

2015 Wells College Women's and Gender Studies Program Assessment

Mission Statement

The mission of the Women's and Gender studies program at Wells is to investigate and explore the formation of gender/ed identities; facilitate understanding of complex, interconnected systems of oppression; familiarize students with the ways in which women's and gender studies has incorporated questions of power and gender into the practice of academic scholarship; contribute to on-going transformations of scholarly methods and approaches; and to analyze social and political issues as they pertain to the social construction of difference and to visions of social justice. The overarching goal of the curricular and extra curricular work of the program is to prepare students to become active, affective, and effective agents in the world.

WGS Program Goals:

- 1) acquaint students with multiple historical and cultural perspectives on gender roles, particularly as experienced by women and help students explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally
- 2) familiarize students with the ways in which women's and gender studies has incorporated questions of power and gender into the practice of academic scholarship and how it contributes to the ongoing transformations of scholarly methods and approaches
- 3) develop an intersectional understanding of social and political issues relating to gender, sexuality, race, class, disability and nationality as they pertain to the social construction of difference and inequality.
- 4) develop students' habits of responsibility and accountability to self and community in completing course work, activist work and internships

Learning Goals and Outcomes

Goal 1. Establishing knowledge base on the contextual nature of gender roles

Objective 1: Students will understand that gender categories and roles differ across time periods and cultural groups by taking WGS-related courses thematically categorized under the rubric "History" (see below).

Measurement: Weekly reading responses, final term papers and group presentations

Objective 2: Students will explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally in courses such as WGS 148, PSY 250 Human Sexuality, WGS 240 Indigenous Women's Experiences, WGS 245 Body Politics, WGS 285 Issues in LGBTQ Studies and WGS 385 Transgenderism

Measurement: In their weekly reading responses, final term papers and group presentations, students must be able to define what a “gender binary” is; and what other possible variations exist that categorize gender

Goal 2: Familiarize students with the ways in which women’s and gender studies has incorporated questions of power and gender into the practice of academic scholarship and how this contributes to ongoing transformations of scholarly methods and approaches

Objective: Through taking WGS-related courses in multiple disciplines students will develop the skills necessary to critically and reasonably evaluate the ways various fields have dealt with gender issues as both content and analytic.

Measurement: Demonstration of ability to apply their critical analysis skills to weekly reading responses, final term papers and group presentations

Goal 3: Develop students’ intersectional understanding of social and political issues relating to gender, sexuality, race, class, disability and nationality as they pertain to the social construction of difference and inequality.

Objective: Students will take courses that explicitly address the challenges of intersectional analysis such as: PSY 385 Transforming Racism and Heterosexism, THEA 320 Marginalized Voices: Women Playwrights, WGS 245 Body Politics, SOC 315 Men and Masculinities

Measurement: Demonstrating the ability to move beyond single-issue models of difference in reading responses, final term papers and group projects and presentations

Goal 4: Develop students’ habits of responsibility and accountability to self and community in completing course work, activist work and internships

Objective 1: Students will explore ways in which they might incorporate their knowledge of WGS into their future careers.

Measurement: Completing meaningful internships related to the field of WGS to the satisfaction of both themselves and their supervisors as measured in internship reports and advising meetings.

Objective 2: Students will build organizing skills through participating in WGS-related club activities and co-curricular programming of WGS-related events.

Measurement: Advising discussions, in-class brainstorming and feedback

Outcomes Assessment

The success of the objectives listed above will be assessed through components of the courses in the Women's and Gender Studies program curriculum, work on the senior project, and students' participation in extracurricular programming and related internship work.

WGS CURRICULUM:

All students who major in Women's and Gender Studies are required to take the following courses:

WGS 148 Introduction to Women's and Gender Studies (3 sem. hrs.)

WGS 301 Feminist Theory (3 sem. hrs.)

WGS 310 Feminist Methodologies: Intersectionalities (3 sem. hrs.)

WGS 401 Senior Project in Women's and Gender Studies (4 sem. hrs.)

Each student selects at least one course under each of the following rubrics

HISTORICAL PERSPECTIVES:

ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)

HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)

RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)

SPAN 319 Women and Society in 19th Century Spain (3 sem. hrs.)

SOC 365 The Family and Changing Gender Roles (3 sem. hrs.)

WGS 285 History of Black Feminism (3 sem. hrs.)

CULTURAL CONTEXTS:

ANTH 345 Maya Ethnography (3 sem. hrs.)

ENG 222 American Minority Literatures (3 sem. hrs.)

MODL 378 Women and Literature in Latin America (3 sem. hrs.)

PSY 330 Indigenous Psychologies (3 sem. hrs.)

PSY 385 Transforming Racism and Heterosexism (3 sem. hrs.)

THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)

WGS 245 Body Politics (3 sem. hrs.)

WGS 260 Indigenous Women's Experiences (3 sem. hrs.)

CREATIVITY/AESTHETICS:

ARTS 310 Women and the Arts (3 sem. hrs.)

ENG 340 Reading Popular Film (3 sem. hrs.)

ENG 214 Women in English Renaissance Literature (3 sem. hrs.)

ENGL 275 Creative Nonfiction (3 sem. hrs.)

ENG 375 Advanced Creative Nonfiction (3 sem. hrs.)

MODL 378 Women and Literature in Latin America (3 sem. hrs.)

THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)

WGS 285 Art and Cultural Activism (3 sem. hrs.)

EMBODIED EXPERIENCES/EMBODIMENT:

ENG 319 Early Modern English Love Poetry (3 sem. hrs.)
ENG 214 Women in English Renaissance Literature (3 sem. hrs.)
PHIL 342 Sexual and Reproductive Ethics (3 sem. hrs.)
PSY 214 Psychology of Women (3 sem. hrs.)
PSY 250 Human Sexuality (3 sem. hrs.)
REL 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
SOC 270 The Social Science of Food (3 sem. hrs.)
SOC 315 Men and Masculinities (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)
WGS 285 Issues in LGBTQ Studies (3 sem. hrs.)
WGS 385 Transgenderism (3 sem. hrs.)

POWER:

INTL 151 Introduction to International Studies (3 sem. hrs.)
PHIL 324 Issues in Feminism (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
POLS 307 Political Ideology (3 sem. hrs.)
POLS 345 Public Opinion (3 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
SOC 365 The Family and Changing Gender Roles (3 sem. hrs.)

EXPERIENTIAL: *At least one of the following: (2 – 15 sem. hrs.)*

WGS 290/390 Internship in Women’s and Gender Studies (2 – 4 sem. hrs.)
OCS in any of the programs available that have a focus on women and gender
(12 – 15 sem. hrs.)

Numbers in parentheses indicate learning outcomes as described above.

WGS 148 Introduction to Women’s and Gender Studies

- close discussion of readings, lecture and films to raise some important issues related to feminism and the study of “women’s issues”. The goal of the class is to raise a range of issues and give students some tools in how to think about their interconnections, complexities and contradictions
 - becoming familiar with the concept of the intersectionality of oppression due to gender, race, and class (1.1, 1.2, 3)
 - developing an understanding of racialized and gendered stereotypes and their connection to everyday life (1.1, 1.2)
 - analyzing the connections between different forms of oppression and how they reinforce each other (3)
 - becoming familiar with a range of feminist analyses of bodily autonomy and reproductive justice (2, 3)

WGS 301 Feminist Theory

- asks what “theory” is, and what it is supposed to do (1.1, 2, 3)
- analyzes what counts as “theory” and who gets to decide (1.2, 2, 3)

- show how theories are shaped by the context and circumstances in which they are produced (2, 3)
- demonstrates there are multiple histories of feminist theory-making in the US, and to situate them within different activist movements (2, 3)
- develops students' own theorizing skills and ability to constructively critique strengths and weaknesses of various feminist theories of oppression and resistance (1.1,1.2,3)

WGS 310 Feminist Methodologies: Intersectionalities

- explores the complexities of race/class/gender/sexuality/ability/nation in the social construction of identities as they impact multiple inequalities. (1.1, 1.2, 3)
- examines methodologies and theoretical frameworks developed to understand how differing methods of classification and oppression operate as interactive and interdependent systems. (2, 3)
- uses intersectionality as a paradigm to analyze multiple oppressions in relation to each other. (3)

WGS 290/390 Internship in Women's and Gender Studies (4)

This summer, Tierney Strandberg '15 is reaching out to alums to both connect them to the current WGS program and to develop new WGS related internship possibilities.

WGS 401 Senior Project in Women's and Gender Studies (2, 3, 4)

The senior project enables WGS majors to utilize their particular interdisciplinary interests. Past projects have included short stories, ethnographies, short films, performance pieces, an art show and a Book Arts-produced dictionary of feminist terms and concepts as well as more traditional research papers.

Periodic Evaluation of Women's and Gender Studies Program Assessment Plan

The WGS faculty will meet at least once each year for the sole purpose of evaluating the efficacy of the WGS major in terms of meeting our stated goals, objectives, and outcomes. Each faculty member will assess her or his own courses and will report on changes made to achieve better alignment with the major's goals, objectives, and outcomes.