Eastern Illinois University
Revised Course
EIU 4112G, Women and Technology

1. **Catalog Description**
   a. 4112G
   b. Women and Technology
   c. 3-0-3
   d. F, S, SU
   e. Women and Tech
   f. A dialogue on the relationship between women and technology during the past, present, and into the future. Key issues which have affected the mobility of women into technical occupational fields will be studied. Projection will be made for the next decade.
   g. Majors in Industrial Technology are excluded.
   h. Writing intensive with oral presentations and discussions.

2. **Student learning objectives:**
   a. In accordance with the goals of general education, students will be able to:
      - critically analyze, write about, and discuss issues important to contemporary society. (critical thinking, writing, speaking and global citizenship)

      - develop critical thinking skills in order to be responsive to variable subject matter. (critical thinking)

      - appreciate the historical consciousness and develop a comprehension of those forces and events that have shaped world, national and cultural responses to issues under consideration. (global citizenship)

      - investigate belief systems and values as they relate to occupational choice. (citizenship)

      - investigate social responsibility by assessing the impact of prejudice and stereotyping on attitudes and behaviors; developing the capacity to make informed, responsible individual and social   judgements. (critical thinking, global citizenship)

      - strengthen social interaction, presentation, communication, and research skills. (writing, speaking)

   b. As students become more familiar with issues concerning women and technology they will be able to:
      - describe the impact technology has on civilization.

      - explore the relationship between technology and women.

      - identify personal assumptions concerning issues that affect women, men and technology.

- explain the context within which personal assumptions are formed and the actions/behaviors that spring from them. (Actions, values, beliefs, moral codes and behavior can be fully understood only when the context in which they are framed is understood.)

- explore and imagine alternatives that exist to current ways of thinking about and acting on issues that affect women and men in a technological world.

Course Outline: There are four major units in the course based on the projects outlined in the syllabus. The first unit is devoted to establishing a common understanding of the trends related to women in the workforce and how women have traditionally related to the culture of technology. The second unit is devoted to identifying and studying issues related to women and technology and the establishment of groups to investigate the selected issues. Several exercise are conducted during the course which increase the students' awareness of these issues. The third unit is devoted to students' oral presentations of their research and the fourth unit is devoted to creating strategies for creating preferred scenarios for women in technology and to course assessment.

Week One
     Establishing a common understanding of learning and critical thinking concepts
     Participant and course introduction
     Pre-assessment

Week Two
     Ground rules for a learning community and Thelen's Investigative Model
     Attitude Toward Technology Inventory
     BEM Sex-role Inventory

Week Three
     Megatrends for Women based on Aburdene's 1992 publication
     The culture of technology
     Written report on update of Megatrends

Week Four
     Identifying and studying issues related to women and technology
     Groups for paper assigned and methodology discussed
     How to study and identify issues

Week Five
     Nominating issues related to women and technology
     Group assignment and issue investigations
     Conducting descriptive research

Week Six
     Designing questionnaires
     Stating the issue at question
     Identifying points of view and assumptions

Week Seven
    Gender gap awareness
    Assessment instrument
    Testimonials

Week Eight
    Generating alternative solutions, evaluating them and planning win/win
      strategies for bringing about preferred scenarios

Weeks Nine through Eleven
    Issue Presentations

Week Twelve
    University Assessment Activities

Week Thirteen
    Create strategies for developing preferred scenarios for women in technology

Week Fourteen
    Personal strategies for creating preferred scenarios
    Student Evaluations

Week Fifteen
    Presentations of preferred scenarios

4. **Evaluation of Student Learning**
a. Writing skills will be evaluated through a number of means. Students will keep response journals on issues related to the coursework. In addition, each student will write three in class "short writes" on various topics. The students will research and write a 10-15 page issue paper which entails both library research and fieldwork. Most students conduct surveys as part of the collected materials. First paper drafts are due the tenth week and revisions will be due week fourteen. Speaking skills will be evaluated by various means including weekly class discussions, oral presentation for two in class exercises as well as the oral presentation of research. Critical thinking and an understanding of the issues related to women in our technological society will be evaluated throughout the course in the grading of the content and quality of written and oral work.

b. Sixty percent of the course grade will be based on written assignments as indicated below.

Class attendance & participation		20%
Class assignments	35%	
Research Paper		25%
Presentation	20%	

5. **Rationale**
a. Senior Seminar
b. Prerequisite: 75 hours completed
c. This course does not duplicate any current offerings.
d. Course will not be required in any majors or programs other than general education senior seminar.

6. Implementation
   a. Initial instructor: Deborah Woodley, School of Technology
   b. Primary Resources:
   > Aburdine, P. & Naisbitt, J. (1992) Megatrends for Women. New York: Villard Books. Selected videos such as: Mercury 13. Documentary film on women in the space program.
   c. Additional Costs: none
   d. Term first offered: Summer 2001

7. Community College Transfer
   Not applicable.

8. Date Approved by School of Technology Curriculum Committee: March 23, 2000

9. Date Approved by LCBAS Curriculum Committee: April 17, 2000

9. Date Approved by Senior Seminar Advisory Committee: December 4, 2000

10. Date Approved by CAA: February 1, 2001

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