

**Senior Seminar Course Revision Proposal**  
**EIU 4108G: The Changing World of Women**

**1. Catalog description**

- a. EIU 4108G
- b. The Changing World of Women
- c. 3-0-3
- d. Term to be offered: F, S, SU
- e. Chng World Women
- f. This course examines historical perspectives on a variety of women's issues. In a time of gender role flux, where roles are no longer clearly defined by sex, it is necessary to examine these changes and how they have impacted on women and the world around them.
- g. No majors are excluded.
- h. Writing intensive

**2. Student learning objectives**

- a. In accordance with the goals of general education, students will:
  - , have the opportunity to obtain information on a topic from a variety of written sources, some including quantitative data. (literacy)
  - , demonstrate their critical thinking skills by processing information from diverse sources. (critical thinking)
  - , practice their ability to conduct a rational dialogue with others on topics generated by course materials and outside research. (literacy)
  - , express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions flowing from the synthesis. (writing/speaking)
  - , bring the skills and viewpoints acquired in their major curricula to bear on women's issues. (critical thinking)
  - , find links between their formal coursework and contemporary problems/events for women. (critical thinking)
  - , learn to analyze their own views in light of readings and discussion in order to make informed, responsible, and ethical civic and personal decisions. (citizenship)
- b. Course-specific learning objectives include:
  - , understanding what it means to grow up female in America and in other cultures.
  - , learning historical perspectives on current women's issues to broaden understanding of gender roles in our social structures.
  - , grasping how the changing world of women impacts upon both sexes.

- 3. Course Outline:** On the first day of class, students generate a list of women's issues that are interesting and relevant to them. What follows is an example from a recent class. Topics that are covered every time the course is taught are starred (\*).
- Week 1\*      Introduction and generation of topics for discussion  
                 Definitions of feminism

Week 2*	Images of women in advertising Esteem issues/beauty myths/health consequences
Week 3*	Her-story (vs. history) Life for women from 1850 The Suffrage Movement
Week 4	Women in politics Women and the law
Week 5*	Nature and nurture explanations of gender roles
Week 6	Dating and wedding rituals
Week 7	Birth control Childbearing Breastfeeding
Week 8	Parenting (co- and single) Childcare alternatives
Week 9	Women's health issues Aging/Menopause
Week 10*	Women in other cultures
Week 11*	Discrimination/Sexual harassment Violence against women Verbal/emotional abuse
Week 12	Assessment activities
Week 13	Presentations
Week 14	Presentations
Week 15*	Panel of working women Looking toward the future

#### 4. **Evaluation of student learning**

- a. Writing skills are evaluated in several ways. Students write four reaction papers during the semester on women's issues in popular media. One must be an advertisement that sends a message about what it means, or should mean, to be a woman. There is also a 10-15 page formal research paper requiring at least ten credible resources. Other in class short writes are included as part of the participation grade to facilitate class discussion and expression of

well-thought out opinions. Oral skills are emphasized in a report of research findings in the form of a 5-7 minute speech to the class, followed by discussion led by the student. Critical thinking is evaluated throughout the course through both written and oral contributions to class.

- b. Research proposals are returned to the student for revision and expansion into the research paper. Research topics are announced to the class to encourage them to contribute to each others' efforts. A listserv facilitates this kind of collaboration addition to class discussion. Students are also advised to consult with the instructor during the research process. The performance evaluation indicates that approximately 70% of the final grade results from written assignments.

Class participation (includes short papers)	100
Reaction papers (4@25 points each)	100
Research proposal	50
Research paper	150
<u>Oral presentation</u>	

100

Total	500
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## 5. **Rationale**

- a. General education: Senior Seminar
- b. Prerequisite: 75 hours completed
- c. This course does not duplicate any current course offerings.
- d. Course will not be required in any other majors or programs other than general education senior seminar, although it may count toward hours in the Women's Studies Minor.

## 6. **Implementation**

- a. Initial instructor: Melanie Mills
- b. There is no primary text because of the dynamic nature of the topic. Readings and films are required and vary according to topics selected by the class and current events. Sample readings include selections from:

Worcester, N., & Whatley, M. H. (2000). Women's Health: Readings on Social, Economic, and Political Issues. Dubuque, IA: Kendall/Hunt Publishing.

Richardson, L., Taylor, V., & Whittier, N. (1997). Feminist Frontiers IV. New York: McGraw-Hill Companies, Inc.

Kesselman, A., McNair, L. D., & Schniedewind, N. (1999). Women: Images and Realities, A Multicultural Anthology. Mountain View, CA: Mayfield Publishing Co.

- c. No additional costs
- d. Spring 2001

7. **Community college transfer**

A community college course will not be judged equivalent to this course.

8. **Date approved by the College Curriculum Committee** **4/19/00**

9. **Date approved by the Senior Seminar Advisory Committee** **4/27/00**

10. **Date approved by CAA** **10/19/00**

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