**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** SO362 Gender and Society

**Home Department:** Sociology and Anthropology

**Department Chair Name and Contact Information** (phone, email): Alan McEvoy, 227-1687 amcevoy@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

C. Describe the target audience (level, student groups, etc.)

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

E. Provide any other information that may be relevant to the review of the course by GEC

**A & B: Overview of Course Content General Education Course Learning Goals**

This course is designed to satisfy both the *Critical Thinking* and the *Perspectives on Society* learning outcomes as defined by NMU’s General Education requirements. Please note that these two learning outcomes can overlap; together they form the bedrock of a critical analysis of gendered social structures and processes. The following is a specific set of learning goals for this course consistent with General Education. Students are expected to:

* Comprehend the social construction of gender and sex, as well as gender as a social system.
* Understand and critically apply a variety of feminist sociological perspectives to examine: gender, culture and sex; gender and social institutions, including work and the economy, families, health and reproduction, religion, crime and deviance, education and science, power and politics; and gender and social change.
* Read and comprehend research addressing the particular ways in which gender shapes/impacts women’s and men’s lives.
* Develop the ability to perform critical gender analyses of a variety of social contexts/relationships (e.g., gender interactions within family or friendship groups, and gender messages in the media) in order to demonstrate application of sociological knowledge of gender relations.

The main sections of this course include the following:

* An overview and critical examination of sociological gender perspectives, such as gender role theory, the social construction of gender, and the Doing Gender perspective.
* A consideration of how gender is foundational to all social institutions through an examination of how gender operates within and structures specific social institutions.
* A consideration of how gender as an historical social system has evolved over time and produced significant social change for both women and men.
* An examination of the social mechanisms by which the social construction of gender occurs and the dynamics of gender role socialization.
* An examination of gender stratification as it intersects with class and race and ethnicity.
* A critical examination of the binary and heterosexist nature of the gender system.

**C & D:** This is an upper level sociology course that serves the general student population in that it fulfills a GenEd requirement and a Gender Minor credit. It also one of a cluster of sociology courses that are required for Sociology majors. Enrollment is capped at 40 students per section. Most often sections are filled to capacity with large numbers of students seeking to be allowed to add the course past its enrollment cap.

**E:** This course is currently taught by Dr. Lorentzen.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Exams/assignments will evaluate application of sociological gender concepts and perspectives to a variety of social relationships, institutions, and social problems. Assessments will be ongoing throughout each semester. The department expects 80% or greater student proficiency upon course completion. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Exams/assignments will emphasize the interconnectedness of theory and application, requiring students to demonstrate the ability to perform critical gender analyses. Assessments will be ongoing and will include a summative evaluation at the end of the semester. The department expects 80% or greater student proficiency upon course completion. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Given that core theories and concepts will be embedded in exams, assignments, and discussions throughout the course, students must demonstrate the ability to apply this material when critically examining gendered social structures, processes, and social relations. Conclusions and judgments must reflect use of logic and application of evidence to demonstrate critical thinking. Mere opinion in the absence of a conceptual framework and supportive evidence will not meet the standard of proficiency regarding critical thinking. Students, both individually and in groups (where appropriate), as well as the instructor, will assess work accordingly. The department expects 80% or greater student proficiency upon course completion. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | Students will be given a pre-test and post-test to measure a change in mastery of core concepts applied to social issues. Course assignments and exams will be used throughout the semester to further assess the analysis and application of the sociological perspective. The department expects 80% or greater student proficiency upon course completion. |
| **Ethical Issues** | Addressing ethical issues in society | Regular class discussions and assignments during the semester involving the relationship between gender structures, processes, and social relations and their associated social justice concerns will be used. Students are expected to identify and evaluate fundamental ethical issues related to a range of gender issues/ problems, especially those problems related to patterns of inequality. Students will be judged proficient to the extent they can construct analyses that incorporate ethical considerations. The department expects 80% or greater student proficiency upon course completion.  |
| **Development and context of society** | Explore themes in the development of human society | Class discussions and exams will include perspectives on gender/sexual diversity within and between societies as they have developed over time. Pre-test and post-test questions, and exam questions throughout the semester, will assess understanding of core concepts associated with gender. The department expects 80% or greater student proficiency upon course completion. |