

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Gender and Women's Studies
Degree Type:	<i>BA</i>
Degree(s):	Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits)
Department/School:	School of Gender, Sexuality and Women's Studies
Submission Date:	September 30, 2012

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
1. Depth and Breadth of Knowledge	<p>Apprehension of the primary theoretical and/or methodological questions in feminist scholarship.</p> <p>Analyses of the historical, social, cultural, political and economic contexts from which feminist scholarship emerges and to which it is relevant and responsive.</p> <p>Dynamic comprehensions of the relations between feminist scholarship and political, cultural and social issues outside of the classroom, locally, nationally and internationally.</p>	<p>Demonstrate the breadth and depth of their knowledge by:</p> <p>a) Explaining key theoretical and/or methodological issues and debates in feminist scholarship.</p> <p>b) Analyzing a particular field's historical, social, cultural, political, and economic contexts and implications.</p> <p>c) Analyzing how gender operates in interaction with race, class, sexuality, ability, time and place as applied to topics taught in the course.</p> <p>d) Demonstrating an ability to critically assess one's own assumptions and beliefs about women and gender in writing and class discussions.</p> <p>e) Exploring the links between classroom discussions with politics and social issues locally and globally and contemporary culture, where relevant.</p>	<p>Core-Courses and some directed studies across multiple levels which assess through close engagement with scholarly texts (both contemporary and historical); memoirs; studies; data; and cultural production.</p> <p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.</p>

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
2. Knowledge of Methodologies	<p>Significance of, but also, excellence in comprehending feminist interdisciplinarity as well as intersectional frameworks, concepts, theories and analytics.</p>	<p>Demonstrate an in-depth understanding of the interdisciplinary nature of feminist methodologies and scholarship by:</p> <p>a) Applying interdisciplinary feminist analyses deriving from the humanities and/or social sciences and/or natural sciences and other disciplines to interpret a range of issues related to gender and women's studies.</p> <p>b) Explaining and applying some of the concepts that feminists draw upon</p>	<p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.</p>

		both within and across the disciplines (e.g. representation, discourse, social construction, mutual constitution, intersectionality, racialization, normativity, embodiment, power, gender as a category of analysis, class relations, the body, agency, knowledge production, etc.).	
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
3. Application of Knowledge	Thorough understanding of the concepts of intersectionality combined with an applied analytics of power shaping gender, racialization, social class, able-bodiedness, sexuality, transgender, indigeneity, nation and transnationality, through interacting systemic and structures of economics, history, culture, education and knowledge production, research, work, home, borders and belonging, conflict and conflict zones both domestically and internationally.	Generate an effective application of knowledge by: Analyzing, accessing, reviewing and interpreting wide ranging texts and information about/on gender and to develop interpretations and arguments about their impact and effectiveness.	Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.

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<p>4. Communication Skills</p>	<p>Ability to communicate critically, creatively, and theoretically through essay writing, seminar discussions and oral presentations to a range of audiences.</p>	<p>Demonstrate critical reading, reasoning, research, writing, listening and oral communication skills by:</p> <ul style="list-style-type: none"> a) Analyzing in-depth a range of texts that span the humanities and/or social sciences and/or natural sciences, and other sub-disciplines, where relevant, e.g. popular culture. b) Critically analyzing and comparing the main argument (s) and themes in academic articles, dramas, poetry, novels, newspaper articles, films or other cultural texts. c) Critically assessing how texts of any kind address issues of gender, race, class, sexuality, ability and other operations of power. d) Assessing the appropriateness of the research and reasoning employed in specific texts or analyzing the exposition of a theme or themes in specific text(s). e) Conducting independent research through the effective use of the library and other information sources and research tools. f) Being able to define areas of inquiry and methods of research in the preparation of a well-written essay. g) Conceptualizing theoretical problems, forming arguments, assessing evidence and communicating critically, creatively, and theoretically through essay writing, seminar discussions and presentations. h) Taking responsibility for proper spelling, grammar and syntax. i) Consistently applying the citation style required by the instructor and always acknowledging the source of information, ideas and words other than one's own. j) Collaborating with other students in class discussion, presentations and reflections on course material. 	<p>Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments with a heavy focus on both oral and written effectiveness.</p>
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		k) Listening respectfully to others.	
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
5. Awareness of Limits of Knowledge	Highly effective abilities to critically assess one's own assumptions and beliefs about gender, race, sexuality, ethnicity, colonialism, culture, nation, social class etc. in the context of writing and classroom interpretations and in relation to feminist scholarship.	Assess priorities as citizens in the contemporary world by: <ol style="list-style-type: none"> a) Exploring contemporary issues regarding women and gender. b) Critically analyzing the ways feminist scholarship has expanded and changed in response to the need to analyze and transform oppression based on gender, class, race, sexuality, ability and global location. c) Exploring the range of feminist production, practices, goals and strategies in and outside universities. d) Recognizing the limits of one's own political position. 	Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
6. Autonomy and Professional Capacity	Capacity to analyze in-depth a wide range of texts, information, data, etc. that span the humanities and/or social sciences and/or natural sciences and other disciplines where relevant. Effective modes of communication.	Demonstrate autonomy and professional capacity by: <ol style="list-style-type: none"> a) Effectively demonstrating and communicating one's own critical political consciousness. 	Honours theses; essays; response papers; passage analysis; with training in interview protocols small group data collection and analysis; poster and journal assignments.

	<p>Transferable skills for continued and/or future study, employment, community activities.</p> <p>Behavior consistent with academic integrity and social, ethic responsibility.</p>	<p>b) Demonstrating organizational and time management skills that allow one to combine studying, working, volunteering and/or family obligations, political engagement, etc.</p>	
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School of Women's Studies

Multi-Year Learning Objectives for Gender and Women's Studies Courses

Revised and approved by Undergraduate Council on September 20, 2011.

Preamble:

The Undergraduate Curriculum Committee has developed these Learning Objectives for each year level of Gender and Women's Studies courses to support feminist pedagogical principles. Learning Objectives are now obligatory when any new course is proposed; however, there is flexibility in the objectives suggested in this document. Objectives are also required when undergraduate programs come up for their seven year review by the Ontario Council of Academic Vice Presidents (OCAV).

These objectives are intended to assist faculty who are preparing new courses to meet the requirements of the Faculty. They are also intended to help any faculty articulate their goals for their course. These objectives are guidelines only. Faculty can choose which objectives they select; they can adapt or modify the objectives or offer other objectives and expectations. These learning objectives are guidelines only and are not mandatory or required.

This document will not be posted on the website. It cannot be used to evaluate teaching or referred to in the tenure and promotion process to assess teaching. Furthermore, this document shall not contravene academic freedom (Article 10, YUFA Collective Agreement) of faculty to pursue their own teaching objectives.

Mission Statement:

Think! Critique! Act! Create! Transform! These are skills and practices we encourage in our students. Our undergraduate programs offer excellent, challenging, interdisciplinary courses on women, gender and sexuality studies. They explore relations of power in the lives of individuals, groups and cultures in multiple settings and sites locally and transnationally. Our courses encourage students to develop the practical, theoretical, communications and organizational skills to think, write, and act critically and creatively. They engage students in the rich, interdisciplinary feminist scholarship in women's and gender studies that interrogates constructions and intersections of gender, race, class, age, ability and sexuality in daily life, popular culture, the arts, the sciences, politics, society and the economy. We offer students the skills necessary to conduct research and transform the knowledge gained into any future career they may choose.

Learning objectives for FIRST and SECOND year general education and introduction to gender and women's studies courses:

The course objectives for student learning include all or some of the following:

- 1. Demonstrate growing breadth and depth of knowledge by:**
 - a) Examining the diversity of experiences and constructions of women and gender across time, space and cultures.
 - b) Comparing some of the concepts, methodologies and theoretical approaches used by different feminist frameworks rooted in, or spanning the humanities and/or social sciences and/or natural sciences and other disciplines.

- c) Analyzing how gender operates in interaction with race, class, sexuality, ability, time and place as applied to at least one of the topics taught in the course.
 - d) Demonstrating an ability to critically assess one's own assumptions and beliefs about women and gender in writing and class discussions.
 - e) Exploring the links between classroom discussions and contemporary culture, politics and social issues locally and globally.
- 2. Develop an understanding of the interdisciplinary nature of feminist methodologies and scholarship by:**
- a) Applying interdisciplinary feminist analyses deriving from the humanities and/or social sciences and/or natural sciences and other disciplines to interpret a range of issues related to gender and women's studies.
 - b) Developing an ability to explain and apply some of the concepts that feminists draw upon both within and across the disciplines (e.g. representation, discourse, social construction, mutual constitution, intersectionality, racialization, normativity, embodiment, power, gender as a category of analysis, class relations, the body, agency, knowledge production, etc.).
- 3. Begin to develop critical reading, reasoning, research, writing, listening and oral communication skills by:**
- a) Attending a library-run workshop on using the library, the internet, etc.
 - b) Reading widely from texts of different kinds that the humanities and/or social sciences and/or natural sciences where relevant.
 - c) Identifying the main argument (s) and themes in academic articles, dramas, poetry, novels, newspaper articles, films or other cultural texts.
 - d) Critically assessing how texts of any kind address issues of gender, race, class, sexuality, ability and other operations of power.
 - e) Assessing the appropriateness of the research and reasoning employed in specific texts.
 - f) Completing a minimum of two written assignments that require the elaboration of an argument and the assessment of evidence, or analyzing the exposition of a theme or themes with reference to specific texts.
 - g) Taking responsibility for proper spelling, grammar and syntax.
 - h) Consistently applying the citation style required by the instructor and always acknowledging the source of information, ideas and words other than one's own.
 - i) Participating in tutorial and/or class discussions.
 - j) Listening respectfully to others.
- 4. Assess priorities as citizens in the contemporary world by:**
- a) Exploring contemporary issues regarding gender, sexuality and women.
 - b) Recognizing the ways feminist scholarship has expanded and changed in response to the need to analyze and transform oppression based on gender, class, race, sexuality, ability and global location.
 - c) Exploring the range of feminist production, practices, goals and strategies in and outside universities.
 - d) Recognizing the limits of one's own political position.
 - e) Developing one's own critical political consciousness.
 - f) Developing organizational and time management skills that allow one to combine studying, working, volunteering and/or family obligations, political engagement, etc.

Learning objectives for THIRD year gender and women's studies courses:

The course objectives for student learning include all or some of the following:

- 1. Demonstrate the breadth and depth of knowledge by:**
 - a) Appreciating the socio-political and historical contexts that give rise to specific currents of feminist theorizing.
 - b) Identifying core ideas in significant modes, or strands, of feminist theorizing.
 - c) Reading and analyzing a range of feminist theorists from primary texts.
 - d) Analyzing how gender operates in interaction with race, class, sexuality, ability, time and place as applied to topics taught in the course.
 - e) Demonstrating an ability to critically assess one's own assumptions and beliefs about women and gender in writing and class discussions.
 - f) Exploring the links between classroom discussions and contemporary culture, politics and social issues locally and globally.

- 2. Demonstrate an understanding of the interdisciplinary nature of feminist methodologies and scholarship by:**
 - a) Applying interdisciplinary feminist analyses deriving from the humanities and/or social sciences and/or natural sciences and other disciplines to interpret a range of issues related to gender and women's studies.
 - b) Explaining and applying some of the concepts that feminists draw upon both within and across the disciplines (e.g. representation, discourse, social construction, mutual constitution, intersectionality, racialization, normativity, embodiment, power, gender as a category of analysis, class relations, the body, agency, knowledge production, etc.).

- 3. Demonstrate critical reading, reasoning, research, writing, listening and oral communication skills by:**
 - a) Reading widely from texts of different kinds that span the humanities and/or social sciences and/or natural sciences and other sub-disciplines where relevant, e.g. popular culture.
 - b) Critically analyzing and comparing the main argument (s) and themes in academic articles, dramas, poetry, novels, newspaper articles, films or other cultural texts.
 - c) Critically assessing how texts of any kind address issues of gender, race, class, sexuality, ability and the operations of power.
 - d) Assessing the appropriateness of the research and reasoning employed in specific texts or exposition of a theme or themes in specific texts.
 - e) Elaborating an argument and assessing evidence, or analyzing themes of texts, in writing assignments.
 - f) Taking responsibility for proper spelling, grammar and syntax.
 - g) Consistently applying the citation style required by the instructor and always acknowledging the source of information, ideas and words other than one's own.
 - h) Collaborating with other students in discussion, presentations and reflections on course material.
 - i) Listening respectfully to others.

- 4. Assess priorities as citizens in the contemporary world by:**
 - a) Exploring contemporary issues regarding women and gender.

- b) Critically analyzing the ways feminist scholarship has expanded and changed in response to the need to analyze and transform oppression based on gender, class, race, sexuality, ability and global location.
- c) Exploring the range of feminist production, practices, goals and strategies in and outside universities.
- d) Recognizing the limits of one's own political position.
- e) Enhancing one's own critical political consciousness.
- f) Enhancing organizational and time management skills that allow one to combine studying, working, volunteering and/or family obligations, political engagement, etc.

Learning objectives for FOURTH year gender and women's studies courses:

The course objectives for student learning include all or some of the following:

- 1. Demonstrate the breadth and depth of their knowledge by:**
 - a) Explaining key theoretical and/or methodological issues and debates in feminist scholarship.
 - b) Analyzing a particular field's historical, social, cultural, political, and economic contexts and implications.
 - c) Analyzing how gender operates in interaction with race, class, sexuality, ability, time and place as applied to topics taught in the course.
 - d) Demonstrating an ability to critically assess one's own assumptions and beliefs about women and gender in writing and class discussions.
 - e) Exploring the links between classroom discussions with politics and social issues locally and globally and contemporary culture, where relevant.
- 2. Demonstrate an in-depth understanding of the interdisciplinary nature of feminist methodologies and scholarship by:**
 - a) Applying interdisciplinary feminist analyses deriving from the humanities and/or social sciences and/or natural sciences and other disciplines to interpret a range of issues related to gender and women's studies.
 - b) Explaining and applying some of the concepts that feminists draw upon both within and across the disciplines (e.g. representation, discourse, social construction, mutual constitution, intersectionality, racialization, normativity, embodiment, power, gender as a category of analysis, class relations, the body, agency, knowledge production, etc.).
- 3. Demonstrate critical reading, reasoning, research, writing, listening and oral communication skills by:**
 - a) Analyzing in-depth a range of texts that span the humanities and/or social sciences and/or natural sciences, and other sub-disciplines, where relevant, e.g. popular culture.
 - b) Critically analyzing and comparing the main argument (s) and themes in academic articles, dramas, poetry, novels, newspaper articles, films or other cultural texts.
 - c) Critically assessing how texts of any kind address issues of gender, race, class, sexuality, ability and other operations of power.
 - d) Assessing the appropriateness of the research and reasoning employed in specific texts or analyzing the exposition of a theme or themes in specific text(s).
 - e) Conducting independent research through the effective use of the library and other information sources and research tools.
 - f) Being able to define areas of inquiry and methods of research in the preparation of a well-written essay.

- g) Conceptualizing theoretical problems, forming arguments, assessing evidence and communicating critically, creatively, and theoretically through essay writing, seminar discussions and presentations.
- h) Taking responsibility for proper spelling, grammar and syntax.
- i) Consistently applying the citation style required by the instructor and always acknowledging the source of information, ideas and words other than one's own.
- j) Collaborating with other students in class discussion, presentations and reflections on course material.
- k) Listening respectfully to others.

4. Assess priorities as citizens in the contemporary world by:

- a) Exploring contemporary issues regarding women and gender.
 - b) Critically analyzing the ways feminist scholarship has expanded and changed in response to the need to analyze and transform oppression based on gender, class, race, sexuality, ability and global location.
 - c) Exploring the range of feminist production, practices, goals and strategies in and outside universities.
 - d) Recognizing the limits of one's own political position.
 - e) Demonstrating one's own critical political consciousness.
 - f) Demonstrating organizational and time management skills that allow one to combine studying, working, volunteering and/or family obligations, political engagement, etc.
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