

General Education Course Proposal

Proposed Course: W S 18 Women and Aging 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 X
 Integration: B C X D International/Multicultural:

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

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)

Interdisciplinary course designed to facilitate the understanding of older women and the physiological, psychological and social aspects of the aging process.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1; Year 3 2

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

Susan Garpad 10/15/98
 Department Chair Date

J. Echeverria 10/27/98
 School Curriculum Committee Date

Ellen Swenbawa 10-27-98
 School Dean Date

Redmond 2/20/01
 General Education Subcommittee Date

J. Echeverria 2/20/01
 Associate Provost Date

1/14/98

SEP 30 1999



MEMORANDUM

Dr. Susan Arpad

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

Date: September 28, 1999
To: Dr. Brandt Kehoe
Interim Associate Provost
From: Dr. Linda Garber *L. Garber*
Acting Assistant Coordinator
Women's Studies Program
Re: G.E. Proposal - WS18

In response to your memo dated August 30, 1999, please accept the following revision to the writing requirement as stated in Attachment #2 ("Common Syllabus") to the proposal for Women's Studies 18 - Women and Aging. The writing assignment on the Sample Syllabus (Attachment #3) should be specified as a series of analysis papers, as defined in the Common Syllabus.

NEW WRITING REQUIREMENT:

Each student will be required to complete writing assignments totaling at least 2,000 words in order to meet the General Education writing requirement for lower division courses. Sample assignments include:

- Analysis papers in which students critically discuss central ideas presented in required readings and other course materials.
- Research papers in which students conduct field research and compare their own observations with theories they have read on the aging experience for older women. These papers may or may not require use of library resources.
- In-class writing assignments in which students organize the ideas they will present in small-group discussions.
- Essay exams that test the degree to which students have read and understood assigned readings and integrated information from class discussion.

Women's Studies Program

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<http://www.csufresno.edu/SocialSciences/>

[Women'sStudies/women.htm](http://www.csufresno.edu/SocialSciences/Women'sStudies/women.htm)

Attachment #2:

Common Syllabus

Women's Studies 18: Women and Aging

(3 units - no prerequisites)

Catalog Description: Interdisciplinary course designed to facilitate the understanding of older women and the physiological, psychological and social aspects of the aging process.

General Education: This course meets the General Education requirements for lower division BREADTH, Area E.

Instructor: Name
Office: Instructor's office location
Office hours: Instructor's office hours (min. 5 hrs/wk for fulltime faculty)
Phone/e-mail: Instructors office phone, e-mail address
Dept. Office: Social Science, 226A; department hours
Dept. Phone: 278-2858

Course Materials: The following books/readers are required/recommended; they may be purchased at _____. Author/editor. *Title*, publisher.

Fees: There are no fees attached to this course.

Course Topics: Approximately one week of class will be devoted to each of the following topics. Each topic represents about 1/15 of this one semester course.

- Diversity of older women's experiences and identities: sexual, gender, racial/ethnic/cultural, political, religious, etc. Appreciation of the lives and realities of ordinary women; the need to respect differences between women.

- Various cultural stereotypes of older women in an ageist society. Cross-cultural differences and similarities in images and roles of older women.

- Introduction to feminist paradigms of gender as socially constructed attitudes and behaviors; feminist research methods, and how these differ from the more traditional methods used in the past to study the process of human aging.

- The three generations of "older women," from middle to advanced age, and the different issues and needs of these three generations of "older women."

- Social constructions of women aging, from elite matriarchs to bag ladies, and what can be learned from the study of the real lives of older women.

- Aging women in the workforce; the poverty of older retired women and the gendered economics of aging.
- Elder abuse in multiple forms: domestic violence, marital rape, acquaintance rape, financial and emotional abuse; causes, consequences, and prevention.
- Older women in intimate relationships. Sexuality in the second half of life; lesbian and heterosexual domestic partners; middle-aged pregnancy and reproductive technologies.
- Comparison of human capital theory with dual labor market theory; discussions of the differential effects of downsizing on various segments of the older labor force.
- Housing alternatives and living arrangements for older women; problems of homelessness and other issues related to ensuring safe shelter.
- Caregivers and caregiving; death and bereavement; the experience of widowhood; community resources available.
- Political involvement and feminist activism of older women; the growth of social change organizations and advocacy groups for older women.
- Aging and women's health issues; problems with access to health care and health insurance; race, class, and sex differences in mortality and morbidity;
- Maintaining mental health; avoiding social isolation; alcohol and drug addiction.
- Vision, hearing, and other sensory losses associated with aging; adapting successfully and coping with these losses psychologically.

Course Objectives:

- To help students develop an understanding of how sex and gender differences shape the aging process in women, and how sexism and ageism converge with other forms of discrimination (e.g. racism, homophobia, etc.) to make the second half of life more difficult for women than for men.
- To analyze the linkages between aging women's physiological, social and psychological experiences with a focus on commonalities and differences between different groups and generations of women.
- To examine the ways in which women's roles and relationships change as they age, in both their personal and professional lives, and to demonstrate that the second half of women's lives can be a time of great achievement and creativity in spite of the various types of losses women may face during these years.
- To promote an understanding of older women's lives in different cultures and ethnic diversity by not developing any course topic solely from a Euro-American perspective, and by studying the ways in which women's experiences of sexism/ageism are mediated by differences in race, class and sexual identity.

- To engage in dialogue and critical thinking about alternative living arrangements for older women that decrease social isolation while encouraging personal growth, creativity, and a physically and mentally healthy lifestyle.
- To explore and reflect upon a variety of ideas about the causes of, and remedies for, the barriers to access to quality health care experienced by many older women in U.S. society.
- To introduce students to different theories related to women's aging process and show them various methods by which theoretical concepts can be critically compared and evaluated.
- To help students make meaningful connections between course materials and their own lived experiences.
- To study the art work and writings of older women themselves in order to give students a deeper experience of every woman as a unique individual.
- To encourage students to reexamine cultural and personal definitions of women aging and to develop social and personal values that support the ability of each woman to reach her full human potential.

Course Assignments: Each student will be required to complete writing assignments of at least 2,000 words in order to meet the General Education writing requirement for lower division courses. Sample assignments include:

- Journals that discuss and respond to central ideas presented in required readings and other course materials. Criteria for journals include: clarity, accurate representation of author's ideas, depth of discussion of ideas, etc.
- Essay exams which test the degree to which students have read and understood assigned readings and integrated information from class discussion.
- Reflection papers in which students select a passage from the reading for that week and relate that passage to their own life experiences.
- Research papers in which students conduct field research and compare their own observations with theories they have read on the aging experience for older women. These papers may or may not require use of library resources.
- In-class writing assignments in which students write for 10 minutes prior to small group discussions as a way of organizing the ideas they want to present.

Course Schedule: Each syllabus will provide dates on which various topics will be covered, assigned readings discussed, and assignment and exam due dates.

Grading Policy: Each syllabus will state the criteria which will be used in grading, including the weighting of assignments and examinations as well as the criteria for assigning grades, and the grading scale, identification of all requirements and due dates for course completion and eligibility for a final passing grade.

Other Information: Each syllabus will also provide an attendance policy, whether or not extra credit is possible, and the instructor's policy on missed work, late work, and make-up work provisions.

Representative Texts:

Jo Alexander, et al, *Women and Aging: An Anthology by Women*. Corvallis, OR: Calyx Books, 1986.

Paula Brown Doress and Diana Laskin Siegal, *New Ourselves, Growing Older: Women Aging with Knowledge and Power*, 2nd Edition. New York: Simon & Schuster, 1994.

Estelle Fuchs, *The Second Season: Life, Love, and Sex—Women in the Middle Years*. Garden City, NY: Doubleday, 1978.

Hilda Kahne, *Economic Security of Older Women: Too Little for Late in Life*. Wellesley, MA: Center for Research on Women, Wellesley College, 1982.

Barbara Macdonald with Cynthia Rich, *Look Me In the Eye: Old Women, Aging and Ageism*. 2nd Edition, San Francisco: Spinsters Books, 1991.

Emily M. Nett, *Women as Elders: Resources for Feminist Research*. Ontario, Canada: Ontario Institute for Studies in Education, 1982.

Florence Tauber and Al Tauber, *Over the Hill at 40 and Other Outrageous Lies*. Portland, OR: Third Age Press, 1993.

Emily Herring Wilson, *Hope and Dignity: Older Black Women of the South*. Philadelphia, PA: Temple University Press, 1983.

Alice Walker, *In Search of Our Mothers' Gardens*. NY: Harcourt, Brace, 1984.

Barbara G. Walker, *The Crone: Woman of Age, Wisdom, and Power*. San Francisco: Harper & Row, 1985.

Reading packets may be used for supplementary materials, but if an instructor chooses to use only a reading packet, it must be approved in advance by the Women's Studies Curriculum Committee.

Attachment #3

Sample Syllabus

Women and Aging Fall, 1998

Instructor: Dr. Marcia E. Bedard
Instructor's Office: Social Science Bldg.#219
Phone: 278-2450 **e-mail:** marciab@zimmer.csufresno.edu
Office Hours: T/TH 10-11 AM and by appt.
Women's Studies Office: Social Science Bldg. #226A
Phone: 278-2858

Course Description: This interdisciplinary course is designed to facilitate the understanding of older women and the physiological, psychological and social aspects of the aging process. Active participation of students is encouraged. Readings and introductory lectures to each topic will be supplemented by audio-visual presentations and small group discussions.

Course Objectives: 1) To understand the social, psychological and physiological dimensions of women's lives as they age, and women's changing relationships in middle and later life, including the effects of changes in family structures 2) To learn how differences in race, class, age, sexual orientation, and other differences shape the aging process for different groups of women, including changes in gender roles and socialization and changing patterns of labor force participation. 3) To engage in dialogue and critical thinking about the social, economic, and personal consequences of ageism. 4) To explore and reflect upon a variety of ideas about the causes and remedies for the resulting socioeconomic inequalities experienced by older women in U.S. society. 5) To introduce students to different theories related to women and aging and methods by which theoretical concepts can be critically compared and evaluated.

Course Materials: Texts for this course are Paula Brown Doress and Diana Laskin Siegal's *New Ourselves, Growing Older: Women Aging with Knowledge and Power*, 2nd Edition. New York: Simon & Schuster, 1994; Jo Alexander, et al, *Women and Aging: An Anthology by Women*. Corvallis, OR: Calyx Books, 1986; and Barbara Macdonald's *Look Me In the Eye: Old Women, Aging and Ageism*. 2nd Edition, San Francisco: Spinsters Books, 1991. All are available at the Kennel Bookstore on the CSUFresno campus.

Grading Scheme: It is possible to earn up to 40 points in this course through timely completion of writing assignments. Up to 10 points may be earned by having excellent attendance, and fully participating in class discussions (*participation includes attentive listening as well as talking*). Attendance will be taken on a regular basis. The remaining 50 points may be earned on two exams (a 25-pt. mid-term and a 25-pt. final). At the end of the semester, 90-100 points=A; 80-89 points=B; 70-79 points = C; 60-69 points = D; 59 or less points is a failing grade. No "extra credit" will be given in this course. *No late papers or make-up exams will be accepted unless prior arrangements have been made with the instructor, and only in the case of bonafide emergencies.*

Writing Assignments: There are four writing assignments in this course. These are short papers (600-800 words) in which students select a passage from the text and critique it or relate it to their own experiences of aging or those of a woman or women they know. These papers are the basis for small group discussions the days they are due. Each short paper is worth up to 10 points.

Part I - Aging Well

Week 1 (8-24-98 to 8-28-98): Course overview, introductions, discussion of goals and objectives.

Read for next class: Doress & Siegal, pp. xiii -36. MacDonald, pp. 53-89.

Week 2 (8-31-98 to 9-4-98): Discussion of reading on aging, ageism, and feminist avoidance, older women's well-being, and section on 'habits worth changing.'

Read for next class: Doress & Siegal, pp. 37-78, MacDonald, pp. 1-24 & 139-146.

Week 3 (9-7-98 to 9-11-98): Ageism and the politics of beauty. Discussion of older women's body images, diet, movement, and weight, cosmetic surgery and women's need to reassess how they feel about both their looks and their lives. First paper due Thursday 9-10-98. Small group discussion/process.

Part II - Living with Ourselves and Others as We Age

Read for next class: Doress & Siegal, pp. 79-105, MacDonald, pp. 90-115

Week 4 (9-14-98 to 9-18-98): Class discussion of reading on sexuality in the second half of life, birth control for women in midlife, and the power of the old woman.

Read for next class discussion: Doress & Siegal, pp. 106-144.

Week 5 (9-21-98 to 9-25-98): Class discussion of reading on childbearing in midlife, menopause, and relationships in middle and later life. Second paper due Thursday 9-24-98. Small group discussion process.

Read for next class discussion: Doress & Siegal, pp. 145-212.

Week 6 (9-28-98 to 10-2-98): Class discussion of reading on housing alternatives and living arrangements for older women, caregiving, work, retirement and money matters generally: the economics of aging for women.

Study for midterm exam on 10-8-98 covering material in Doress and Siegal through pp. 212. A Study Guide will be distributed in class.

Week 7 (10-5-98 to 10-9-98): Review of material midterm. Exam Thursday 10-8-98.

Part III - Understanding, Preventing, and Managing Health Problems

Read for next class discussion: Doress & Siegal, pp. 213-242.

Week 8 (10-12-98 to 10-16-98): Class discussion of reading on problems encountered by older women in the health care system, nursing homes, and some new alternatives for women. Third paper due Thursday 10-15-98. Small group discussion process.

Read for next class discussion: Doress & Siegal, pp. 243-312.

Week 9 (10-19-98 to 10-23-98): Class discussion of reading on health issues of older

women: joint and muscle pain, arthritis and other rheumatic disorders, osteoporosis, dental health urinary incontinence, hysterectomy and oophorectomy, hypertension, heart disease and stroke.

Read for next class discussion: Doress & Siegal, pp. 313-391.

Week 10 (10-26-98 to 10-30-98): Class discussion of reading on cancer, diabetes, gallstones and gallbladder disease, vision, hearing, and other sensory loss associated with aging, memory lapse and memory loss.

Read for next class discussion: Doress & Siegal, pp. 380-392.

Week 11 (11-2-98 to 11-6-98): Class discussion of reading on death and dying. Fourth paper due Thursday 11-5-98. Small group discussion process.

Read for next class discussion: Doress & Siegal, pp. 404-416, MacDonald, pp. 25-52.

Week 12 (11-9-98 to 11-13-98): Class discussion of reading on violence to older women. Video "*Rape: The Boundaries of Fear.*" (30 min.)

Part IV: In Their Own Voices: The Wisdom and Creative Power of Older Women

Read for next class discussion: Macdonald, 117-138. Calyx Anthology, pp. 6-25.

Week 13 (11-16-98 to 11-20-98): Class discussion of reading on changing society and ourselves, with a focus on how older women can use their creative power for social change.

Read for next class discussion: Calyx Anthology, pp. 47-102.

Week 14 (11-23-98 to 11-27-98): Older women's use of journals and poetry to express the experience of aging and their own individuality.

Read for next class discussion: Calyx Anthology, 103-208.

Week 15 (11-30-98 to 12-4-98): Class discussion of older women's artistic expression with a focus on Elizabeth Layton's work. Review sheet for final exam will be distributed today.

Week 16 (12-7-98 to 12-11-98): No class Thursday. There is only one class meeting this week on Tuesday, 12-8-98. The remainder of the week is for final exam preparation and faculty consultation.

FINAL EXAM: TUESDAY, DECEMBER 15, AT 1:15-3:15 PM, SS #208