1. Please explain how the course SLOs align with the diversification area’s hallmarks.

DS.1: uses the terminology of theories, structures, or processes in the social or psychological sciences;

SLO 1: Define the construction of gender and its role in the formation of societies and their institutions.
SLO 5: Demonstrate an understanding of the connections between sexism, racisim, classism and other forms of institutionalized oppression.
These SLOs address the concept of gender as it emerges within a human developmental context (psychosocial) as well as as a product of other forces of socialization. The link between gender identity and other markers of identity in the production of social positioning/stratification is also investigated.
DS.2: involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes;

SLO 2: Demonstrate an understanding of the basic history of the women's movement.
SLO 3: Analyze issues of concern to women in the context of interpersonal, societal and institutional relationships, demonstrating competency in ethical deliberation and the use of discipline-based tools to arrive at rational ethical judgments.
SLO 5: Demonstrate an understanding of the connections between sexism, racism, classism and other forms of institutionalized oppression.

These SLOs examine in various ways the formation of gender identities, with an understanding that these have varied somewhat across time and between cultures, understanding nevertheless that the position of women has generally been subordinate, even in sociopolitical contexts that espouse human rights and equality. We ask what are the mechanisms that keep such discrimination in place, and what might be done to alter that social dynamic.

DS.3: demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

SLO 4: Explain why ethics play an important role in the field of Women's Studies.
SLO 6: Demonstrate an understanding of the connection between feminist theories and women's experiences.

These SLOs focus primarily on qualitative methods and evidence (e.g., incorporating narratives by and about women into the larger record of the human community) but also often are linked to quantitative measures and evidence (e.g., workforce trends) and the essential datum that women constitute a half or more of the global population.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

Assessment for this course is focused more on evidence of critical thinking than factual recall. The course is taught simultaneously in two different ways: a regular section and a Writing-Intensive section. Since a primary object is to help students see the connection between historical and contemporary societies and between theories and experiences, everyone writes a series of short response papers based on weekly readings or media reportage, using a specific rubric to analyze and respond to a given issue. In addition, everyone writes the final exam, which is short answer/essay format. Students in the regular section also prepare a personal project on a topic of their choice, which must be approved by the instructor. Students in the WI section write two short analysis papers and a longer research paper, all of which go through the draft and revision process mandated by the WI hallmarks. Assessment is also an ongoing component within the classroom,
since we do a lot of guided discussion on various topics and my selection of topics as well as questions in response to student comments is intended to make them more aware of the basis on which they are arguing and the evidence they bring to bear in that context (see SLO #3 for example.)

**Explanatory notes.** For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you **used the assessment findings** to modify or improve this course?

Based on the way these assignments have worked, I have over the past several semesters made changes in the timetable for when various work is due; the problem that students (especially in the WI section) have in time management has been addressed, at least partially, but breaking the research paper down into four components each of which has a specific due date and points to be earned. I have provided more resources for how good research is conducted, and have modified the final exam structure to reinforce both the practice of ethical deliberation (since this is also an E-Focus designate course) and critical thinking. I have also continued to do a mid-semester check to ensure that everyone is on track, or can get back on track. Note: while there are multiple sections of this course, there is only a single instructor.

**Explanatory notes.** If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

**Reminder:** If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

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**DIVERSIFICATION BOARD DECISION:**

- [x] Approved
- [ ] Not approved

Re-Certification Due: **Fall 2016**

If not approved, reasons for disapproval:

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Diversification Chair Signature: **[Signature]**

Date: **1/28/11**
WS 151: INTRODUCTION TO WOMEN'S STUDIES
Mondays, 5:00-7:45 pm

General Information:
Office and Phone: Building 7, Room 610 845-9410 (x410)
Office Hours: Mondays: 4:00 - 5:00 p.m.
e-mail: marcia@hcc.hawaii.edu OR robertsd@hawaii.edu
(Note: The card on my office door gives my complete schedule of teaching and office hours.)
Please call or e-mail if you have questions that need to be answered between one class meeting and the next OR if you need to notify me in advance of your absence.

Overview:
This course is an introduction to Women's Studies, a field dealing with a wide range of issues of concern to women and using a variety of approaches. We will be concerned both with ideas and theories about women and their roles in human society, as well as with the knowledge that comes from lived experience. This course fulfills the Diversity-Social Science (DS) requirement and the E-focus requirement at Honolulu Community College, and may also be taken for Writing-Intensive (W) credit.

Texts:
The required primary text is Women's Realities, Women's Choices by the Hunter College Women's Studies Collective. Our syllabus follows the organization of this text, and we will read sections of it each week. We will also be following the way in which news media and other publications follow and report on matters of concern to women in relation to the major themes of this course.

Methods of Instruction:
Teaching and learning will take place through lectures, class discussions, small group work, individual presentations on course topics, video resources, guest speakers, and fieldwork related to individual projects.

Student Learning Outcomes: At the end of the course the student should be able to:
1. Define the construction of gender and its role in the formation of societies and their institutions.
2. Demonstrate an understanding of the basic history of the women's movement.
3. Analyze issues of concern to women in the context of interpersonal, societal and institutional relationships, demonstrating competency in ethical deliberation and the use of discipline-based tools to arrive at rational ethical judgments.
4. Explain why ethics plays an important role in the field of Women’s Studies.
5. Demonstrate an understanding of the connections between sexism, racism, classism and other forms of institutionalized oppression.
6. Demonstrate an understanding of the connection between feminist theories and women’s experiences.

Accommodations for Students with Disabilities: Students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the Student ACCESS office staff at HCC. Written verification from that office is needed in order for accommodation to be made; it is the student’s responsibility to them.

Course Requirements and Grading: Student work will be assessed on the basis of participation in class discussions, the completion of several response papers which require the student to think critically about specific issues pertinent to the course, individual work based on the course option selected (see below) and a final exam that requires you to demonstrate an ability to synthesize information, compare and contrast different points of view, and make use of the readings, class discussions and reference materials. Since the emphasis is placed on original and independent thinking, any evidence of plagiarism constitutes grounds for failure of an assignment and possible failure of the course. Students should be familiar with the HCC Student Conduct Code on this subject.

Since we meet once a week, each meeting is important, and attendance is required. If you cannot attend class, please notify me in advance by leaving a message at the office number listed above, or via e-mail. Five points will be deducted for each unexcused absence; being more than 20 minutes late to class will also count as an absence for this purpose.

In keeping with the subject matter of this course, I want to encourage an environment in class where everyone feels comfortable in taking part fully in discussion and the sharing of different ideas and perspectives, so your active participation is important. For this reason, and because it is a basic courtesy to your instructor and classmates, all electronic devices must be turned off while you are in class.

This course provides for two options: regular enrollment (Option A) and Writing-Intensive (Option B.) The requirements for each option are outlined below and summarized in the following chart. In addition to
consistent attendance and active participation in class, the basic work for this course (Option A) will include the following:

50 points May be earned with responses to the following:
   A) weekly reading assignments;
   B) class discussions; OR
   C) current media reports
   Each short response paper should be approximately 1 page (250 words) in length, and is worth up to 5 points, with 10 items required to earn full credit.

50 points A personal project that relates themes of this course to your own interests or life experience. Various options will be discussed more fully in class.

50 points A final exam: this will be a take-home, open-book essay-format exam that will be distributed at the last class meeting and due the next week during the scheduled exam period.

TOTAL for Option A requirements: 150 points

Students enrolled for Writing Intensive credit (Option B) will be responsible for the ten short response papers (50 points), and the final exam (50 points.) In addition, they must complete the following:

50 points Two short analysis papers responding to either a) a topic discussed in our readings or b) a topic of interest in the news media. These papers, which may require some additional research, should demonstrate your ability to think critically about topics of interest and concern to women, and to frame an informed analysis of such topics. (3-4 pages each; 25 points each.)

100 points A research paper that explores in greater depth a topic related to the course. Various options will be discussed more fully in class. (8-10 pages.)

TOTAL for Writing Intensive (Option B) requirements: 250 points

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<thead>
<tr>
<th>OPTION A</th>
<th>OPTION B</th>
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<tr>
<td>Ten (10) short Response papers</td>
<td>Ten (10) short response papers</td>
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<td>10 x 5 = 50 points</td>
<td>50 points</td>
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<tr>
<td>Personal Project</td>
<td>Two (2) analysis papers</td>
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<td>50 points</td>
<td>2 x 25 = 50 points</td>
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<tr>
<td>Final Exam</td>
<td>Research Paper</td>
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<td>50 points</td>
<td>100 points</td>
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TOTAL FOR OPTION A: 150 POINTS

TOTAL FOR OPTION B: 250 POINTS

Extra Credit points for participation and in-class assignments may be given at the instructor's discretion. The N grade is not given, and the I grade is only considered after discussion with instructor.
GENERAL SYLLABUS

DATE MAJOR TOPICS (& Reading for following week)

INTRODUCTION: WHAT IS WOMEN'S STUDIES?

8/22: INTRODUCTION TO THE COURSE
For 8/29: Read pp. 1-47

PART I: DEFINING WOMEN

8/29: WHY WOMEN'S STUDIES?
IMAGERY AND SYMBOLISM IN THE DEFINITION OF WOMEN
For 9/12: Read pp. 48-77
Short Response paper #1 due (All)

9/5: LABOR DAY HOLIDAY / NO CLASS

9/12: IDEAS AND THEORIES ABOUT WOMEN
For 9/19: Read pp. 78-103
Short Response paper #2 due (All)
First Draft of Analysis paper #1 due (Option B only)

9/19: WOMEN'S BODIES
For 9/26: Read pp. 104-137
Short Response paper #3 due (All)

9/26: WOMEN'S PERSONALITIES
For 10/3: Read pp. 138-168
Short Response paper #4 due (All)
Final draft of Analysis paper #1 due (Option B only)

10/3: DIVERSITY AMONG WOMEN: GENDER, RACE, AND CLASS
For 10/10: Read pp. 169-197
Short Response paper #5 due (All)
First Draft of Analysis paper #2 due (Option B only)

PART II: FAMILIES

10/10: DAUGHTERS AND SISTERS
For 10/24: Read pp. 198-229
Proposal for Personal Project due (Option A only)
Topic/Thesis Statement due (Option B only)
10/17: INSTRUCTOR AWAY ON COLLEGE BUSINESS / NO CLASS

10/24: FAMILY CONFIGURATIONS: WIVES, PARTNERS, ALTERNATIVES
For 10/31: Read pp. 230-262
Short Response paper #6 due (All)
Final draft of Analysis paper #2 due (Option B only)

10/31: MOTHERHOOD
For 11/7: Read pp. 263-339
Short Response paper #7 due (All)
Preliminary Outline/Bibliography due (Option B only)

PART III: WOMEN IN SOCIETY

11/ 7: WOMEN AND RELIGION
WOMEN AND EDUCATION
For 11/14: Read pp. 340-375
Short Response paper #8 due (All)
Progress Report or Draft (Option A only)

11/14: WOMEN'S HEALTH
For 11/21: Read pp. 376-412
Short Response paper #9 due (All)
First Draft of Research paper due (Option B only)

11/21: WOMEN AND WORK
For 11/28: Read pp. 413-450
Short Response paper #10 due (All)

11/28: WOMEN AND POLITICAL POWER
For 12/5: Prepare for Review and Student Presentations

12/ 5: CONCLUDING DISCUSSION AND REVIEW
All Personal Projects and Final Research Papers due
Brief Presentations of Student Papers and Projects
Evaluations
Distribution of the Final Exam

12/12: FINAL EXAM DUE BY 5:00 P.M.