



## MASTER COURSE OUTLINE

A. BIOL 1040 Biology of Women

B. COURSE DESCRIPTION:

This course is designed to explore aspects of biology that apply specifically to women. The course examines the following general areas: male and female reproductive systems and reproductive cycles, sexually transmitted diseases, cancers and other diseases of the reproductive system, pregnancy, aging, and human behavior as it relates to the biology of women. Current women's health issues as they arise will also be considered.

**MnTC (Goals 3/NS and 7/HD); (3 Cr – 3 lect, 0 lab)**

C. \*MnTC Discipline: Natural Sciences \*\*Core Theme: Human Diversity

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Science and the scientific method
- Female/male reproductive anatomy
- Reproductive cycles
- Menstruation and-menstrual problems
- Reproductive tract infections
- Breast health
- Cancers and other diseases of the reproductive system
- Female sexuality
- Genetics and fetal development
- Pregnancy, birthing and complications during pregnancy
- Birth control and infertility
- Menopause and aging
- Nutrition and body appearance

F. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<b><u>GOAL TYPE</u></b>	<b><u>OBJECTIVES</u></b> Students will be able to	<b><u>OUTCOMES</u></b> The student will successfully
<u>MnTC Goal 3a</u>	demonstrate understanding of scientific theories.	<ol style="list-style-type: none"> <li>1. complete an analysis of an experiment that will include identifying the independent, dependent, and control variables as well as the steps of the scientific method.</li> <li>2. define and explain the principles of experimentally verifiable biological theories.</li> <li>3. define and explain the pertinent vocabulary terms related to outcomes 1 and 2 (above) and the biology of women.</li> </ol>
<u>MnTC 3c</u>	communicate their experimental findings, analyses and interpretations both orally and in writing.	<ol style="list-style-type: none"> <li>1. research and report on an issue of women's biology.</li> <li>2. consider the issue (above) from societal, health, and scientific perspective and impact.</li> <li>3. communicate their experimental findings and analyses in oral and written formats.</li> </ol>
<u>MnTC 3d</u>	evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.	<ol style="list-style-type: none"> <li>1. complete an analysis of scientific findings relevant to women's biology as part of the issue report in MnTC Goal 3c.</li> <li>2. include a summary of the findings, an explanation of the context of the findings, and of the sources of error and/or bias or uncertainty in the evidence evaluated in the analysis.</li> <li>3. include their own analysis of the evidence regarding the issue reported upon (see above), as well as make recommendations concerning public health policy in regard to this issue.</li> </ol>
<u>MnTC Goal 7b</u>	demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.	<ol style="list-style-type: none"> <li>1. explain the politics of gender-based and race-based biology.</li> <li>2. use the knowledge of human biology (especially genetics and gender-based biology) to critically analyze cultural and commonly held beliefs about sex roles, gender differences, and race.</li> <li>3. identify, analyze, and respond to female biology issues.</li> <li>4. correlate and evaluate published information about women's biology to course topics.</li> </ol>

<u>MnTC Goal 7c</u>	analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.	<ol style="list-style-type: none"> <li>1. delineate their beliefs and opinions regarding gender differences, sexual diversity, and the biological basis for race.</li> <li>2. critically analyze their initial beliefs and opinions (above) in light of the information gained in the course.</li> </ol>
<u>MnTC Goal 7e</u>	demonstrate communication skills necessary for living and working effectively in a society with great population diversity.	<ol style="list-style-type: none"> <li>1. explain varying multicultural and gender perspectives on current health issues important to women.</li> <li>2. explain how these varying perspectives can influence research, outreach efforts, and public perceptions of the issue at stake.</li> <li>3. compare and contrast multicultural and gender perspectives on selected health care issues.</li> </ol>
<u>CS</u>	demonstrate an understanding of terminology relating to female anatomy and physiology.	<ol style="list-style-type: none"> <li>1. define and describe the terminology relating to female anatomy and physiology.</li> </ol>
<u>CS</u>	read case studies and/or journal articles relating to women's health and issues in women's health.	<ol style="list-style-type: none"> <li>1. answer questions and/or participate in discussions that pertain to the case studies and/or journal articles that focus on women's health and issues in women's health.</li> </ol>
<u>CS</u>	demonstrate an understanding of terminology relating to issues in women's health such as cancer, infertility, birth control, menopause, dieting disorders, reproductive tract infections, sexuality, pregnancy and complications during pregnancy.	<ol style="list-style-type: none"> <li>1. define and describe the terminology relating to issues in women's health such as cancer, infertility, birth control, menopause, dieting disorders, reproductive tract infections, sexuality, pregnancy and complications during pregnancy.</li> </ol>

**G. SPECIAL INFORMATION:**

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

**H. COURSE CODING INFORMATION:** Course Code C/Class Maximum 48; Letter Grade

Revision date: 04/04/11; 01/31/18; 09/06/22

AASC Approval date: 03/06/18; 09/20/22

<b>*Riverland Community College Disciplines</b>	<b>MnTC Goal Number</b>
Communication (CM)	<b>1</b>
Natural Sciences (NS)	<b>3</b>
Mathematics/Logical Reasoning (MA)	<b>4</b>
History and the Social & Behavioral Sciences (SS)	<b>5</b>
Humanities and Fine Arts (HU)	<b>6</b>

<b>**Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking (CT)	<b>2</b>
Human Diversity (HD)	<b>7</b>
Global Perspective (GP)	<b>8</b>
Ethical and Civic Responsibility (EC)	<b>9</b>
People and the Environment (PE)	<b>10</b>

\*These five MnTC Goals have been identified as Riverland Community College Disciplines.

\*\* These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.