

Eastern Illinois University
Revised Course Proposal
WST 2309G, Women, Men, and Culture

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** WST 2309G
2. **Title (may not exceed 30 characters, including spaces):** Women, Men, and Culture
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:**
7. **Course description:** Examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social (WI).
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
No prerequisites
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

WST 2309G is a general education course open to all EIU students. Yet, the electronic/on-line version of WST 2309G should be restricted to off-campus students.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] :

Cultural Diversity

General Education (Social and Behavioral Sciences)

Writing Intensive

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student’s grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

WST 2309G student learning objectives

- 1) articulate concepts and arguments relevant to gender issues in formal communication and within peer discussion (GE)
- 2) develop written and oral communication skills (GE)
- 3) identify world-shaping forces and events (GE)
- 4) describe the diverse experiences and perspectives that shape human culture (GE)
- 5) identify historical events that have shaped gender in the U.S. and in world cultures (GE)

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively. (1, 2, 3)**
- **EIU graduates will think critically. (1)**
- **EIU graduates will function as responsible citizens. (1, 3, 4, 5)**

Overall, WST 2309G promotes responsible global citizenship (cultural diversity) by teaching students to appreciate the diverse experiences and perspectives that shape human culture (emphasizing the contributions of ethnicity/culture of Europeans, Africans, Native Americans, Latinas/os and Asians and gendered perspective to American society).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Written Assignments, incl. research project (50% total)	Exams/Quizzes (20% total)	Participation & Weekly Discussions/ Reflections (20% total)	Analysis of Current Events (10% total)
articulate concepts and arguments relevant to gender issues in formal communication and within peer discussion (GE)	X	X		X
develop written and oral communication skills (GE)	X	X		
identify world-shaping forces and events (GE)	X	X	X	
describe the diverse experiences and perspectives that shape human culture (GE)	X	X	X	X
identify historical events that have shaped gender in	X	X	X	

U.S. & world cultures (GE)				
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3. Explain how the instructor will determine students' grades for the course:

Student achievement of the stated objectives will be evaluated based on the following activities and grades assigned according to the given percentages:

Achievement of student learning will be evaluated based on the following:

- 1) performance on writing assignments, including research project-50%
- 2) performance on quizzes/exams-20%
- 3) class participation/discussions and weekly writings-20%
- 4) analysis of current issues in context of course goals-10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

The electronic version of WST 2309G is designed to utilize EIU's on-line course delivery system. The pilot course site, designed by Debra Reid during Summer 2012 and used by her since, complies with Quality Matters standards. The course developer passed EIU's On-line Course Development Institute in Summer 2012.

Each lesson will include goals of the week (aligned to student learning objectives for the course), brief lectures illustrated with presentation software (recorded using Elluminate or equivalent web-based instructional technology), reading assignments, and discussion prompts that facilitate synchronous and asynchronous class engagement and response. Regular quizzes will test reading comprehension. Discussion prompts will encourage students to read and respond; collective responses and faculty-group exchange will help students comprehend the material and will create a learning community. Synchronous or live sessions (each topic offered twice to ensure student access) will allow students to break into groups to discuss readings with instructor input, engage in group discussions on selected topics, and document these by completing writing assignments in a learning context resembling "in-class" sessions.

The integrity of student work will be assured by creation of questions that require analysis of specific sources and integration of those sources into individual written responses. This should make plagiarism difficult and obvious. Evaluation of students in the on-line course will be open book (exams, papers, etc.) but based on questions that require critical analysis and synthesis of primary and secondary sources.

5. For courses numbered 4750-4999 – N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This course is writing-intensive. At least 35 percent of the grade will be based on students' written work. Students will re-write at least one assignment.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The following outline provides an example of content delivered during this course. The on-line sections of the course are equivalent to the on-campus units. The same material is covered in the same time frame. On-line course material will be released the Thursday evening before the week of instruction in a 15 week version of the course providing ample opportunity for students to access readings, communicate as required, engage in synthesis activities and complete all work for the week (including the live synchronous sessions with related "in-class" work) before moving on to the next lesson, available by the next Thursday evening.

1st week: Students are introduced to the field of Women's Studies, which is placed in the context of the history of the Women's Movement in the United States. This portion of the class includes materials about the history of women's rights in the United States as well as primary historical materials. Students engage in discussions about the materials and prepare written documentation of the discussions.

2nd and 3rd week: Students read materials that help them understand the relationship between various multi-cultural issues and gender issues. Class materials during this week focus on the experiences of women from a variety of backgrounds. Students discuss these materials and document the discussions in writing.

4th week: Students discuss the construction of masculinities, the role of men in the Women's Movement, and other gender issues that affect men. Students will read about these issues from a variety of perspectives and will engage in discussions about the materials and prepare written documentation of the discussions.

5th week: Students will explore a variety of perspectives on gender and biology. In particular, class materials will focus on the question of nature vs. nurture, considering different theories about the roles of biology and socialization in the establishment of gender differences.

6th week: Students present ideas from their research papers about a group of women different in some way than the student researcher. Students will concentrate on a single problem or set of problems faced by these women. The entire week will be focused on student research. At the beginning of the week, students will workshop drafts of papers to be presented during the second part of the week. After the teacher comments, students will have the opportunity to rewrite their papers. Note: This scenario will work just as well on-line

as it will in the classroom given the resources that on-line course delivery systems include to facilitate file exchange and group discussion.

7th week: Students begin considering a variety of cross-disciplinary gender issues from several perspectives. So many different issues might be discussed from so many different disciplines and perspectives that variety should be expected here. In general, we begin with a discussion of family and gender. Students read texts that consider such issues as child care responsibilities, family roles, and domestic violence and will discuss the materials and prepare written documentation of the discussions.

8th week: Students will take a mid-term exam at the beginning of the week. For the remainder of the week students will learn about feminist ethics and will discuss the materials and prepare written documentation of the discussions.

9th week: Students will read materials to help them understand gender roles in the workplace, including readings on women and economics, and will discuss the materials and prepare written documentation of the discussions.

10th week: Students will consider questions about women in education, including women as students and as teachers, gender parity in the classroom, differences in learning styles, and technology education. Students will discuss the materials and prepare written documentation of the discussions.

11th week: Students will consider questions about women in law and politics and will discuss the materials and prepare written documentation of the discussions..

12th week: Classroom materials will focus on images of women in the media and arguments about how these images affect women, including problems of body image, ageism and racism in the media. Students will discuss the materials and prepare written documentation of the discussions.

13th week: Students will consider women's health issues and will discuss the materials and prepare written documentation of the discussions.

14th week: Students will consider women in art and literature, including the lives of women artists and writers as well as depictions of women in the arts. Students will discuss the materials and prepare written documentation of the discussions.

15th week: This week will be devoted to student presentations. Students will write research papers on issues relevant to topics covered during the second half of the class. Students will workshop papers at the beginning of the week, have a chance for revision, and present papers at the end of the week. Note: This scenario will work just as well on-line as it will in the classroom given the resources that on-line course delivery systems include to facilitate file exchange and group discussion.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

The Women's Studies Program faculty developed WST 2309G as an introduction to the field of study known as Women's Studies and, thus, to provide interdisciplinary coverage of women's rights issues and gender relations in historical context. Students may think that discrimination on the basis of related concepts of gender, sexual orientation, ethnicity and race is a thing of the past. The course introduces students to women's rights and the ways that increasing rights that women hold can affect the relationships between women and men. It addresses the perspective of other genders, affirming that the bi-gender system of female and male must be considered as a part, but not the whole, of understanding gender assignment, role, identity, and attribution as constructed by society, politics, culture, religion, class, and economics. In turn, the course addresses the ways that changing relationships between women and men and others can construct society and culture and affect politics, religion, class and economics.

WST 2309G: Women, Men, and Culture will be part of the Social/Behavior Sciences segment of General Education.

Although the course draws from many different disciplines, its focus is the social problems and dynamics that result from gender roles and gender inequities, which makes it appropriate for the Social/Behavioral Sciences segment.

b. If the course or some sections of the course may be technology delivered, explain why.

The technologically-delivered version of WST 2309G is designed to reach students enrolled in on-line degree programs at EIU and served by offerings through the School of Continuing Education. This will include working professionals and others whose life experiences will enrich written and verbal discussions conducted via the on-line course delivery system. WST 2309G also satisfies the cultural diversity requirement, which few regularly offered electronically-delivered courses do. Finally, Continuing Education expressed need for an on-line general education course to satisfy the Social and Behavioral Sciences requirement, which WST 2309G does. Thus, the Women's Studies Program is being proactive by revising WST 2309G to reach an underserved student body whose life experiences will make the course materials even more meaningful and relevant to their educational growth.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

WST 2309G introduces the field of Women's Studies in its historic context to students, and explores how Women's Studies affects and is affected by each of the more traditional disciplines that constitute it. This content is most relevant to students in the early stages of their college career, but some college-level experience in history, anthropology, sociology, economics, and/or philosophy can create a well-informed WST 2309G student. Thus, WST 2309G should carry the 2000-level designation. Because the on-line version and on-campus version are equivalent, the electronic/on-line version will NOT be open to enrollment by on-campus students.

3. If the course is similar to an existing course or courses, justify its development and offering.

The course has some similarity to a course in Family and Consumer Sciences, FCS 2831: Women in Contemporary Society. FCS 2831, however, is an issues-oriented class described as "an interdisciplinary study of the emergence of women as a viable force in contemporary society." Women, Men, and Culture, on the other hand, is an introduction to the field of study known as Women's Studies and takes a more historical and discipline-specific approach.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

WST 2309G: Women, Men, and Culture was approved in AY 1999-2000 as a required course for the Women's Studies Minor. This remains the case. It will not count as an elective for any other major or minor.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Any member of the Women's Studies faculty who has passed EIU's On-line Course Delivery Institute (or equivalent) may teach the on-line version of WST 2309G.

2. Additional costs to students: None

3. Text and supplementary materials to be used (Include publication dates):

The textbooks will change as the instructors change.

Dr. Reid used the following in the Summer 2012 prototype:

Hogan, Linda. *Solar Storms* (NY: Simon & Schuster, Inc., 1995)

Larsen, Nella. *Quicksand and Passing* (*Quicksand* 1928; *Passing* 1929; reprint NJ: Rutgers University Press, 1986, edited and with an introduction by Deborah E. McDowell)

Piercy, Marge. *Sex Wars: A Novel of the Turbulent Post-Civil War Period* (NY: William Morrow, 2005)

Rothenberg, Paula S., ed. *Race, Class and Gender in the United States*, 7th ed. (Worth, 2007).

Yeziarska, Anzia. *Bread Givers: A Novel* (NY: Persea Books, 1925; 1975 with an introduction by Alice Kessler-Harris)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: Nov. 20, 2012

Date approved by the college curriculum committee: Feb. 6, 2013

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: February 28, 2013 **CGS:** N/A

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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