

Course Proposal: WST 2309G: Women, Men, and Culture

1. Catalog Description

- a. Course level: Women's Studies 2309G
- b. Title: Women, Men, and Culture
- c. Credit: 3-0-3
- d. Term to be offered: F, S
- e. Short title: Women, Men, Cul
- f. 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.
- g. Prerequisites: none
- h. Women's Studies 2309G is writing intensive.

2. Student learning objectives

- a. In successfully completing WST 2309, students will:
 - 1) develop a sense of social responsibility by reading, analyzing, and responding to multi-disciplinary and multicultural course materials about gender issues (citizenship, critical thinking, writing, and speaking).
 - 2) develop an understanding of the historical framework of gender issues by reading and analyzing course materials with a historical focus and by engaging in other classroom activities that emphasize the historical context(s) of gender issues (citizenship, critical thinking).
 - 3) develop writing, research, and speaking skills by writing research papers about gender issues which students will also present to their classmates (critical thinking, writing, and speaking).
 - 4) develop critical thinking skills by analyzing and synthesizing information and ideas from course materials, discussions, lectures and other activities for short writes and exams (critical thinking, writing).

- 5) Engage in dialogue with classmates about important social issues as they pertain to gender (speaking, citizenship).

3. Course outline

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 do in-class writings in response.

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 do in-class writings in response.

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 respond with in-class writings and discussions.

5th week: Students will explore a variety of perspectives on gender and biology. In particular, classroom 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.

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 respond with discussion and in-class writing.

8th week: Students will take a mid-term exam at the beginning of the week. The second half of the week students will learn about feminist ethics and respond to classroom materials with in-class writings and discussions.

9th week: Students will read materials to help them understand gender roles in the workplace, including discussions of women and economics, and will respond to classroom materials with in-class writings and classroom 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 respond to classroom materials with in-class writings and classroom discussions.

11th week: Students will consider questions about women in law and politics and will respond to classroom materials with in-class writings and classroom 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 respond to classroom materials with in-class writings and classroom discussions.

13th week: Students will consider women's health issues and will respond to classroom material with in-class writings and discussion.

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 respond to classroom materials with in-class writings and classroom discussion.

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.

4. **Evaluation of student learning**

- a) Achievement of student learning will be evaluated based on the following:
 - 1) performance on writing assignments-40%
 - 2) performance on exams-40%
 - 3) class discussions and in-class writings-20%

5. **Rationale**

- a. Women, Men, and Culture will be part of the Social/Behavior Sciences segment. Although the course draws from many different disciplines, its focus is the social problems and dynamics that result from gender roles and gender inequities and so is appropriate for the Social/Behavioral Sciences segment.
- b. The course is introductory and will have no prerequisites.

- c. Indicate similarity to existing courses and/or effect upon programs of any department.
 - 1. The course has some similarity to Family and Consumer Sciences 2831: Women in Contemporary Society. FCS 2831, however, is an issues-oriented class. Women, Men, and Culture, on the other hand, is an introduction to Women's Studies and takes a more historical and discipline-specific approach. We introduce the field of Women's Studies in its historic context, and then we discuss how Women's Studies affects and is affected by each of the more traditional disciplines that constitute it.
 - 2. No course will be deleted if this course is approved.
 - 3. There will be no program modification if this course is approved.
- d. Women, Men and Culture will be a required course for the Women's Studies Minor but will not count as an elective for any other major or minor.

6. **Implementation**

- a. Any member of the Women's Studies minor may teach this course. During the first semester, however, the course will be taught by Gail Mason and Jonelle DePetro, faculty members with a long-standing involvement and scholarly interest in Women's Studies.
- b. Textbooks: The textbooks will change as the instructors change, but to begin with, we will use Gendered Voices (1996) by Costello and Women, Images and Realities (1999) by Kesselman.
- c. Fall 2000