

Assessment of Student Learning Plan (ASLP)—Women & Gender Studies

A. Women and Gender Studies
June 12, 2015

B. Lucinda Cole, Director of Women and Gender Studies
Lauren Webster LaFrance, Assistant to the Director of Women and Gender Studies

C. Women and Gender Studies

D. Student Learning Outcomes

As part of the 2013 External Program Review, WGS developed and formalized a new set of learning outcomes. We revised those in 2014, as follows:

STUDENT LEARNING OUTCOMES for WOMEN'S & GENDER STUDIES

1. Students can define, discuss and apply within historical contexts, key concepts in women's and gender studies, including: sex and gender, patriarchy, misogyny, biological essentialism, homophobia, social construction, performativity, intersection and agency.
2. Students can identify key intellectual, historical, and political events that led up to and supported the theories that "gender is natural," "gender is a social construct," and "gender is a performance."
3. Students can compare and assess theories of gender and the intersections of gender with other forms of identity and difference such as race, class, religion, sexuality, nationality, ability and species.
4. Students can recognize, interpret and critique representations of women and men, femininity and masculinity, cisgender and transgender, both inside and outside the United States.
5. Students will be able to engage intellectually the consequences of difference as manifest in diverse ethnicities, sexualities, and political perspectives.
6. Students can synthesize course work with independent reading and practice outside the classroom. Students will conduct research to produce a substantial written or oral project and reflect on their experience with difference.

WGS Courses and the Outcomes Achieved in Each

	Objective 1 Students can define, discuss and apply	Objective 2 Students can identify	Objective 3 Students can compare and assess	Objective 4 Students can recognize, interpret and critique	Objective 5 Students will be able to engage intellectually
EYE 109: GRR	☐	☐	☐	☐	☐
100: INTRO	☐	☐	☐	☐	☐
201 Women, Knowledge and Power	☐	☐	☐	☐	☐
Politics of Difference	☐	☐	☐	☐	☐
Contemporary Feminist Theories	☐	☐	☐	☐	☐
Thesis	☐		☐	☐	☐
Internship	☐		☐	☐	☐
Capstone	☐	☐	☐	☐	☐

a. The program did not assess individual learning outcomes over the past two years; instead, given USM’s mission realignment, we devoted dwindling resources to internships and community engagement. The assessment measures for each learning outcome differed according to the class.

b. Our assessment activity was to review learning outcomes in the Fall of 2014 in order to better align the program’s learning outcomes with the new mission.

c. We put more of our courses online—almost 40% for the Fall of 2015. We added to the curriculum a Qualitative Research Methods course that will feature community engagement projects.

E.
WGS is already a “community-based” curriculum but we expanded this focus in individual courses and through co-curricular programming. See below (Fb).

Community Engagement Activity in Major

Our major includes opportunities for all of the below activities.

Student Research O
Student/Faculty Community Project O
Internship O
Capstone R
Service Learning O
Study Abroad O
Interdisciplinary Collaborative Project O
Student Leadership Project O
Student Community Leadership O

b. 14 courses are required for the WGS major. About half of these involve a community-oriented component. These are some examples:

In WGS 101, WGS 201, and WGS 380, students are usually required to attend, or allowed to attend for extra credit, course-relevant co-curricular programming. In the past 16 months, that programming, which often directly involved community members, has included the following:

Film: PRIVATE VIOLENCE
Monday, Sept. 22, 2014
6:00-9:00PM
Hannaford Hall, 88 Bedford St., Portland Campus

Maine Gubernatorial Forum on Economic Security for Women and Their Families
Thursday, October 9, 2014
6:00-9:00pM
Hannaford Hall, 88 Bedford Street, Portland Campus

Women Hiring Women
A Career Development Event
Thursday, October 16, 2014
5:00-6:30PM
Payson Smith Hall Room 42, Portland Campus

In honor of Ada Lovelace Day—an international celebration of the

achievements of women in science, technology, engineering and math—
USM Presents:

Pink Hammers?: What do Lady Scientists Really Need?

A Roundtable Community Discussion

Tuesday, October 21, 2014

3:30-5:00PM

423/4 Glickman Library, Portland Campus

Film: KATE BORNSTEIN IS A QUEER AND PLEASANT DANGER

Tuesday, November 18, 2014

7:30PM

SPACE Gallery, 538 Congress Street, Portland, ME 04101

ANITA: Film Viewing

Wednesday, February 4, 2015

Reception: 5 PM

Film: 5:45PM

Glickman Family Library, University Event Room, Portland Campus

Girl Rising: Film Viewing

Friday, Feb 20

6:00-9:00PM

Bailey 10, Bailey Hall, Gorham Campus

Dear White People: Film Viewing

Thursday, March 5

7:00PM

Talbot Lecture Hall, Luther Bonney Hall, Portland Campus

2015 Justice for Women Lecture

by Ruchira Gupta

Thursday, March 19

7:00PM

Hannaford Lecture Hall, Abromson Community Education Center, Portland
Campus

Women's History Month Keynote Address

"Building a World Where Black Lives Matter"

By Alicia Garza

Friday, March 27

6:30- 8:00PM

Talbot Lecture Hall, Luther Bonny Hall, Portland Campus

Women & Gender Studies Student Research Symposium

Monday, April 27

5:00-6:30

University Events Room, Glickman Library, Portland Campus

Queer People of Color Movements: Art and Activism

Sunday, June 14, 2015

5:00 - 7:00 p.m.

Talbot Hall, Luther Bonny Hall, USM Portland Campus

WGS 245/ PHI 221 paired with Space Gallery for showing and discussion of two films:
Concerning Violence and REGARDING SUSAN SONTAG.

WGS 355/ History 364 includes student work on the Portland Women's History Trail .

WGS 365/SWO 375/575 allows students to do service learning with the elderly.

WGS 485 Internship features service learning. WGS has over 50 community partners and we are always adding more. See "WGS Engaged" on our website.

WGS 490, the Capstone Experience in Women and Gender Studies, now includes a career-development section, in which students develop a resume and cover letter. We also do a mock interview. Although in the past all students partpated in Thinking Matters, this year we developed a community-based event--A Celebration of Feminist Creativity and Community Awards Reception—in which students shared with members of the community highlights from their theses and internship, and members of the community were acknowledged for supporting social progress.