

General Education Course Coding Form

INSTRUCTIONS

- Your responses must be typed and all sections completed. Do not submit this application unless your course meets all of the approval criteria (1000 and 2000 courses only, single code only, no prerequisites, etc.). Contact the Curriculum Committee Coordinator if you have any questions.
- Attach a syllabus that includes a list of the following:
 - Measurable student learning outcomes
 - Note: The GenEd learning outcomes should be stated separately from the course learning outcomes on the course syllabus
 - Outcome Assessment (including descriptions of reading and writing activities, projects, presentations, testing, etc.)
 - Course requirements (such as attendance, assignments, etc.)
- Have your proposal reviewed by the appropriate department and school/college committee.
- Submit your proposal to the Office of Academic Affairs. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.

FORM INFORMATION

Select one: New Course Revised Course

1. Department: WOMN
2. Program: WOMN
3. Course Information: WOMN / ~~2000~~ ^{2004 JJA} / Issues in Women's Studies: Whodunit? Murder, Misogyny, and Mayhem
(1000 & 2000 only) Prefix Number Title

If the course is a **topics** or **issues course**, the last digit in the number should designate its code according to the following guidelines:

A Topics or Issues course coded 2300 designates no code.

<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Title</u>
2301	Critical Thinking	2304	Humanities	2307	Arts Appreciation
2302	Communications	2305	Values	2308	Scientific Understanding
2303	Historical Consciousness	2306	Cultural Understanding	2309	Mathematics

Note: All sections under a course number that received a general education code have the same code.

4. General Education Code requested. Humanities (List only one code)
5. Does this course have a prerequisite? Yes No
(General Education Courses should not have prerequisites.)

6. Indicate how each of the General Education Learning Outcome criteria for your code (page 3 and 4) are reflected in the learning outcomes of the course.

1. Student learns to utilize original works or texts instead of secondary interpretations

Students become familiar with the genre of feminist crime fiction. They read five to six novels, identifying and analyzing the circumstances of the female characters' lives, the choices they make, and the obstacles they face at least in part because of their gender.

2. Student learns about multiple perspectives on themes of the human condition.

Students compare and contrast portrayals of a number of women's issues to each other in the primary texts. These issues are explored from a variety of perspectives, including those presented in research findings on and feminist analyses of these same issues.

7. Student Achievement of Gen. Ed. Learning Outcomes are Assessed Within:
(Check all that apply)

- Exams Papers Portfolios Class Exercises
 Other _____

8. Endorsements & Approvals:

Please have the Chair of the Department/Committee, Dean of each School/College and other programs that may be affected by this proposal, review prior to submission to the Office of Academic Affairs.

Laurel King
Petitioner

4/1/08
Date

Anne McIlhenny
Chair of the Department/Committee

4/1/08
Date

Santa Carlos
Dean of College/School

4/8/08
Date

[Signature]
Chair of the Curriculum Committee

15 April 2008
Date

GENERAL EDUCATION LEARNING OUTCOMES

CRITICAL THINKING: A systematic method of examining and evaluating arguments.

Learning Outcome Criteria for a Course or Experience:

- Student learns a systematic approach to thinking
- Student learns how to examine arguments by identifying, analyzing, and evaluating claims and the evidence offered in support of these claims
- Student learns about inquiry process, not content
- Student learns through active participation

COMMUNICATIONS: Writing and speaking, which are clear, concise and accurate when conveyed to a broad audience.

Learning Outcome Criteria for a Course or Experience:

- Student learns a systematic approach to written or oral communications in English
- Student learns how to utilize, practice, and improve these components of literacy

HISTORICAL CONSCIOUSNESS: Recognition of causes, relationships and sequences within seemingly random social and historical events.

Learning Outcome Criteria for a Course or Experience:

- Student learns to imbue facts within their human contexts
- Student learns to examine multiple causality in events
- Student learns about establishing a sense of sequence
- Student learns to utilize historical evidence

HUMANITIES: Analysis of the themes of human experiences through the legacy of great works and ideas.

Learning Outcome Criteria for a Course or Experience:

- Student learns to utilize original works or texts instead of secondary interpretations
- Student learns about multiple perspectives on themes of the human condition

VALUES: Critical reflection on the attitudes and beliefs relevant to individual and social choices and actions.

Learning Outcome Criteria for a Course or Experience:

- Student learns a wide range of normative standards for ethical choices

- Student is able to articulate and critique the attitudes and beliefs that underlie ethical choices

CULTURAL UNDERSTANDING: Examination and comparison of international and/or diverse cultures

Learning Outcome Criteria for a Course or Experience:

- Student learns about global or international perspectives, or learns about comparative study of different cultures within one's own society
- Student learns to reflect on his/her own culture in light of another culture
- Student learns about difference and similarity among cultures.

ARTS APPRECIATION: Recognition of artistic expressions gained through analysis, reflection or practical experience.

Learning Outcome Criteria for a Course or Experience:

- Student learns the languages and the formal qualities of the varied forms of the arts
- Student learns through active observation, participation and response
- Student learns about the creative process

SCIENTIFIC UNDERSTANDING: Analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world.

Learning Outcome Criteria for a Course or Experience:

- Student learns how theories are formed, tested and validated
- Student learns to discriminate between conclusions developed from the application of scientific and of nonscientific reasoning
- Student learns how to differentiate between observation and inferences, and between accidental discovery and the scientific method.

MATHEMATICS: Recognition of the value and beauty of mathematics as well as the ability to appraise and use quantitative data.

Learning Outcome Criteria for a Course or Experience:

- Student learns to explore, conjecture and reason logically
- Student learns a variety of mathematical methods effectively to solve non routine problem
- Student learns to judge the role of mathematical reasoning in real-life situations
- Student learns to communicate mathematically.

Course Guidelines for "Issues in Women's Studies: Whodunit? Murder, Misogyny, and Mayhem

Course Description:

For many, murder mysteries provide a light-hearted escape. However, a close reading of some of them can offer us a different lens through which to examine Women's Studies-related issues such as body image, religion as both a positive and a negative force in women's lives, the balance between work and parenting, sexual orientation, domestic violence, the sex trade, dowry deaths, and honor killings. Our exploration of topics such as these will be informed by research, service-learning or group projects, and the work of authors such as Deborah Crombie, Patricia Hall, Laurie King, and Ayelet Waldman.

Course Objectives

1. Become familiar with the genre of feminist crime fiction.
2. Identify and analyze the portrayal of women's issues (such as domestic violence, the balance between work and parenting, body image, sexual orientation, the sex trade, and honor killings) in crime fiction.
3. Compare and contrast fictional portrayals of women's issues to each other and to research findings on and feminist analyses of those same issues.
4. Use research tools from more than one academic discipline.
5. Write more clearly.

Measurable Student Learning Outcomes

1. Students will become familiar with the genre of feminist crime fiction.
2. Students will be able to identify and analyze the portrayal of women's issues (such as domestic violence, the balance between work and parenting, body image, sexual orientation, the sex trade, and honor killings) in feminist crime fiction.
3. Students will be able to compare and contrast fictional portrayals of women's issues to each other and to research findings on and feminist analyses of those same issues.

Information on how outcomes will be assessed

1. Students' familiarity with the genre of feminist crime fiction will be assessed through class discussion of the assigned novels.
2. Students' ability to identify and analyze the portrayal of women's issues (such as domestic violence, the balance between work and parenting, body image, sexual orientation, the sex trade, and honor killings) in feminist crime fiction will be assessed through class discussion and written assignments.
3. Students' ability to compare and contrast fictional portrayals of women's issues to each other and to research findings on and feminist analyses of those same issues will be assessed through class discussion, written assignments (the research paper, the final paper), and group projects.

Course Requirements

Students are expected to:

1. Attend class.
2. Complete the reading assignments.
3. Keep a reading journal.
4. Participate in class discussions and exercises.
5. Contribute to a group project and attend a debriefing session once the project is finished.
6. Submit all papers (including a final paper and two drafts of a research paper).
7. Present their research to the class.

Assignment Descriptions

- *Reading journal:* As you do each section of the assigned reading, write down at least two questions that arise from the reading, comments you'd like to make on it, and/or quotations that you want to discuss. Note the page numbers of the text that give rise to your questions, comments, or quotations. Be prepared to read your questions, comments, or quotations and comment on them in class. You will be handing in your reading journal several times during the semester, so please keep it separate from your other writing.

- *The research paper.* You will choose a topic related to a women's

issue that is discussed in one or more of our novels and write a research paper of at least five pages that draws on at least five sources. At least three sources must be from scholarly (peer-refereed) journals. No more than one may be a web site. You will submit a topic, a preliminary bibliography, a preliminary draft, and a final draft. I will give you four extra points if you meet with me to discuss your first draft.

- *The presentation.* You will have ten to fifteen minutes to make a presentation to the class on your research.

- *Group project and debriefing session.* You will need to find others in the class who are concerned about the same topic as you are. I will need to approve your topic, which must be a women's issue raised in at least one of our novels. As a group, you will arrange an outside presentation on the topic (e.g., a speaker, a panel, a film) and an opportunity for action (e.g., petition circulation, letter-writing, a work trip, a collection) that are open to the Webster community.

After the project is finished, your group will meet with me to discuss the process, the product, and what you've learned.

- *The final paper.* You will write a four- to five-page paper comparing two of our authors' treatment of the same women's issue or of two female characters who share a profession or an approach to life.

Required Texts

Blake, Michelle. *The Tentmaker*. Penguin Group, 2000.

Crombie, Deborah. *Dreaming of the Bones*. Avon Books, 2007.

Hall, Patricia. *Dead Reckoning*. St. Martin's Minotaur, 2005.

King, Laurie R. *Night Work*. Bantam, 2000.

Waldman, Ayelet. *Murder Plays House*. Berkley Prime Crime, 2005.