

Spring 1984

Program Notes- Spring-Summer 1984

Women's Studies Program Staff

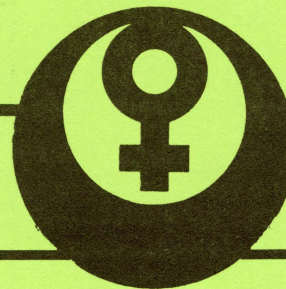
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PROGRAM NOTES

Vol. 9 No. 2

Spring-Summer 1984

THE CLASSROOM CLIMATE: A CHILLY ONE FOR WOMEN?*

Sex discrimination can take subtle as well as blatant forms. In a recent report, the Project on the Status and Education of Women of the Association of American Colleges documented the fact that the experience of women students in the classroom may be quite different from that of men in the same classroom. Their research indicates that faculty behaviors which express expectations for women different from those for men students, or which lead women to feel that their academic and career ambitions are not taken as seriously as men's, can play a major role in creating a learning climate that limits women students' development.

Most faculty want to treat all students fairly and as individuals with particular talents and abilities. However, some teachers (men and women alike) may overtly - or more often inadvertently - treat men and women students differently in the classroom and in related learning situations. Often, differences in the ways teachers treat men and women students may seem so "normal" that the particular behaviors which express them go unnoticed. Nevertheless, taken cumulatively, behaviors which either overlook or single out women students because of their sex may leave many women feeling less confident than their male classmates about their academic abilities, their places in the college community, and their potential for career success.

The report identifies the following inadvertent behaviors, among others, as having a "chilling effect" on the classroom environment for women:

- calling directly on men students but not on women students; male faculty are especially likely to address male students more often than females;
- "coaching" men but not women students to work toward a fuller answer by probing for additional elaboration or explanation;
- waiting longer for men than for women to answer a question before going on to another student;
- interrupting women students or allowing them to be disproportionately interrupted by peers;
- responding more extensively to men's comments than to women's;
- using classroom examples that reflect stereotyped ideas about men's and women's social and professional roles, as when the scientist, doctor, or accountant is always "he" while the lab assistant, patient, or secretary is always "she";
- using the generic "he" or "man" to represent both men and women, as in "When a writer is truly innovative, what criteria can we use to measure his achievement?";
- addressing classes as if no women were present ("Suppose your wife...").

The following behaviors are more overtly discriminatory, and therefore even more chilling to women:

- making disparaging comments about women in general, women's intellectual abilities, or women's seriousness of purpose;
- grouping students by sex in a way that suggests women are not as capable as men (for example, discouraging women from field work because it is too hard for women or because women are too much trouble);
- using sexist humor to "spice up a dull subject";
- making disparaging comments about scholarship on women or ridiculing specific works because they deal with women's perceptions and feelings, thus implying that what women think, feel, and accomplish is of little value and not worth learning about;
- diverting discussions of a woman's work toward a discussion of her appearance - confusing or inhibiting the exchange of information and ideas - and often leading women to question the basis on which they are evaluated. [continued on back page]

Women's Studies Courses for Fall 1984

PLEASE POST

The following have been cross-listed as Women's Studies courses because they support the goals of WSP: to encourage new knowledge about women's experience, history, contributions, and status; to bring a critical perspective to traditional areas of knowledge dealing with women and gender roles; to promote nonsexist education. All can be applied to the Women's Studies minor. (* NEW COURSES)

<u>DEPARTMENT/ COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>	<u>TIME</u>	<u>ROOM</u>	<u>INSTRUCTOR</u>
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WSP 101 01	INTRODUCTION TO WOMEN'S STUDIES	3	8:15-9:30 am TR	S 240	TBA
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This course will introduce students to the philosophy of women's studies, to members of the Women's Studies faculty and the courses they teach, and to key issues affecting women's lives; open to all women and men; required for the Women's Studies minor; fulfills the new General Education requirement for 3 hours of interdisciplinary/professional studies.

CRJU 321-31	WOMEN'S ADVOCACY: RAPE AND WOMANABUSE	3	4:15-5:30 pm MW	S 240	TBA
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This course will focus on the sociological, psychological, medical, and legal issues involved in the prosecution of persons accused of raping and physically abusing women; special attention will be given to kinds of assistance, legal and otherwise, which victims need; course will include required readings and special projects.

ECED 336-31	NON-SEXIST STRATEGIES FOR PARENTS AND TEACHERS OF YOUNG CHILDREN	3	4:15-6:55 pm M	CLS 3044	Sandra Styer
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Students will explore principles of effective parenting and of child growth with emphasis upon sex-role development in addition to analysis of familial and societal influences such as children's literature, toys, games, play experiences, & TV. Prerequisite: junior standing.

EDFN 325-31	CHANGING ROLE OF WOMEN IN AMERICAN EDUCATION	3	4:15-6:55 pm M	CLS 3106	Nancy Green
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Study of women in education: past, present, and future. Topics include views of women's mental abilities and "nature"; history of the schooling of women; women as teachers and educational leaders; education for the professions; minority women and education; implications of current research on sex differences and sex roles; and education for the woman of the future.

HPERA-PEMT 342J-01	PRO-SEMINAR IN HPER: WOMEN IN SPORTS	3	11:00-11:50 am MWF	A 110	Betty Guzik
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The purpose of this course is to provide the student with an initial understanding of the problems, patterns, and processes associated with the sport involvement of women in our culture.

HIST 473A-31	SEMINAR IN U.S. HISTORY IN 20TH CENTURY: AMERICAN WOMEN	3	7:05-9:45 pm R	CLS 4091	June Sochen
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In-depth study in seminar fashion; preparation, criticism, and revision of original papers; graduate students only.

MNGT 378-31 THE CHANGING ROLE OF WOMEN IN BUSINESS 3 5:40-6:55 pm MW CLS 2071 Martha Alexander

This course will discuss the emerging role of women in business, and the special problems and opportunities created as a result. Course work will be supplemented by lectures by outstanding businesswomen on the changing role of women in various industries and in functional specialties like marketing, management, accounting, and finance.

PHIL 105-01 FEMINIST PHILOSOPHY 3 11:05-12:20 pm TR S 360 Sarah Hoagland
PHIL 105-31 FEMINIST PHILOSOPHY 3 5:40- 6:55 pm TR S 219 Sarah Hoagland

An analysis of recent work in feminist theory in order to investigate women's situation and its foundation in culture, perception, and reality.

*PIE/SEM 283G-01 PUERTO RICAN WOMEN 3 11:05-12:20 pm TR CLS 3096 TBA

Class discussion will focus on the role of women in Taino society, Spanish society, African society; contrasting the participation of women in daily life in each of these societies (i.e., Yuisa vs. Isabella).

*PIE/SEM 283Z-01 MODERN WOMEN, MODERN CONFLICTS: THE INTERNATIONAL SHORT STORY 3 1:00-1:50 pm MWF CLS 3096 Judy Fradin

Within the past decade, women writers have received international attention. Using the short story, we will explore the styles, themes, and world-views of women writers from South Africa, India, Germany, Australia, and the United States.

PSCI-PA 325A-01 TOPICS IN PUBLIC ADMINISTRATION: WOMEN IN PUBLIC ADMINISTRATION 3 1:00-1:50 pm MWF CLS 2081 Ellen Cannon

This course will examine the tradition of hierarchy, bureaucratic behavior, and personnel practices which reflect and reinforce sexism. Also, health, education, welfare, and social security policies will be surveyed in relation to the interests of women. Prerequisite: PSCI-PA 332.

*PSYC 304B-01 PRO-SEMINAR IN PSYCHOLOGY: WOMEN AND MENTAL HEALTH 3 3:00-3:50 pm MTR S 317 Dorothe Weinberg

Study of recent research showing gender differences in mental health and in diagnoses of "mental illness." The higher incidence in women of anxiety reactions, depression, phobias, obsession with weight, etc. will be examined, with a focus on sources of stress that particularly affect women. Prerequisite: PSYC 201.

SOC 306-31 AMERICAN WOMEN: THE CHANGING IMAGE 3 7:05-9:45 pm W CLS 2105 Martha Thompson

Drawing on interdisciplinary theory and research, this course will examine the image of American women and how it has changed. We will consider how this image reflects and shapes the lives of American women who differ in age, ethnicity, race, sexual identification, and social class. The efforts of feminism to change the image of American women will also be examined.

*SOC 357L-01 PRO-SEMINAR IN SOCIOLOGY: SOCIO-LOGICAL PORTRAIT OF THE BLACK WOMAN 3 9:00-9:50 am MWF CLS 2094 Vera Milam

The aim of this course is to expose students to a wide sampling of the research and literature, both past and present, on the Black woman. This course will also deal with the historical position of the Black woman in American society. Prerequisite: SOC 202.

SPCH-COMM FAMILY COMMUNICATION 3 7:05-9:45 pm M S 111 Bernard Brommel

In this course students will study the family as a system. They will examine the ways in which communication used effectively or ineffectively affect the family system. They will learn how family roles, rules, and power operate to increase or decrease communication effectiveness in a family. Experiential activities will illustrate the theories about family behavior in communication.

KUDOS TO WOMEN'S STUDIES MINORS GRADUATING IN 1984

DEBORAH GRUBER (April, Psychology major) will go to graduate school to prepare to do marital counseling, inspired by her work in a battered women's shelter and her women's studies courses. CAROL KUCAN (April, Human Services major) will continue her job as a programmer, will now have time to work in a battered women's shelter as well. LOVE ANN DOUGHERTY II (June, Psychology major) will continue her job with a bank, plans to go to graduate school with the career goal of working in personnel. PENN HARTIG (August, Psychology major) will go to graduate school for an M.S.W. with the career goal of working with women. TERESITA DIAZ (December, History major) plans to go to law school. SUSAN DE BAUCHE (December, Sociology major) will go to graduate school with the career goal of counseling women. MELANIE ROSS (December, Psychology major) will either do graduate work in psychology or go to law school with the goal of providing women with feminist legal services.

The Women's Studies Program is seeking a student interested in developing the Resource Center as an independent project through the Program for Interdisciplinary Education; contact the coordinator in C-521, x423.

PROGRAM NOTES is published by the Women's Studies Program (WSP), an academic program within the Center for Program Development, Reynold Feldman, CPD Dean. Women's Studies Program offices are C-521 and C-532, x423. WSP Resource Center is in A-108, x8315. Blanche Hersh, WSP Coordinator; James Glowacz, Secretary.

PROGRAM NOTES

WOMEN'S STUDIES PROGRAM

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583-4050

CLASSROOM CLIMATE

[continued from front page]

The report concludes with over 100 specific change strategies for administrators, faculty, and students to improve the classroom climate for women. These are some of the recommendations for faculty:

- Evaluate classroom climate. Use audio-tape, videotape, or an observer to see if the patterns described above occur in your classroom.
- Adopt strategies to change classroom speaking patterns that may discourage women. Make a particular effort to call on women directly and by name; to credit women's comments; to recast "he/she" examples to "I/you" form ("Suppose I am an accountant and you come to me because..."), etc.
- Avoid comments or jokes that disparage women, and discussions that focus on women's appearance rather than their ability.
- Attend faculty development workshops on classroom climate issues.

Summaries of this report are available from Martha Thompson in Sociology (2097, x8205) or from the Women's Studies office (C-532, x423).

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