

## Women's and Gender Studies PLOs (revised April 2020)

### **PLO #1: Articulate an understanding of and demonstrate the ability to critique human experiences in relationship to gender and the evolution of gender in specific historical, social, and cultural contexts.**

*After taking courses that support PLO #1, which corresponds with the major distribution area historical knowledge (A), students will be able to demonstrate that they can*

- √ Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality;
- √ Comprehend the impact of gender and women's experiences on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives in geographical settings;
- √ Demonstrate knowledge of the history of women's studies as an academic discipline, with an understanding of its growth and relation to the fields of gender and sexuality studies;
- √ Articulate a critical appreciation of the richness and diversity of gender expressions and feminisms;
- √ Articulate theoretical perspectives relevant to feminist and/or gender theories;
- √ Explain relationships between feminist and/or gender theories and practices.

### **PLO #2: Articulate an understanding of the complexity of power structures and modes of authority, especially as they pertain to structural and institutional modes of power and oppression.**

*After taking the courses that support PLO #2, which corresponds to the major distribution area social and behavioral sciences (B), students will be able to:*

- √ Demonstrate an understanding of cross-cultural studies of gender;
- √ Articulate an understanding of intersectionality between gender and other modes of oppression;
- √ Determine how various types of research tools and social/behavioral science research methods are used to study the human experience and gender;
- √ Perform an institutional, structural, and behavioral analysis of gender and/or women's lives;
- √ Articulate theoretical perspectives relevant to feminist and/or gender theories;
- √ Explain relationships between feminist and/or gender theories and practices.

### **PLO #3: Demonstrate a broad and interdisciplinary understanding of the methods women and marginalized people have employed to achieve self-expression, voice, and visibility, and to exercise agency.**

*After taking the courses that support PLO #3, which corresponds to the major distribution area expressions and representations (C), students will be able to:*

- √ Demonstrate through analysis and/or practice their understanding of ways in which artistic works (i.e. literature, music, and the visual arts) expose the reality of gender-based human experiences;
- √ Demonstrate through analysis and/or practice their understanding of ways in which artistic works have been created to express gender-based social and/or political views, issues of sexuality, and the relationship between the personal and the political;
- √ Articulate theoretical perspectives relevant to feminist and/or gender theories;
- √ Demonstrate through analysis and/or practice the relationship between feminist and/or gender theories and practices.

**PLO #4. Upon completion of the WGS Program, students will be able to demonstrate a sophisticated understanding of feminist perspectives, including points of commonality as well as debates among feminists.**

*After completing a theory intensive course, students will have demonstrated significant progress in:*

- √ How to read relevant secondary literature that employs at least one theoretical perspective in tandem with feminist theory and discuss its/their relationship to primary texts;
- √ How to write lengthier argumentative essays or research papers that emphasize the use of research methodologies and/or style sheets appropriate to that course and assignment;
- √ How to articulate theoretical perspectives relevant to feminist theories;
- √ How to reflect on the relationship between feminist theory and practice.