hours
Violence	3 Hours
Working Together to Initiate Change	3 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. Consider analytically the viewpoints of self and others 	<p>Students will learn to recognize how women are depicted and perceived in the social, cultural, political and economic arenas by identifying images of women in print and other forms of media/institutions.</p> <p>Students will learn to identify relevant sources of information. They will also begin to determine sources of bias and promotion as they interpret materials.</p> <p>Students will be able to discriminate commercial from non-commercial sources. They will discuss strategies used to appeal to consumers and the creation of consumer culture itself.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will begin to recognize the influence of images of women on and within cultures outside of their own.</p> <p>Students will discuss ways to counteract negative portrayal of women. They will also recognize that false images construed for commercial purposes affect others.</p> <p>Students will realize by purchasing and supporting commercial interests behind these negative depictions of women, they are perpetuating these images.</p> <p>Students will begin to identify ways in which their own actions can begin to alter institutional behavior and policy-maker's attitudes.</p>

Instructional Methods

The instructor should primarily conduct the course in a lecture format. This should include discussions of weekly assigned readings, the development of student discussion questions, weekly journal writings, reviews of student selected outside readings, presentation of projects, midterm exams, and occasional outside speakers.

Methods of Assessment/Evaluation

Method	% Course Grade
Class participation (including questions and discussions)	30%
Journal	30%
Midterm exam	20%
Outside article review	10%
Small project presentation	10%

Text(s)

Women: Images and Realities, Kessleman, McNair, and Schniedewind, © 2012

The Lenses of Gender, Sandra Bem, Latest edition, © 1993

The Bluest Eye, Toni Morrison, Latest edition, © 1993

Bibliography

Helly, Dorothy O. and Reverby, Susan M. Gendered Domains (Cornell UP, 1992).

Douglass, Susan. Where the Girls Are. (Random House, 1995).

Cott, Nancy. Roots of Bitterness. (Northeastern, 1986).

Other Learning Resources

Audiovisual Reviewing Ophelia Mean Girls/Mind Games
Electronic No resources specified
Other No resources specified