

General Education Course Proposal

Proposed Course: WS 12 Critical Thinking: Gender Issues Units 3
 Prefix No. Title
 Department: Women's Studies Program School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 A2 A3 B4
 Breadth: B1 B2 C1 D E
 Integration: B C D International/Multicultural:

Existing Course: Revised Course: New Course:
 Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Replaces old copy with: Theory and practice in basic skills of critical thinking, using examples about the intersections of gender with race and class. Skills will be demonstrated and assessed through oral and written performance. General Education Area A (3), Critical Thinking.

Enrollment limit per section: 40
 Expected number of sections per semester - Year 1 4; Year 3 4-5

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

<u>Susan Arpad</u> Department Chair	<u>10-2-98</u> Date	School Curriculum Committee	Date <u>12/15/98</u>
Original Signed By the Dean	Date	<u>Paul Arpad</u> General Education Subcommittee	Date 5/2/99
<u>Brandt Kehoe</u> Associate Provost	<u>12/22/98</u> Date	1/14/98	

Attachment 2

Critical Thinking Course Proposal Women's Studies 12 Common Syllabus

Course Description:

Theory and practice in basic skills of critical thinking, using examples about the intersections of gender, race, and class. Skills will be demonstrated and assessed through oral and written performance. General Education AREA A (3), Critical Thinking.

General Education: This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for CORE, Critical Thinking. For all other students, it meets the requirement for FOUNDATION.

Instructor:	Name
Office:	Instructor's Office
Office Hours:	Instructor's office hours (minimum of five hours per week)
Phone/email:	Instructor's office phone/voice mail number; email address
Dept. office:	Social Science, Room 226A; department hours: M-F, 9:00 - 2:00
Dept. phone:	278-2858

Sample Texts:

- A critical thinking text, to provide theory with respect to the areas covered in the goals and objectives; e.g., Wanda Teays, *Second Thoughts: Critical Thinking from a Multicultural Perspective*, Mayfield Publishing, 1996
- A women's studies text, to provide practice in the practical application of critical thinking concepts to women's studies research and writing; e.g., Kesselman, McNair and Schniedewind, eds., *Women: Images and Realities*, Mountain View: May Field Publishing, 1995 or Gonzalez-Calvo, ed., *Gender: Multicultural Perspectives*, Dubuque, IA: Kendall/Hunt, 1993

Fees: There are no fees associated with this course.

Goals and Objectives:

Provide theory and practice with respect to the following concepts:

- Blocks to critical thinking (e.g., logical fallacies, habit, tradition, prejudice, enculturation, reliance on authority, stereotypes, peer influences);
- Analysis of written, spoken, and visual text (e.g., frame of reference, audience, functions and uses of language);
- Recognition of good and bad, strong and weak arguments
- Construction of arguments (e.g., components: hypothesis, evidence, premises conclusion)
- Differences between inductive and deductive reasoning
- Differences between fact, opinion, judgment, belief, argument
- Social construction of gender and locations of its presentation (e.g., advertising, film, music, television, news media, academic writing)

Course topics:

- Topic 1 Identifying obstacles to clear thinking Approx. 2 - 3 weeks
Includes all of the following:
(a) prejudice
(b) habit and conformity
(c) cultural and societal attitudes
(d) blind obedience
(e) unreflective acceptance of authority
(f) stereotypes
- Topic 2 Language Approx. 2 - 3 weeks
Includes all of the following:
(a) functions of language
(b) uses of language
(c) problems such as bias, asymmetry, loaded language, highlighting and hiding
(e) examples of characterizations of gender from various media such as television, film, print sources
(f) definitions: types and purposes, and evaluation of adequacy
- Topic 3 Frame of reference: cultural diversity Approx. 1 - 2 weeks
Includes all of the following:
(a) Gender
(b) Race and ethnicity
(c) Class
(d) Power dimensions
- Topic 4 Elements of arguments Approx. 2 - 3 weeks
Includes all of the following:
(a) identification and evaluation of author's assumptions
(b) identification and evaluation of evidence in arguments
(c) identification of conclusions of arguments
- Topic 5 Assessing claims Approx. 3 - 5 weeks
Includes all of the following:
(a) distinguishing facts, opinions, and ideas
(b) recognizing common material fallacies
(c) recognizing and evaluating research methodology
- Topic 6 Inductive and deductive arguments Approx. 2 - 4 weeks
Includes all of the following:
(a) structures and rules for deductive arguments, recognizing fallacies
(b) evaluating validity and soundness
(c) structures of inductive arguments
(d) evaluating strength of inductive generalizations

The order and emphasis in coverage of these topics will vary according to the discretion of the instructor and in light of the specific critical thinking textbook and readings on gender issues used.

Sample Assignments:

Students shall be required to write a minimum of 2,000 words during the course of the semester. Writing is to include: essays, research reports, essay examinations, and/or journals. (Note: Class notes taken during the course of the semester cannot be used to satisfy this requirement.)

Quizzes may be used to test student comprehension of the materials.

Written and oral assignments will be designed to convey course goals and objectives, listed above. Sample types of assignments:

- Evaluation of bias in research, study of research methodology
- Critical evaluation of media presentation of gender, race, and class
- Development, analysis, and/or rebuttal of an argument
- Recognition of argumentative structure and fallacies

Final Exam:

Each course shall include a two-hour final examination, at least one hour of which shall consist of questions from the test bank compiled by the critical thinking coordinating committee.

GE Credit:

No General Education credit will be given for this Area A course if the student receives less than a "C" grade.

Attachment 3

Critical Thinking Course Proposal Women's Studies 12 Typical Syllabus

CSU -Fresno
3 units, no prerequisites

Dr. Jan Slagter, Instructor
Office: San Ramon 3, # 124 Phone: 278-7140
Office Hours: Tuesday, Thursday 10 - 11:30, Wed. 3 - 5:30
and by appointment

Catalog Description: Theory and practice in basic skills of critical thinking, using examples about the intersections of gender with race and class. Skills will be demonstrated and assessed through oral and written performance. General Education Area A (3), Critical Thinking.

General Education: This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for CORE, Critical Thinking. For all other students, it meets the requirement for FOUNDATION, Area A3.

Required texts:

Wanda Teays, *Second Thoughts: Critical Thinking from a Multicultural Perspective*,
Mayfield Publishing, 1996
Packet of readings available for purchase at the campus bookstore (CP)

Fees: There are no special fees attached to this course.

Course Goals and Objectives:

- To introduce students to the following concepts in their practical application:
- Blocks to critical thinking such as logical fallacies, habit, tradition, prejudice, enculturation, reliance on authority, stereotypes, and peer influences
- Analysis of written, spoken, and visual text for frame of reference, audience, and the functions and uses of language
- Recognition of good and bad, strong and weak arguments
- The construction of arguments, including components of arguments --hypothesis, evidence, premises, conclusion
- The difference between inductive and deductive reasoning
- The differences between fact, opinion, judgment, belief, and argument
- The social construction of gender and the locations of its presentation in advertising, film, music, television, news media, and academic writing

Course Topics:

- Identifying obstacles to clear thinking (2 weeks)
- Uses of language and definitions (2 weeks)
- Frame of reference: cultural diversity (2 weeks)
- Recognizing elements of arguments (3 weeks)

- Assessing claims (4 weeks)
- Inductive and deductive arguments (3 weeks)

Course Requirements:

Exams: There will be two exams. These exams will test for understanding and application of techniques and concepts introduced in the readings and lectures. Exams will consist of identification questions, short answer essays, long essays, and some multiple choice or definitions. Students will receive a study guide one week prior to the exam. (50 points)

Papers: The university General Education policy states that each course in lower division GE must have a 2,000 word writing requirement. Accordingly, each student, will be required to complete writing assignments, consistent with the GE Policy, at a minimum of 2,000 words. The writing assignments require the student to use their knowledge of good definitions and good reasoning to state a position and defend it using good arguments. Short weekly writing assignments will require the use of basic elements of critical thinking (15 points total). In addition, there will be two papers: Toy Store or Children’s Television Project (10 points) and Research on Sex and Gender Paper (15 points).

Guidelines for evaluating writing:

“A” papers are well structured, and they present excellent insight into the topic through original ideas. They illustrate their main points through appropriate use of detailed analysis. They exhibit clear, concise expression of ideas and few, if any, mechanical errors.

“B” papers are well structured but less well developed than “A” papers (fewer examples, quotations, etc.; or evidence that is not well explained/ contextualized). Insight into the topic is less keen than in an “A” paper. “B” papers illustrate their main points through appropriate use of detailed analysis, but they may have some obvious mechanical problems.

“C” papers have fair, but not fully sound structure. (Thesis may not be clear; development may be poor, or conclusion may be hard to recognize.) They lack necessary detail and may have obvious, recurrent mechanical errors.

“D” papers are poorly structured. They are often reports rather than analytical essays. They often have obvious, recurrent mechanical errors.

“F” papers show obviously minimal lack of effort or lack of comprehension of the assignment.

Oral assignments throughout the semester will require students to perform such tasks as analyzing articles, completing exercises utilizing different critical thinking techniques, and evaluating media. (5 points total)

Class participation: Aside from lectures that introduce critical thinking techniques, we will be discussing readings and critical thinking exercises based on the readings. Students should come to class prepared to converse thoughtfully and respectfully about assigned reading and writing materials. If discussion falters, professor reserves the right to give unannounced quizzes or impromptu writing assignments on the readings for the day. (5 points)

Summary of point distribution:

Exams:	2 x 25 = 50 points (50% of grade)
Paper #1:	10 points (10 % “)
Paper #2:	15 points (15 % “)
Written exercises:	15 points (15 % “)
Oral exercises:	5 points (5% “)
Class participation:	5 points (5 % “)

Course Schedule and Reading Assignments:

Dates indicate time by which reading should be completed.

Week 1 - Introduction to the course and to each other; distinctions between sex and gender

Readings

Gould, “X: A Fabulous Child’s Story”
Freud, “Femininity,”

Week 2 - Elements of Arguments: Identifying assumptions, evidence, conclusions

Readings

Teays, Chapter 1, Overview of Critical Thinking, pp. 13 - 21 and Ch. 2, Presenting and Dismantling Arguments, pp. 55 - 59
Wilson, “Sex” (CP)
Fausto-Sterling, “The Five Sexes” (CP)

Writing assignment

Identify assumptions, evidence, and conclusions in two of these three authors: Freud, Wilson, Fausto-Sterling.

Week 3 - Definitions: Kinds and Uses

Readings

Reader pages on definitions (CP)
Three articles on the distinctions between sex and gender:
Gentile, “Just What Are Sex and Gender, Anyway?” (CP)
Unger & Crawford, “Commentary: Sex and Gender --The Troubled Relationship Between Terms and Concepts” (CP)
Deaux, “Commentary: Sorry, Wrong Number -- A Reply to Gentile’s Call” (CP)

Writing assignment

Which of the three views presented by Gentile, Unger and Crawford, and Deaux makes the most sense to you and WHY ? How do the two other authors criticize Gentile’s definitions? (one page)

Week 4 - Removing obstacles to clear thinking

Readings

Teays, “Out of the Fog: The Pathway to Critical Thinking” Ch. 1, pp. 1 - 11
Pratt, “Gender Quiz, Lunch, Profits” (CP)

Writing assignment

- 1) Based on Teays’ descriptions, describe two obstacles to clear thinking in your own life.
- 2) Name two obstacles to critical thinking Teays describes that interfered with Pratt’s ability to understand her own life. Give evidence from her story to back up your claims.

Week 5 - Stereotypes and Understanding Varied Perspectives

Readings

Teays, Ch. 2 "Out of the Silence: Multicultural Dimensions of Critical Thinking"
Heilbroner, "Don't Let Stereotypes Warp Your Judgment" (CP)
Thompson, "The Male Role Stereotype" (CP)
Lips, "Gender & Other Stereotypes: Race, Age, Appearance, Disability" (CP)
Mohr, "Anti-Gay Stereotypes" (CP)
Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space," (CP)

Writing assignment

- 1) Identify and describe two stereotypes in your own thinking. Which obstacles to clear thinking help keep them in place?
- 2) Do exercise two, in Teays, on the top of p. 30 (consider perspectives of various persons on the topic of faculty dating students).

Week 6 - Frame of Reference: Evaluating Media

Readings

Teays, Ch. 11, "Advertising: A Parallel Universe," including Kilbourn, "Gender Bender Ads: Same Old Sexism"
Teays, Ch. 12, "Film and Television: Images on the Screen"
Pollitt, "The Smurfette Principle," (CP)
Video: *Still Killing Us Softly*

Assignment

Bring in magazine advertisements that portray men and women, separately and together. Include diverse images of men and women from different ethnic and racial backgrounds and economic classes. Study, for class discussion, how men and women are depicted similarly and differently, which stereotypes are evident, how women and men interact, and what cues about sexual orientation are present.

Paper due: Toy Store project or Children's TV project
(Specific assignment sheet will be handed out in class.)

Week 7 - Language

Readings

Teays, Ch. 6, "Language: Expressing Thoughts and Values"
Examples of social values and attitudes, and asymmetry in language:
Anzaldúa, "The New Mestiza," and Martin, "The Egg and the Sperm" (CP)

Week 8 - Distinguishing good and bad reasoning

Readings

Teays, Ch. 3, "Argumentation: Steering Clear of Bad Reasoning,"
esp. pp. 50-54 on description and inference, and pp. 72-80 on facts, opinions, and ideas

Midterm Exam

Week 9 - Assessing Claims: Informal Fallacies

Readings

Teays, Ch. 8, "Major Fallacies: Steering Clear of Argumentative Quicksand"

Writings Assignment

Exercise in Teays pp. 198-191, identifying fallacies of relevance
Exercise in Teays pp. 198 - 200, identifying fallacies of presumption

Week 10 - Analyzing arguments

Readings

Teays, Ch. 5 "Analysis: Evaluating Reasoning"
Hubbard, "Rethinking Women's Biology" (CP)

Writing Assignment

Identify Hubbard's assumptions and her stated premises and conclusions. For one section of her essay, make a list of the evidence she gives for her conclusions. Evaluate the strength of her evidence

Week 11 - Induction and Deduction

Readings

Teays, Ch. 4, "The Playing Fields of Induction and Deduction"

Writing Assignment

Exercise in Teays pp. 89 - 90, identifying valid arguments

Exercise in Teays pp. 94-95, strength of inductive arguments

Week 12 - Assessing Claims: Research perspectives and methods in gender research

Readings

Gold, "A White Guy among Vietnamese Women" (CP)

Weston, "Fieldwork in Lesbian and Gay Communities" (CP)

In class exercise on the articles: How researchers characterize their own roles in their research.

Week 13 - Inductive Method in Theory and in Practice

Readings

Teays, Ch. 10, "The Big Three of Inductive Reasoning: Analogies, Cause and Effect, and Statistics"

Messner, "Boyhood, Organized Sports, and the Construction of Masculinities" (CP)

Writing Assignment

One paragraph describing and one paragraph evaluating Messner's methodology.

Paper due: Interpreting the Results of Research on Sex and Gender - Stage 1
Find a journal article on sex/gender and discuss it according to specific guidelines, to be distributed in class.

Week 14 - Assessing claims: Scientific enterprise and some feminist critiques

Readings

National Academy of Sciences, "Methods and Values in Science," (CP)

Hubbard, "Science in Context" (CP)

Keller, "Feminism and Science" (CP)

Writing assignment

Succinctly describe Keller's or Rosser's central criticisms of the shortcomings of science. How well does she make her case?

Week 15 - Research methodology: Challenges to objectivity

Readings

Collins, "Toward an Afrocentric Feminist Epistemology," (CP)

Rosser, "Androcentric Bias in Clinical Research" (CP)

Writing Assignment

Explain two ways that the approach to knowledge Collins describes challenges scientific methods.

Week 16 - Changing Science: Applying Diverse Perspectives in designing and conducting scientific research

Readings

Shiva, "Democratizing Biology" (CP)

Arditti & Schreiber, "Breast Cancer" (CP)

Paper due: Interpreting the Results of Research on Sex and Gender - Stage 2
(Final version, specific guidelines to be distributed in class.)

Final Exam - Consult Schedule of Courses for date and time.

Grading: A total of 100 points are possible in the course.
100-90 = A
89-80 = B
79-70 = C
69-60 = D
59 and below = F.

Eligibility for General Education Credit: General Education Policy, General Notes for Area A state: "No General Education credit will be given for any Area A course in which the student received less than a 'C' grade."

Attendance policy. Students should make every attempt to attend every class meeting. Note that ten percent of the semester grade depends on in-class participation.

Missed exams, make-up work, late paper policy. Make-ups for exams will be considered in documented cases of extreme necessity only. Written work will be penalized one-third of a grade (e.g., from A to A-) for each day past the due date.

Cheating and plagiarism policy: Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by an "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

Information for disabled students: If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made.

Classroom conduct - Students are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the *Catalog* and the *Schedule of Courses*.

Dropping the class - As per university policy, students may withdraw from class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is *not* a serious and compelling reason to drop. The overscheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.

Scheduling Caveat: The above schedule and procedures for this course, accurate at the time of this writing, are subject to change in the event of extenuating circumstances.